THE JAMES YOUNG HIGH SCHOOL IMPROVEMENT PLAN

2019 / 2020

Factors Influencing the Improvement Plan
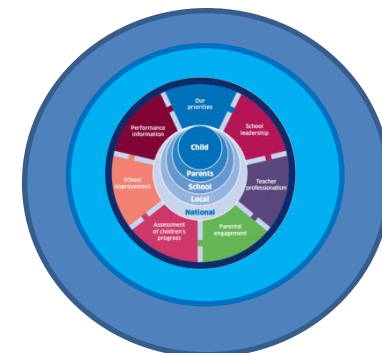
School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)
Transforming Your Council
Corporate Plan
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Child Protection Issues / Guidance
GTCS standards and professional update

School Banner and Pillars

Our learning Our community Our future

Achievement
- 'We are all learners...who have opportunities to achieve our full potential'

Aspiration
- 'We pursue excellence through resilience, hard work and determination'

Relationships
- 'We value and respect all members of our community and we encourage working collaboratively'

Curriculum Rationale

Stemming from our Vision is the overarching aim of our curriculum is to: *Educate the whole learner for an unknown future*

Please see Curriculum Rationale document for more detailed information

Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan (<mark>See exemplar – maximum one side A4</mark>)

a) Background

JYHS is a non-denominational secondary school in West Lothian, serving the communities of Dedridge, Bankton, Murieston and Bellsquarry. Our social demographic profile is polar with 31% of our young people living in SIMD 1-3 and 45% living in SIMD8-10. On average 12% of young people are registered for FME.

Each year we usually have 20% of our pupils coming from out with catchment schools. 2018/19 this figure is 33% (2018-19 - 33%).

Deprivation Profile - Decile
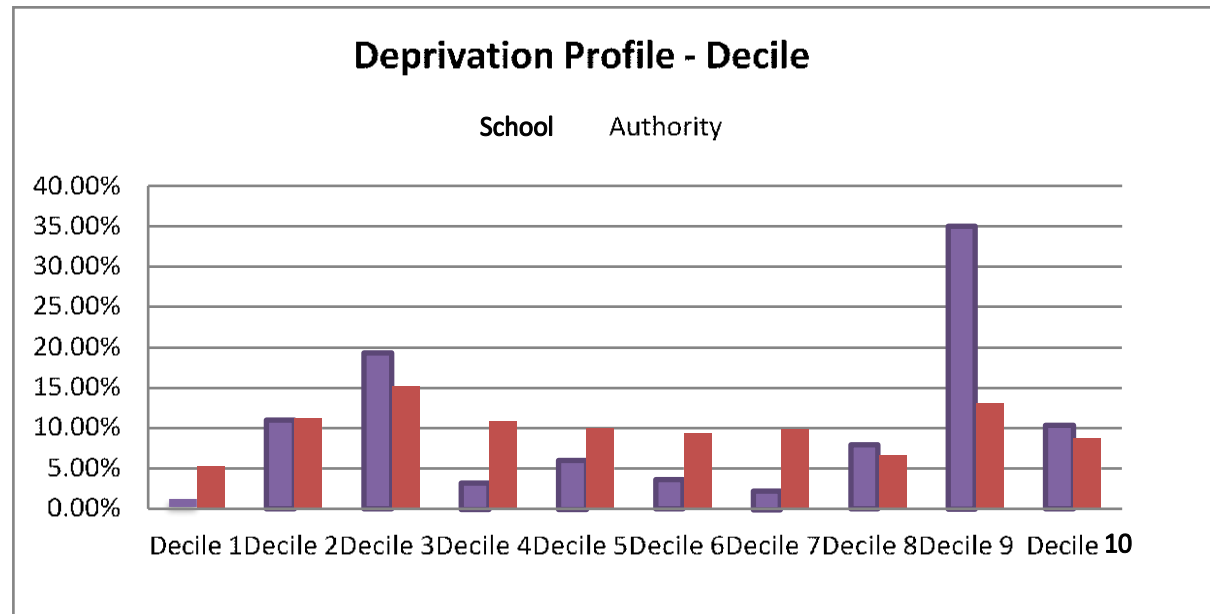
	School	Authority
Decile 1	1.50%	5.17%
Decile 2	10.99%	11.22%
Decile 3	19.35%	15.17%
Decile 4	3.17%	10.80%
Decile 5	5.98%	9.86%
Decile 6	3.61%	9.29%
Decile 7	2.20%	9.82%
Decile 8	7.92%	6.65%
Decile 9	35.00%	13.08%
Decile 10	10.29%	8.71%

b) Data

Our data incudes attendance/exclusions/attainment in BGE and Senior Phase. Faculty exit point data/SIMD data and SFL/ASN data and participation data including post school positive destinations. All of this is whole school but analysed individually per yeargroup/cohort.

Key Data

Average Attendance
JYHS 91.59%
Above WLC 90.5%
Q1 89.39% v Q5 94.27%

FME
JYHS 11.47%
Below WLC 14.2%

SEBN
JYHS 7.53%
WLC 6.91%

Exclusions
JYHS 0.05%
Below WLC 0.08%

ASD
JYHS 3.85%
WLC 2.63%

EAL
JYHS 3.85%
WLC 3.99%

- 5+Highers rose from 19% - 24%
- 5+L6 Qualifications rose from 39%-52%
- 3+ L6 Qualifications rose from 57%-66%
- 1+L6 Qualifications rose from 73% - 75%
- 5+L5 Qualifications rose from 64%-67%

CfE Level 3 JYHS Gap Analysis 2017 v 2019

% of pupils in each quintile achieving L3 Num

Quintile	1	2	3	4	5
2017 JYHS	85.71%	85.37%	100.00%	100.00%	98.90%
2017 WLC	87.12%	85.01%	90.00%	92.83%	96.34%
2018 JYHS	88.5%	95.0%	94.4%	94.4%	95.1%
2018 WLC	86.5%	90.7%	94.5%	95.2%	97.1%
2019 JYHS	87.5%	93.3%	100.0%	100.0%	100.0%
2019 WLC					
JYHS Q1 V Q5 2017	13.19%				
JYHS Q1 V Q5 2018	6.7%				
JYHS Q1 V Q5 2019	12.5%				
Gap Rduction over 3 yrs	0.69%				

% of pupils in each quintile achieving L3 Writing

Quintile	1	2	3	4	5
2017 JYHS	71.43%	78.05%	87.50%	88.24%	96.70%
2017 WLC	85.28%	85.40%	90.57%	94.79%	95.65%
2018 JYHS	92.3%	97.5%	94.4%	100.0%	97.6%
2018 WLC	86.0%	86.6%	93.8%	93.9%	96.4%
2019 JYHS	90.6%	88.9%	100.0%	95.7%	98.9%
2019 WLC					
JYHS Q1 V Q5 2017	25.27%				
JYHS Q1 V Q5 2018	5.3%				
JYHS Q1 V Q5 2019	8.3%				
Gap Rduction over 3 yrs	16.97%				

% of pupils in each quintile achieving L3 Reading

Quintile	1	2	3	4	5
2017 JYHS	78.57%	82.93%	87.50%	94.12%	97.80%
2017 WLC	86.50%	87.77%	90.00%	95.44%	96.57%
2018 JYHS	88.5%	97.5%	100.0%	100.0%	97.6%
2018 WLC	86.5%	87.8%	96.0%	96.1%	97.6%
2019 JYHS	96.9%	91.1%	100.0%	95.7%	98.9%
2019 WLC					
JYHS Q1 V Q5 2017	19.23%				
JYHS Q1 V Q5 2018	9.1%				
JYHS Q1 V Q5 2019	2.0%				
Gap Reduction over 3 yrs	17.23%				

% of pupils in each quintile achieving L3 L&T

Quintile	1	2	3	4	5
2017 JYHS	89.29%	87.80%	93.75%	100.00%	100.00%
2017 WLC	88.04%	88.36%	90.00%	95.44%	96.34%
2018 JYHS	92.3%	95.0%	94.4%	100.0%	97.6%
2018 WLC	87.1%	89.8%	95.0%	97.9%	97.3%
2019 JYHS	93.8%	97.8%	100.0%	95.7%	100.0%
2019 WLC					
JYHS Q1 V Q5 2017	10.71%				
JYHS Q1 V Q5 2018	5.3%				
JYHS Q1 V Q5 2019	6.2%				
Gap Reduction over 3 yrs	4.51%				

Quintile	1	2	3	4	5
2017 JYHS	35.71%	46.34%	56.25%	52.94%	87.91%
2017 WLC	44.79%	47.73%	56.86%	62.54%	77.80%
2018 JYHS	61.50%	72.50%	66.70%	88.90%	87.80%
2018 WLC	43.70%	52.20%	64.90%	70.00%	80.00%
2019 JYHS	53.10%	55.60%	79.20%	78.30%	85.90%
2019 WLC					
JYHS Q1 V Q5 2017	52.20%				
JYHS Q1 V Q5 2018	26.30%				
JYHS Q1 V Q5 2019	32.80%				
Gap Reducation over 3yrs	20%				

Quintile	1	2	3	4	5
2017 JYHS	25.00%	26.83%	50.00%	17.65%	74.73%
2017 WLC	37.12%	41.42%	52.00%	56.68%	68.65%
2018 JYHS	42.30%	55.00%	61.10%	66.70%	69.50%
2018 WLC	38.70%	48.80%	58.00%	63.30%	74.20%
2019 JYHS	56.30%	53.30%	50.00%	87.00%	78.30%
2019 WLC					
JYHS Q1 V Q5 2017	49.73%				
JYHS Q1 V Q5 2018	27.20%				
JYHS Q1 V Q5 2019	22.00%				
Gap Reducation over 3yrs	27.73%				

% of pupils in each quintile achieving L4 Reading

Quintile	1	2	3	4	5
2017 JYHS	21.43%	36.59%	43.75%	41.18%	74.73%
2017 WLC	41.41%	47.14%	56.57%	63.84%	74.83%
2018 JYHS	53.80%	65.00%	55.60%	83.30%	80.50%
2018 WLC	47.50%	54.70%	63.90%	70.90%	82.10%
2019 JYHS	53.10%	68.90%	54.20%	91.30%	87.00%
2019 WLC					
JYHS Q1 V Q5 2017	53.30%				
JYHS Q1 V Q5 2018	26.70%				
JYHS Q1 V Q5 2019	33.90%				
Gap Reducation over 3yrs	19.40%				

% of pupils in each quintile achieving L4 L&T

Quintile	1	2	3	4	5
2017 JYHS	28.57%	26.83%	43.75%	35.29%	78.02%
2017 WLC	46.63%	49.70%	56.86%	66.12%	79.86%
2018 JYHS	42.30%	65.00%	44.40%	72.20%	81.70%
2018 WLC	47.50%	57.90%	67.20%	72.40%	80.90%
2019 JYHS	62.50%	68.90%	79.20%	87.00%	83.70%
2019 WLC					
JYHS Q1 V Q5 2017	49.45%				
JYHS Q1 V Q5 2018	39.40%				
JYHS Q1 v Q5 2019	21.20%				
Gap Reducation over 3yrs	28.25%				

c)   What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

After thorough analysis of data we have identified gaps and patterns of attainment and participation which reflect the pattern of SIMD within our school. Pupils living in lower SIMD are performing less well than pupils living in higher SIMD areas. Pupils in lowers SIMD are excluded more, attend less and are late more often than pupils from High SIMD.

Targeted groups will include some young people who are in receipt of free school meals, who live in an SIMD decile 1-3 area, are care experienced or are identified as having an additional support need. Although these will be the main target groups, they will continue to be extended to include pupils who are facing other potential barriers to learning including young carers, those with English as an additional language and any other factors which may impact on their learning potential.

This year we started to implement interventions using our PEF funding which are beginning to show an impact in the wellbeing of some of our identified young people, increasing confidence for small groups in literacy and numeracy, an increased understanding of numerical concepts and increased participation for young people in SIMD in extra-school club & activities.

d)   Summary/overview of proposal & non-negotiable outcomes

The PEF interventions which have been put in place, and which will continue in session 2019-20, have led to our "gaps" between Q1 and Q5 in literacy and numeracy narrowing over time (3yr). This has led to us revising our 2020 targets based on 2019 CfE figures – see data tables above. These new targets are detailed in the proposal that follows. Our PEF champions will continue to implement these and our new interventions and the impact will be tracked and measured through improvement methodology techniques.

The proposal detailed below aims to continue the progress we have made in narrowing the attainment gap in literacy and numeracy. We plan to target pupils through support groups aimed at pupils experiencing difficulty in their literacy, numeracy and emotional development whilst at the same time building a culture of literacy, numeracy and health and wellbeing across all areas of the school. In addition we will continue to work with our cluster primary schools to develop literacy and numeracy practices will can be implemented cluster wide.

Levels of literacy and numeracy in Q1 and 2 will increase in line with West Lothian and Scottish Government stretch aims.
We aim to build on the increase seen in participation for young people in SIMD 1 & 2 to ensure a larger representation of lower SIMD pupils in all areas of excellence and across the school community.
Increase in Q1 L6 Performance

The James Young High School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to NIF priorities *(observable, measurable outcomes which focus on learning, achievement and wellbeing)*	**NIF driver mapping** *(check as appropriate)*	**Proposed Actions**	**By**	**Measures of Success** *(include performance data, quality indicators and stakeholders' views)*
Raising attainment for all, particularly in literacy and numeracy:	☐School Improvement ☐School Leadership ☒Teacher Professionalism ☒Parental Engagement ☒Assess. of Chdn's Progress ☒Performance Information	1) Use JYHS on Track data to directly impact on pupil success 2) Implement curriculum action plan – transition, targeted pathways, SCQF expansion, IDL, digital literacy 3) Creation of full Literacy and Numeracy strategy and embedding RoA and West Lothian documentation 4) Implement Our Learning Expectations to improve pace and challenge in lessons 5) Implement post Tapestry PLC Practitioner Enquiry Strategy – focus on questioning, feedback and AiFL 6) Introduction of JYHS Leadership Academy	Dec19 April19 Dec19 Jan 20 May 20	Changes in progress in learning data P1 v P2 QI 3.2 Increased options, CfE Levels S3, SCQF JYHS v VC QI 2.2, 3.2 CfE Levels S3, exit data, pupil and teacher surveys QI 2.2, 3.2 QI 2.3 - lesson observations, student and teacher surveys, Prelim and SQA Attainment data QI 1.3 - Student and teacher focus groups
Closing the attainment gap between the most and least advantaged children:	☐School Improvement ☐School Leadership ☒Teacher Professionalism ☒Parental Engagement ☒Assess. of Chdn's Progress ☐Performance Information	1) Creation and implementation of Promoting Positive Attendance strategy 2) Implementation of Our Learning & Relationships strategy 3) Increase L6 Award success in Q1 in S5 by 5% minimum.	Oct 19 Dec 19 May 20	Attendance data per quintile QI 3.2 Learning Walks, student and staff surveys and focus groups, student referrals (SEEMiS)
Improvement in all children and young people's wellbeing:	☐School Improvement ☐School Leadership ☐Teacher Professionalism ☐Parental Engagement ☒Assess. of Chdn's Progress ☒Performance Information	1) Create strategic approach for tracking participation and engagement. 2) Launch of I-voice 3) Students able to self report using wellbeing indicators and staff to use to track and support students 4) Inclusion and equality measures reviewed, developed and impact measured 5) Review and develop PSE programme in line with Government Report Jan 2019 6) Use of 'Our Learning' to ensure that students are clear what feedback is and how to use it support them.	Oct19 Sep19 Oct 19 April 19 April 19 May 20	Changes in data P1 v P2 Q 3.2 Pupil surveys, impact data QI 1.3, 2.3, 3.1, 3.2 Pupil surveys, impact data QI 3.1, 3.2 Pupil surveys, specific impact data QI 3.1 Student surveys and focus groups and impact data QI 2.3
Improvement in employability skills and sustained, positive school leaver destinations for all young people:	☐School Improvement ☒School Leadership ☐Teacher Professionalism ☐Parental Engagement ☒Assess. of Chdn's Progress ☒Performance Information	1) Redesign of PSE programme including use of MWOW in a progressive way 2) Target Q3 pupils to support post school progression 3) Developing our James Young Workforce Action Plan 2019 – 2020; including re-evaluate and embed Cluster Skills Framework, CES and Partnership next steps 4) Through 'Our Learning' have a clear focus on skills development	Sep19 Dec19 Oct19 May 20	Pupil surveys, MWOW usage 85% +QI 3.1, 3.2 Participation Measure QI 3.2 Pupil surveys QI 2.2, 3.2, 2.7 Learning Walks, student and staff surveys and focus groups.