

The James Young High School



PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

**The James Young High School
Quentin Rise
Livingston
EH54 6NE**



ABOUT OUR SCHOOL

School roll is currently 1130 and serves the 4 cluster primary schools of Dedridge, Bankton, Williamston and Bellsquarry. In addition we have placing requests of 30%. Our Senior Leadership team (SLT) consists of HT, 2 DHTs, and one Business Manager (who works across all cluster schools plus 2 additional schools). The SLT and our 6 PTCs Curriculum, 4 PTCs Support and 1 Pupil Support Manager form the Extended Leadership Team (ELT). We have a provision for young people with autistic spectrum disorder which currently accommodates 18 pupils.

Our school vision is focussed around Our Learning, Our Community & Our Future where we build on the following:

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|----------------|--|
| Achievement: | where we are all learners engaging in excellent, challenging and innovative learning experiences where we all have opportunities to achieve our full potential |
| Relationships: | where we value and respect all members of our community and communicate openly and honestly, working collaboratively |
| Aspiration: | where we pursue excellence through resilience, hard work and determination, and have high expectations of ourselves and others |

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at

https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2018/19 was to</p> <p>Develop a strengthened curriculum rationale with a clear line of sight to our Vision that is understood by all</p> <p>Further develop curriculum pathways to ensure Equity and Excellence for all groups of learners</p> <p>Increase ownership and involvement of parents, partners and pupils in all aspects of school improvement</p> <p>Ensure a legacy from Tapestry is developed by staff and pupils which outlines our Learning & Teaching vision that positively</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ➤ Revision of our curriculum rationale to reflect Vision, Values and Aims; impact of curricular decisions and embed any agreed improvements or alterations to our curriculum model ➤ Faculty strategic review of learner pathways from and infiltrating BGE ➤ CLPL for staff involved in course choice ➤ Engagement as an SCQF Ambassador School to support increased course choice ➤ Strengthening the purpose of BGE; in particular S3, to ensure suitable and challenging progression to SP ➤ Building curriculum opportunities in the Resource ➤ Opportunities for 5 aday, focus groups and improvement sessions for parents, pupils and partners in SLT Self-Evaluation Calendar ➤ Creation of pupil voice strategy including use of Learner HGIOS 4; with a clear line of sight regarding impact at whole school and faculty level ➤ You Said We Did created for parents, pupils and staff to show value of stakeholder input ➤ Review of Self-Evaluation policy including Phase B CSI ➤ Development of a learning, teaching and assessment statement to reflect our vision and including our aim for learning and teaching ➤ Capture the impact of Tapestry through baseline data and PRD impact discussions ➤ Review of positive relationships policies by SLWG in line with WLC Policy ➤ Joining of Positive Relationships Group and Learning and Teaching Group ➤ Implementation of ACE Awareness training ➤ Senior Phase techniques to replicate in BGE in relation to quality learner conversations; clear message to pupils regarding the value and purpose of assessment S1-3 ➤ Evidence of impact of moderation activities to be gathered

<p>impacts on all learners consistently across our school</p>	<ul style="list-style-type: none"> ➤ A review of progression pathways in line with Benchmarks ➤ Introduction of BGE Information Session
<p>Ensure positive relationships observed consistently across our school</p>	<ul style="list-style-type: none"> ➤ Discussion and sharing of practise at PTC meetings to ensure inward, forward and outward angles considered ➤ Inclusion of IP impact meetings
<p>Ensure progression through BGE and purpose of assessment clearly understood and valued by parents and pupils</p>	<ul style="list-style-type: none"> ➤ Weekly staff bulletin with reflective questions from GTCS and HGIOS 4 ➤ Impact surveys on all internal and external CLPL activities ➤ Further development of PRD process to ensure clear impact of CLPL on pupils is clear
<p>All staff see the value in capturing the impact of change on learners</p>	<ul style="list-style-type: none"> ➤ Expansion of igrow in S2 with clear impact data ➤ Completion of Literacy strategy including clarity around RoA 'where literacy lives' and use of data, targets (stretch aims), universal and targeted support ➤ Opportunities for Literacy moderation and support for Literacy interventions such as work in vocabulary
<p>An increase in professional learning opportunities for all staff which has an impact directly on learners</p>	<ul style="list-style-type: none"> ➤ Focus on reading; establishing baseline from YARC assessment for paired Scotland Reads Programme. Training for staff and parents involved ➤ Additional resources sourced including Literacy Space/s ➤ Expansion of igrow in S2 with clear impact data
<p>An increase in individualised progression pathways in Literacy & Numeracy</p>	<ul style="list-style-type: none"> ➤ Completion of Numeracy strategy including clarity around RoA and use of data, targets (stretch aims), universal and targeted support ➤ Development of curriculum in S4-6 to increase exit point Level 5 Numeracy (66% in S4 stretch aim) and ensure a reduction in our gap between Q1 & Q5 to 14% ➤ Opportunities for Numeracy moderation with a link teacher from each subject
<p>Development of RoA in Literacy & Numeracy strategy</p>	<ul style="list-style-type: none"> ➤ Inset Numeracy focus – explaining SNSA, using benchmarks and aim for a sustainable annual event ➤ Individual Maths teacher to link with each subject area to target Numeracy subject specific support
<p>Instilling a love for reading in all S1 pupils leading to improved reading scores in standardised assessments</p>	
<p>NIF Driver(s):</p>	<p>Evidence indicates the impact is:</p>

- School Improvement
- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assess. of Children's Progress
- Performance Information

Learners in the BGE Third Level

Evident reduction in Gap and overall increase in attainment at 3rd Level BGE over the last 3 years.

% of pupils in each quintile achieving L3 Num						% of pupils in each quintile achieving L3 Writing							
	Quintile	1	2	3	4	5		Quintile	1	2	3	4	5
2017 JYHS		85.71%	85.37%	100.00%	100.00%	98.90%	2017 JYHS		71.43%	78.05%	87.50%	88.24%	96.70%
2017 WLC		87.12%	85.01%	90.00%	92.83%	96.34%	2017 WLC		85.28%	85.40%	90.57%	94.79%	95.65%
2018 JYHS		88.5%	95.0%	94.4%	94.4%	95.1%	2018 JYHS		92.3%	97.5%	94.4%	100.0%	97.6%
2018 WLC		86.5%	90.7%	94.5%	95.2%	97.1%	2018 WLC		86.0%	86.6%	93.8%	93.9%	96.4%
2019 JYHS		87.5%	93.3%	100.0%	100.0%	100.0%	2019 JYHS		90.6%	88.9%	100.0%	95.7%	98.9%
2019 WLC							2019 WLC						
JYHS Q1 V Q5 2017	13.19%						JYHS Q1 V Q5 2017	25.27%					
JYHS Q1 V Q5 2018	6.7%						JYHS Q1 V Q5 2018	5.3%					
JYHS Q1 V Q5 2019	12.5%						JYHS Q1 V Q5 2019	8.3%					
Gap Reduction over 3 yrs	0.69%						Gap Reduction over 3 yrs	16.97%					
% of pupils in each quintile achieving L3 Reading						% of pupils in each quintile achieving L3 L&T							
	Quintile	1	2	3	4	5		Quintile	1	2	3	4	5
2017 JYHS		78.57%	82.93%	87.50%	94.12%	97.80%	2017 JYHS		89.29%	87.80%	93.75%	100.00%	100.00%
2017 WLC		86.50%	87.77%	90.00%	95.44%	96.57%	2017 WLC		88.04%	88.36%	90.00%	95.44%	96.34%
2018 JYHS		88.5%	97.5%	100.0%	100.0%	97.6%	2018 JYHS		92.3%	95.0%	94.4%	100.0%	97.6%
2018 WLC		86.5%	87.8%	96.0%	96.1%	97.6%	2018 WLC		87.1%	89.8%	95.0%	97.9%	97.3%
2019 JYHS		96.9%	91.1%	100.0%	95.7%	98.9%	2019 JYHS		93.8%	97.8%	100.0%	95.7%	100.0%
2019 WLC							2019 WLC						
JYHS Q1 V Q5 2017	19.23%						JYHS Q1 V Q5 2017	10.71%					
JYHS Q1 V Q5 2018	9.1%						JYHS Q1 V Q5 2018	5.3%					
JYHS Q1 V Q5 2019	2.0%						JYHS Q1 V Q5 2019	6.2%					
Gap Reduction over 3 yrs	17.23%						Gap Reduction over 3 yrs	4.51%					

Learners in the BGE Fourth Level

Evident reduction in Gap and overall increase in attainment at 4th Level BGE over the last 3 years.

	Quintile	1	2	3	4	5		Quintile	1	2	3	4	5
2017 JYHS		35.71%	46.34%	56.25%	52.94%	87.91%	2017 JYHS		25.00%	26.83%	50.00%	17.65%	74.73%
2017 WLC		44.79%	47.73%	56.86%	62.54%	77.80%	2017 WLC		37.12%	41.42%	52.00%	56.68%	68.65%
2018 JYHS		61.50%	72.50%	66.70%	88.90%	87.80%	2018 JYHS		42.30%	55.00%	61.10%	66.70%	69.50%
2018 WLC		43.70%	52.20%	64.90%	70.00%	80.00%	2018 WLC		38.70%	48.80%	58.00%	63.30%	74.20%
2019 JYHS		53.10%	55.60%	79.20%	78.30%	85.90%	2019 JYHS		56.30%	53.30%	50.00%	87.00%	78.30%
2019 WLC							2019 WLC						
JYHS Q1 V Q5 2017	52.20%						JYHS Q1 V Q5 2017	49.73%					
JYHS Q1 V Q5 2018	26.30%						JYHS Q1 V Q5 2018	27.20%					
JYHS Q1 V Q5 2019	32.80%						JYHS Q1 V Q5 2019	22.00%					
Gap Reduction over 3yrs	20%						Gap Reduction over 3yrs	27.73%					
% of pupils in each quintile achieving L4 Reading						% of pupils in each quintile achieving L4 L&T							
	Quintile	1	2	3	4	5		Quintile	1	2	3	4	5
2017 JYHS		21.43%	36.59%	43.75%	41.18%	74.73%	2017 JYHS		28.57%	26.83%	43.75%	35.29%	78.02%
2017 WLC		41.41%	47.14%	56.57%	63.84%	74.83%	2017 WLC		46.63%	49.70%	56.86%	66.12%	79.86%
2018 JYHS		53.80%	65.00%	55.60%	83.30%	80.50%	2018 JYHS		42.30%	65.00%	44.40%	72.20%	81.70%
2018 WLC		47.50%	54.70%	63.90%	70.90%	82.10%	2018 WLC		47.50%	57.90%	67.20%	72.40%	80.90%
2019 JYHS		53.10%	68.90%	54.20%	91.30%	87.00%	2019 JYHS		62.50%	68.90%	79.20%	87.00%	83.70%
2019 WLC							2019 WLC						
JYHS Q1 V Q5 2017	53.30%						JYHS Q1 V Q5 2017	49.45%					
JYHS Q1 V Q5 2018	26.70%						JYHS Q1 V Q5 2018	39.40%					
JYHS Q1 v Q5 2019	33.90%						JYHS Q1 v Q5 2019	21.20%					
Gap Reduction over 3yrs	19.40%						Gap Reduction over 3yrs	28.25%					

Learners in the senior phase

- The number of young people achieving 5+Highers rose from 19% - 24%- an increase of 5 percentage points
- The number of young people achieving 5+L6 Qualifications rose from 39%- 52% an increase of 13 percentage points.
- The number of young people achieving 3+ L6 Qualifications rose from 57%- 66%
- The number of young people achieving 1+L6 Qualifications rose from 73% - 75%
- The number of young people achieving 5+L5 Qualifications rose from 64%- 67%

Our priority for next session will be:

- Increased focus on continuing to improve learning and teaching

	<ul style="list-style-type: none"> ➤ Increasing the number of pupils in Q1 in L6 success ➤ Use JYHS on Track data to directly impact on pupil success ➤ ➤ Implement curriculum action plan – transition, targeted pathways, SCQF expansion, IDL, digital literacy ➤ Creation of full Literacy and Numeracy strategy and embedding RoA and West Lothian documentation ➤ Implement Our Learning Expectations to improve pace and challenge in lessons ➤ Implement post Tapestry PLC Practitioner Enquiry Strategy – focus on questioning, feedback and AiFL ➤ Introduction of JYHS Leadership Academy
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2017/18 was to</p> <p>. Attainment:</p> <p>PEF Attainment Champion to support identified pupils across literacy and numeracy.</p> <p>Develop “Building a Reading Culture” within JYHS.</p> <p>Improved reading skills through development & use of Scotland Reads programme with identified pupils from SIMD 1&2.</p> <p>Develop “Breakfast Club” programme for identified pupils to support literacy, time-keeping and</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ➤ Implementation of Year 2 I-grow Literacy and Numeracy ➤ JYHS Reads initiative started with creation of Reading space and books funded by Parent Council ➤ Morning reading buddy sessions in reading area ➤ Daily breakfast club nurture check-in ➤ Continuation of i-grow ➤ Implement Numeracy Ninja program in BGE. ➤ Partnership strategic planning between PTC Maths and DHT Numeracy.

<p>attendance.</p> <p>Continue supported interventions for identified S1/2 pupils in small group settings.</p> <p>Attainment:</p> <p>Implement Numeracy Ninja program in BGE.</p> <p>Continued primary liaison using Cluster Numeracy DHT role</p> <p>Action for Children FSW</p> <p>SMILE Counselling</p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/>School Improvement</p> <p><input type="checkbox"/>School Leadership</p> <p><input type="checkbox"/>Teacher Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Assess. of Children's Progress</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<ul style="list-style-type: none"> ➤ Working with targeted families and children to support attendance at school ➤ Working with young people supporting positive mental health <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> ➤ i-grow class overall performance improved by 9 percentage points. ➤ Pupil and parental surveys showed a significant increase in parental and family engagement with Numeracy in particular. ➤ In Literacy 5 of 7 targeted pupils were judged as on track by their class teacher at the end of S1 ➤ See CfE Data in previous section noting the gap reduction over time. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> ➤ Continue to expand i-grow into S3 ➤ Focus on senior phase Q1 Performance ➤ Improve attendance across Q1 pupils ➤ Creation and implementation of Promoting Positive Attendance strategy ➤ Implementation of Our Learning & Relationships strategy
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2017/18 was to</p> <p>Attainment:</p> <p>Review of current inclusion provision and develop "alternative to exclusion" options.</p> <p>Mental health training for key staff in order to support pupils</p> <p>To raise awareness of wellbeing indicators among all stakeholders and develop a clearer understanding of significance of indicators in terms of GIRFEC and how they can be used effectively by all staff to inform planning to meet pupils' needs.</p> <p>All pupils, staff and partners have a clear understanding of expectations and the importance of positive relationships in promoting wellbeing and positive attitudes towards learning</p> <p>Improvement in all children and young people's wellbeing:</p>	<p>We have made ... progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ➤ Focus on positive relationships alongside learning and teaching ➤ 8 staff trained in MHFA ➤ Professional discussion with all staff during inservice days ➤ Increase awareness amongst staff of ACE's, trauma, attachment, Care experienced and how these impact children's development and learning. ➤ Implement and update staff with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all young people e.g. West Lothian Council Promoting positive relationships, Relationships for Learning Policy, LAC policy, updated guidance on medication in school and revised Continuum of Support. ➤ Review and Moderate standards of AofWB, IEPs and CPMs ➤ Structured Assembly Programme for pupils on key aspects of wellbeing and useful strategies/supports available ➤ Review of HWB across the curriculum to ensure that opportunities are embedded for exposure to wellbeing indicators and discussion ➤ Revise GIRFEC & Wellbeing Planning Toolkit to include a RAG approach to wellbeing indicators according to level of concern/need for all year groups ➤ Creation of electronic wellbeing information folders for all pupils containing wellbeing plans hyperlinked to GIRFEC & Wellbeing Planning Toolkit ➤ Regular analysis of wellbeing data including wellbeing concern forms, assessments of wellbeing, child protection, domestic abuse, police concern reports, attendance data ➤ Creation of pupil voice strategy ➤ Evidence gathering during CSI / VSE activities to inform further future actions ➤ Review and revise current system for recognising and celebrating achievement.
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<p>NIF Driver(s):</p> <ul style="list-style-type: none"> ☒ School Improvement ☒ School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assess. of Children's Progress ☒ Performance Information 	<p>Combined working group looking at links between relationships and LT</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ➤ Reduction in exclusion statistics ➤ Increased understanding of Wellbeing indicators across all staff ➤ Increased understanding of factors affecting children's wellbeing (Ace's etc ➤ Poverty Proofing draft statement produced <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> ➤ Significant improvement in attendance of Q1 pupils ➤ Further reduction in exclusions ➤ Reduction in referrals ➤ Improved learning and teaching ➤ Focus on QI 3.1 to ensure sufficient improvements ➤ Create strategic approach for tracking participation and engagement. ➤ Launch of I-voice ➤ Students able to self report using wellbeing indicators and staff to use to track and support students ➤ Inclusion and equality measures reviewed, developed and impact measured ➤ Review and develop PSE programme in line with Government Report Jan 2019 ➤ Use of 'Our Learning' to ensure that students are clear what feedback is and how to use it support them.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2017/18 was to</p> <p>Increase in pupil confidence in talking about their skills and strengths confidently Career Education Standard fully embedded naturally in all subject areas</p> <p>Pupils feel resilient and can come back from any adverse situation</p> <p>All pupils; no matter their choice of post school</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ➤ Strengthen the links to skills development in all ijourney options ➤ Introduction of iAmSkilled in S3 ➤ Launch and embedding of cluster skills framework ➤ Creation of a mechanism for tracking participation and engagement in JYHS on Track ➤ Opportunities to use partners in co-designing curriculum ➤ Establishment of DYW Working Group to foster organic links to skills and careers in subject areas as well as encourage further partnership working in curriculum design & delivery. Also encompasses cluster primary DYW ➤ Utilise assembly programme to link in 'did you know' and LMI information ➤ Resilience training for S5 pupils with Asda ➤ Parity of esteem for UCAS and non-UCAS routes during PSE including speakers, videos of ex-pupils talking about their diverse career routes ➤ Consider ways to narrow the gap in HE destinations from most deprived and least deprived pupils including raising attainment workshops with identified non-UCAS applicants. <p>Evidence indicates the impact is:</p>

<p>destination route feels supported and confident in their next steps</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> ➤ Increase in Learner Pathway opportunities within the curriculum ➤ Continued positive destination figures above VC ➤ Our priority for next session will be: ➤ Redesign of PSE programme including use of MWOW in a progressive way ➤ Target Q3 pupils to support post school progression ➤ Developing our James Young Workforce Action Plan 2019 –2020; including re-evaluate and embed Cluster Skills Framework, CES and Partnership next steps ➤ Through 'Our Learning' have a clear focus on skills development
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Evaluative comment on schools attendance and exclusion data required.

Our School exclusions have reduced from 0.05% to 0.04% This remains below the WLC average for the last 5 years.

Our school attendance is 91.08% which is above West Lothian average and has been for the last 4 years.

Attendance	2014/15	2015/16	2016/17	2017/18	2018/19
School	91.65%	91.78%	91.28%	91.59%	91.08%
Authority	91.66%	91.24%	90.85%	90.15%	89.72%

Authorised Absence	2014/15	2015/16	2016/17	2017/18	2018/19
School	4.46%	4.96%	5.34%	5.27%	5.59%
Authority	5.26%	5.73%	6.04%	6.41%	6.41%

Unauthorised Absence	2014/15	2015/16	2016/17	2017/18	2018/19
School	3.85%	3.22%	3.33%	3.10%	3.29%
Authority	2.97%	2.92%	3.01%	3.37%	3.81%

Exclusions	2014/15	2015/16	2016/17	2017/18	2018/19
School	0.04%	0.05%	0.05%	0.05%	0.04%
Authority	0.10%	0.10%	0.10%	0.08%	0.06%

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

Improving Parental engagement in school improvement planning remains a key priority for our school, we met with focus groups of parents to look at new and creative ways to engage parents in this process. Next session we will further develop inclusive and meaningful sessions with parents around improvement planning and school performance.

Our Wider Achievements this year have included:

- West Lothian DWY Silver Award
- Gold SLS Library Award
- Bronze, Silver and Gold DofE awards
- The highest number of staff in any West Lothian school to have received GTC Professional Learning Award through work with Tapestry
- Various high profile sporting and Musical accolades
- Local Young Hero Award
- Record Breaking Senior Phase attainment for the 5th Year running

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

Can add statement of validation from HMI or authority supported VSE.

How good is our school? The quality indicators* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
	3.2 Raising attainment and achievement	Good

+How good is our Early Learning and Childcare? The quality indicators* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of change	X
How good is the quality of the care	2.3 Learning, teaching and	X

and education we offer?	assessment	
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	X
	3.2 Securing children's progress	X

+Delete if not relevant

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)