

JYHS SCHOOL IMPROVEMENT PLAN

2022 / 2023



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Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
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
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Realising the Ambition
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Vision, Values and Aims School Banner and Pillars



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



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All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan (maximum one side A4)

- a) Background - The context for the learners in your school**
- b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)**
 - **CfE** - Overall, Gender, Diversity and Inclusion (Vulnerable pupils), C of S, Challenge
 - **Early Years Trackers**
 - **Wellbeing** – Self Reporting analysis
 - **Engagement** – Tracking data, Digital Connectivity, Participation
 - **Any other relevant data to your school context**
- c) What are our improvement priorities?** - Identified SIP priorities informed by the above data (detail in plan below)

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.



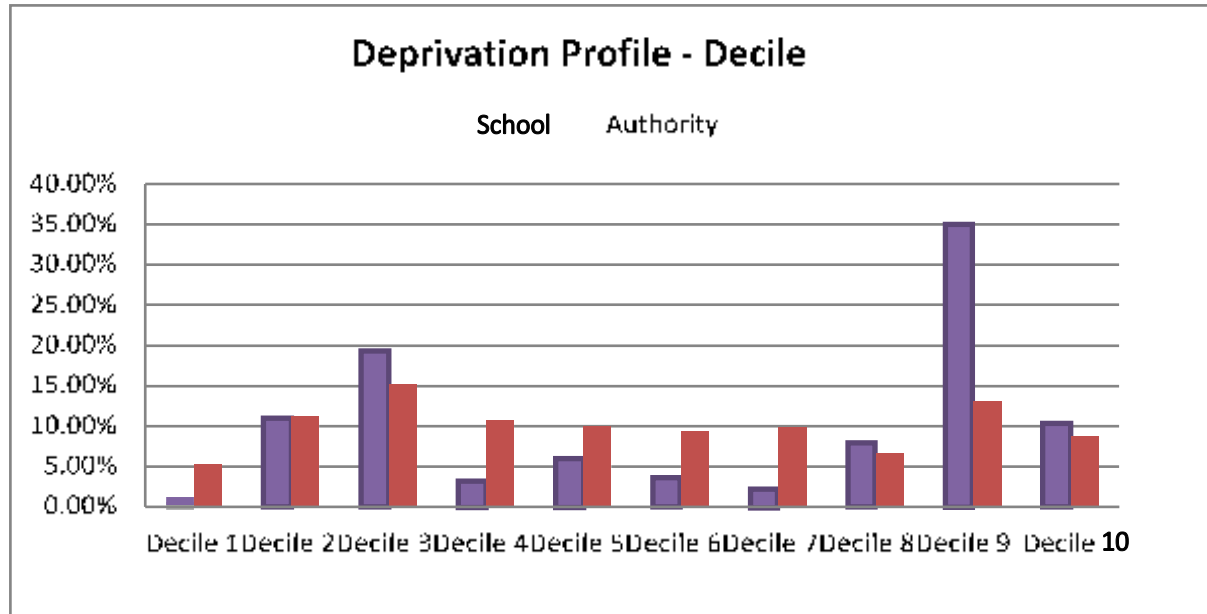
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Each year we usually have 20% of our pupils coming from out with catchment schools. 2018/19 this figure is 33% (2018-19 - 33%).



	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%



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b) Data

Our data includes 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

<p>Average Attendance JYHS 91.59% Above WLC 90.5% Q1 89.39% v Q5 94.27%</p>		
<p>FME JYHS 11.47% Below WLC 14.2%</p>	<p>SEBN JYHS 7.53% WLC 6.91%</p>	
<p>Exclusions JYHS 0.05% Below WLC 0.08%</p>	<p>ASD JYHS 3.85% WLC 2.63%</p>	<p>EAL JYHS 3.85% WLC 3.99%</p>

- 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%

CE Level 3 PHS Gap Analysis 2017 v 2019

% of pupils in each quintile achieving L3 Num						% of pupils in each quintile achieving L3 Writing							
Year	Quintile	1	2	3	4	5	Year	Quintile	1	2	3	4	5
2017	JYHS	85.71%	89.37%	100.00%	100.00%	99.90%	2017	JYHS	71.43%	78.00%	87.50%	88.24%	96.70%
2017	WLC	87.12%	89.01%	90.00%	92.83%	96.34%	2017	WLC	85.28%	89.40%	90.97%	94.79%	99.88%
2018	JYHS	88.5%	95.0%	94.4%	94.4%	95.1%	2018	JYHS	92.3%	97.9%	94.4%	100.0%	97.6%
2018	WLC	86.5%	90.7%	94.5%	95.2%	97.1%	2018	WLC	86.0%	86.8%	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%	95.9%
2019	WLC						2019	WLC					
JYHS Q1 v Q5 2017		13.19%					JYHS Q1 v Q5 2017		25.27%				
JYHS Q1 v Q5 2018		8.7%					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							
Year	Quintile	1	2	3	4	5	Year	Quintile	1	2	3	4	5
2017	JYHS	78.57%	82.93%	87.50%	94.12%	87.80%	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%	97.8%	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%	88.8%	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		8.1%					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%				

% of pupils in each quintile achieving L4 Reading						% of pupils in each quintile achieving L4 L&T							
Year	Quintile	1	2	3	4	5	Year	Quintile	1	2	3	4	5
2017	JYHS	36.71%	46.34%	56.25%	52.94%	67.81%	2017	JYHS	25.00%	26.83%	50.00%	57.65%	74.73%
2017	WLC	44.79%	47.73%	56.86%	62.54%	77.80%	2017	WLC	37.12%	41.42%	52.00%	56.68%	68.68%
2018	JYHS	61.90%	72.80%	66.70%	88.90%	87.80%	2018	JYHS	42.30%	55.00%	61.10%	66.70%	69.80%
2018	WLC	43.70%	52.25%	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	56.20%	53.30%	50.00%	67.00%	78.30%
2019	WLC						2019	WLC					
JYHS Q1 v Q5 2017		52.20%					JYHS Q1 v Q5 2017		40.71%				
JYHS Q1 v Q5 2018		26.30%					JYHS Q1 v Q5 2018		27.20%				
JYHS Q1 v Q5 2019		32.90%					JYHS Q1 v Q5 2019		22.00%				
Gap Reduction over 3 yrs		-20%					Gap Reduction over 3 yrs		-27.71%				

% of pupils in each quintile achieving L4 Reading						% of pupils in each quintile achieving L4 L&T							
Year	Quintile	1	2	3	4	5	Year	Quintile	1	2	3	4	5
2017	JYHS	21.43%	36.39%	43.75%	41.88%	74.73%	2017	JYHS	28.57%	26.83%	43.75%	35.29%	75.02%
2017	WLC	41.41%	47.14%	56.57%	63.84%	78.87%	2017	WLC	46.63%	49.70%	56.86%	66.12%	79.86%
2018	JYHS	53.90%	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%	87.90%	2019	JYHS	62.50%	68.90%	79.20%	87.00%	83.70%
2019	WLC						2019	WLC					
JYHS Q1 v Q5 2017		55.30%					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 3 yrs		-18.40%					Gap Reduction over 3 yrs		-28.25%				



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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 lower 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



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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 which 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



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Anywhere School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Wellbeing Wellbeing, Parental Participation Equality and Inclusion Wellbeing Inclusion & Equality Inclusion, Learning Provision Wellbeing, Equality & Inclusion, Learning and Teaching</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Wellbeing indicators embedded in classroom practice Develop and embed Mental Health Strategy including Mental Health Award Implement and achieve LGBT Silver Charter Award Implement and achieve RRS Silver Award Embed inclusive education across the curriculum Improve engagement and attendance for all – Family Link Worker Implement updated Attendance Policy Review Strategic i-Aspire Plan accessing appropriate partners to support learning and inclusion for all – Robust tracking and monitoring of PSE across BGE Calendar of self-evaluation activities to ensure promotion and QA of consistency Introduction of the Mental Health Award within PSE programme Review of and plan for development of Senior Phase PSE programme Implementation of MVP 	<p>Dec-May</p>	<ul style="list-style-type: none"> Departmental Audit of use of wellbeing indicators in classroom practice Pupil Focus Groups Pupil surveys, reduction in violent incidents Young people achieving MH Award Evidence folder and feedback from LGBT Youth Scotland. Award & corresponding evidence Classroom observations Improved attendance Reduction in exclusions, increased tariff scores – reduced gap between highest and lowest 20% - 304 for S4 in 2020, PEF analysis, attendance data, participation data, Wellbeing self reporting indicators, Survey Forms, Focus Groups Survey Forms, Focus Groups, Observations
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Vision, Values & Aims 'Purpose' Literacy & Numeracy Tracker Literacy Interventions Numeracy Interventions Igrow</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Re-evaluation of our current Vision, Value and Purpose – JYHS@40 leading to clear articulation and branding across our school Literacy and Numeracy Tracker Creation of a Literacy Intervention one stop shop to reinforce/remind/strengthen our collective approaches to improving Literacy Introduce techniques to reduce the vocabulary gap within subjects Strengthen our approaches to igrow including: Professional learning for those taking the programme for 	<p>Dec-May</p>	<ul style="list-style-type: none"> Clear articulation and reflection of Vision and Values in all school policies and communication Annual Surveys 2023 Branding visible All lesson visits demonstrating our values ELT and department minutes evidence of discussion/action/impact for individuals and cohorts Lesson visits evidence of literacy interventions Increase in CfE level 4 Q1



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		<p>the first time</p> <ul style="list-style-type: none"> • Clear plans and resource lists which have proven to impact on pupils 		
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Learning & Teaching Feedback & Assessment Communication of Progress Specific Interventions Data Rich Interventions Curriculum Improving attendance to improve participation Participation Celebrating Success</p>	<ul style="list-style-type: none"> ☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information 	<ul style="list-style-type: none"> • Embed practitioner enquiry in PLC model: • Individualised practitioner enquiry within Successful Learner themes supported by PLC model • Protected time during 4 INSET days to focus on practitioner enquiry in addition to WTA • Re-focus on inclusive pedagogy strategies INSET Programme • Creation of small interjection CLPL on a range of pedagogical areas • Exploration and clarity around categories of lesson visits to create a 'Learning and Teaching Framework' – what does excellence look like? • Faculty presentations on learning & teaching linked to 'Learning & Teaching Framework' • Re-establishment of Learning and Relationships group reconfigured as: <ul style="list-style-type: none"> • Steering Board – setting strategic direction of Learning and Relationships • Relationships Team • Pedagogy Team • and creation of Position Papers on both strands: Learning and Teaching and Relationships using West Lothian position paper • Creation of faculty/department position statement in relation to feedback utilising trial data 2020-2022 • What are the minimum expectations 	<p>DEC-MAY</p>	<ul style="list-style-type: none"> • Presentations/video outlining the impact of enquiry on learners • Increase in 'very good' lesson visits • Number of pupil referrals on SEEMiS, Minutes, impact of interventions • Increase in pupil responses with regard to feedback given/recognised across all focus groups, surveys, CSIs • Parent/carer responses in Annual Survey • Positive messages parent 5 aday • Post parent consultation evening responses • Reduction in CfE gap S3 data Literacy and Numeracy • Reduced gap in Q1 pupils achieving * and 1 in reports • Improvements in Insight Data & Pupil Currency • S4 leavers lowest attaining 20% to achieve a minimum of 60 tariff points • S4 cohort lowest attaining 20% to achieve a minimum of 150 tariff points • S5 lowest attaining 20% to achieve a minimum of 250 tariff points • S5 middle attaining 60% to achieve a minimum of 750 tariff points • Consideration of which could be delivered in isolation, co-existing or replacing National 4 qualifications where appropriate • Increased collaboration and shared understanding of levels Primary and Secondary • Pupil voice re proposed changes • Impact of collaborative working on pupil engagement and achievement • Increased levels of attendance • Reduced gap between Q1 & Q5 attendance • The gap between Q1 v Q5 participation rates reducing by 50% to 12% maximum • Pupil and parental survey 2023 • Equity in representation of Q1 V Q5 at events



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		<ul style="list-style-type: none"> • Preferred formats • Clarification of roles for pupil, teacher, PTC, SLT • Increase in parent/carer understanding as to how pupils are assessed in BGE • Launch the BGE Moderation Policy • Strategic Review of purpose and structure of: • BGE JYHS on Track – increasing functionality of data analysis and reporting capabilities • Senior Phase Reports – data effectiveness delivering key messages to parents and carers • Parents' and Carer Evenings format • Small Test of Change – Building Learning Power Q1 & Q2 S2, S3 as part of Family Learning Programme • 4 members of ELT trained to deliver • Update and refresh raising attainment strategies summary from discussion at ELT BGE Pupil Focus Meetings and feedback from summer term investigation PEF teachers • Focus on increasing tariff scores for: <ul style="list-style-type: none"> • Lowest attaining 20% of leavers • S4 lowest attaining 20% • S5 lowest attaining 20% • S5 middle attaining 60% Identify max and min tariff scores on tracking spreadsheets from the starting position of each pupil and leaver intentions • Focus on lowest 20% and leavers to look create actions of boost attainment– adding Awards? Re-focussing curriculum ilearn and mainstream • Focus on our middle 60% in S5; how can we encourage greater achievement at C level Higher • Youth Achievement Award training with strategic plan to follow across S4 & S5 leavers, winter leavers and the S6 		
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		<p>experience</p> <ul style="list-style-type: none"> • Explore the use of Skills for Work courses to reduce the attainment gap as accepted L5 options in new Stretch aims with SCQF Ambassadors support • Development of P7 classroom with opportunities for collaboration, support and enhanced transition • Re-evaluation of BGE principles and structure: • Structural changes required? • Collaboration project embedded and presented to SLT May 2023 • Introduction of Family Link Worker (FLW) – Attendance to boost attainment • Use of JYHS on Track to track participation and engagement: • Creation of consistent agreed *123 measure in line with primary measures • Agreed tracking format via PSE • Intervention digest • Robust data feeding into Prizegiving strategy • Wider opportunities sought to: • Celebrate achievement • Utilise parental data re achievement • Formats for BGE and Senior Phase Achievement Events embedded 		
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Professional Learning</p> <p>Clarity of Expectations</p> <p>Resources</p>	<ul style="list-style-type: none"> ☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information 	<ul style="list-style-type: none"> • Opportunity via Inset to reinvigorate and reboot understanding of: • Labour Market Intelligence • DYW Resources hub • Impact of partnership working • Re-introduce the Opportunities Hub to include video resources including a Cluster SharePoint • Audit of DYW via CSI to inform future next steps to strengthen our approaches to DYW • Monthly DYW Reboot – what’s new, what’s coming up, innovative example, reminders • • Faculty Position Statements including in faculty handbooks outlining: • How you will embed the DYW Classroom Mantra 	<p>DEC- MAY</p>	<ul style="list-style-type: none"> • Lesson visits overt links to DYW • Increased traffic via Opportunities Hub • Pupil and staff responses • Lesson visits overt links to DYW • Annual surveys • Lesson visits overt links to DYW • Improved pupil articulation of skills in Didbook • Increase in working partnerships • Increase in pathway case studies



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		<ul style="list-style-type: none"> • How you will specifically utilise partners to support your curriculum including co-design • How you will reinforce the communication of opportunities JYHSOPPHUB which relate to your faculty • • Revisit Skills Framework as part of discussions of our 'purpose' utilising staff, pupil and parent and carer focus groups • Production of professional signage to support to visually represent pathways through faculties to widen horizons • Utilise alumni, teacher and parental body experience 		
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