

The James Young High School



**PROGRESS
REPORT FOR
SESSION 2023/24**

(Standards & Quality Report)

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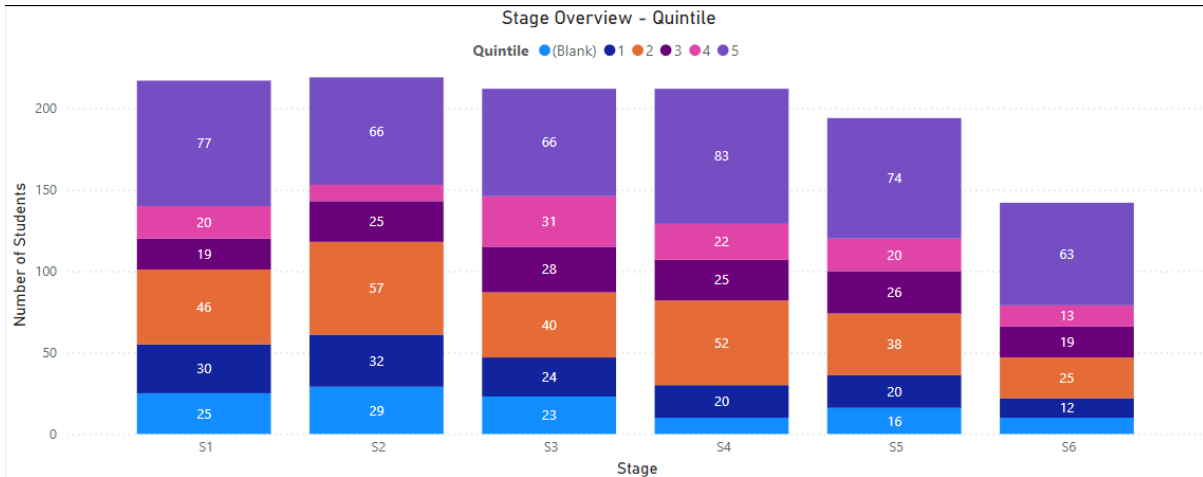
EH54 6NE



ABOUT OUR SCHOOL

The James Young High School is a comprehensive secondary school with a current roll of 1190 pupils. 36% of young people attend from outwith their catchment. The school senior leadership team consists of 1 HT, 3 Permanent DHTs, 1 Business Manager.

The Quintile distribution of our school is illustrated below:



39% of our current school roll has one or more additional support needs.

11% of our current school roll are registered for free school meals.

In Our school, we have a strong set of core values built around our JYHS CARES Philosophy



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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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

[Education: National Improvement Framework and improvement plan 2024 - gov.scot](https://www.gov.scot/Topics/education/nif/2024)
(www.gov.scot)

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) 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. To raise attainment, especially in literacy and numeracy Our measurable outcome for session 2023/24 was to</p> <ul style="list-style-type: none"> • Improve whole school attendance to a minimum of 86% • Reduce Internal Truancy • Improve S4 target group period by period attendance and punctuality • S6 cohort level 6 Numeracy to increase by 10 percentage points to 35% by August 2024. • Increase in % cohort achieving L5 Literacy and English • Improve the number of pupils converting C at National 5 to C or better at Higher in Maths <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <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 	<p>We have made good progress. What did we do?</p> <p>Strengthen and embed our attendance strategy:</p> <ul style="list-style-type: none"> ▪ Pro-active engagement with parents and carers in August to mitigate any attendance drop off ▪ Clarity of roles for all involved in undertaking timely attendance interventions – re-write of strategy ▪ S4 attendance intervention SLT Personal Support Groups ▪ Design and implement whole school approach to positive attendance including internal truancy ▪ Reviewed and completed Literacy and Numeracy Strategies including the plan for Level 6 Numeracy ▪ Tracking of CfE Literacy and Numeracy in S1 & S2 with support of PBi ▪ CCs into Success Higher Maths class trialled from start of school year. ▪ Continued Focus on Improving Pedagogy ▪ Clarity on the ELT evaluation of learning and teaching ▪ Linking our Pedagogy Framework to WL 2.3 Spotlights ▪ PTCs led exercise in department on highly effective questioning to check understanding and develop higher order thinking skills in students ▪ Embedded our Pedagogy Framework in culture and practise ▪ Consider the impact of the Pedagogy Framework on consistency in learning and teaching ▪ 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 ▪ Trialed Self Reporting in BGE and Senior Phase to Quality Assure feedback given by staff ▪ Explored ways for students to regularly record and reflect on feedback ▪ Revisited BGE assessment and moderation policy ▪ Bitesize CLPL programme included inclusive pedagogy input from Equity Team ▪ Continued Improvement work on Creative Curriculum Discussions <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ▪ 9.4% point improvement in S4 target group period by period attendance

	<ul style="list-style-type: none"> ▪ 21/26 Targeted S4 pupils improved their overall attendance and punctuality by 52% on average. ▪ Internal Truancy Improved for example within the first 2 weeks Occurrences, 161 -109 Individuals, 91- 50 Duty Head Calls, 52- 20 ▪ This improvement was consistent for the remainder of the session. ▪ Overall Attendance met target of 86% <p>Based on S6 as a percentage of the roll in S4:</p> <ul style="list-style-type: none"> • L5 Literacy improved from 82.63% - 87.68% • L5 Numeracy improved 70.89% - 77.25% • L6 Literacy improved from 56.34% - 59.72% • L6 Numeracy improved from 25.35% - 33.65% <ul style="list-style-type: none"> • Earlier interventions for pupils who are off track in Literacy and Numeracy in S1 and S2. <ul style="list-style-type: none"> • 4 / 5 pupils converted their National 5 C in Maths to at least a C at Higher. This is 80% conversion compared with 15% Nationally and 33% within the Local Authority. • ELT have greater consistency in judgement of Learning and Teaching • All staff completed practitioner enquiry and presented their findings including the impact within their classroom to SLT • Pupil focus meetings based on JYHS on Track BGE to allow early intervention for BGE pupils • Young people self reporting allows for development of metacognition • Professional dialogue developing further within creative curriculum group allowing staff to be agents of change
<p>2. To close the attainment gap between the most and least disadvantaged children Our measurable outcome for session 2023/24 was to Improve Q1 Attendance from 77.83% - 81%</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • FLW Supporting Targeted Pupils, Making calls home and carrying out home visits. Bringing pupils into school. Soft start and use of iAspire as required. • Focus on I+Level 6 at pupil focus meetings • Focus on Q1 pupils at pupil focus meetings <ul style="list-style-type: none"> • Development post holder appointed • Promote JYHS High Street • Talk to pupils, staff, parents/carers about COSD • Ensure trip costs are met for Q1 and FME pupils

<p>Key tracking of 1+ Level 6 Higher for all leavers in particular Q1 100% of S4 Q1 Pupils who start an N5 course on target to achieve at least 1</p> <p>80% of S3 Q1 pupil CfE progress on target to ensure being coursed into N5 for S4 in at least 1 subject.</p> <p>S5 and S6 Q1 Pupils on target to achieve at least 1 Level 6 qualification will pass at least 1 Understand how to track participation effectively Reduce the % of young people who worry about the cost of the school day</p> <p>NIF Driver(s):</p> <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</p>	<ul style="list-style-type: none"> • Reading Intervention to help improve Q1 Reading ages in S1 <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Q1 Attendance Improved from 77.83% to 80.86% • Q1vQ5 Gap reduced from 13.27% to 10.05% • 1 + Level 6 SQA highers improved overall from 59.15% - 60.19% • Q1 1+ Level 6 SQA Highers improved from 29.17% - 35.71% • 79% of Q1 pupils who started a N5 were successful in achieving this • 81.25% = 13 out of 16 Q1 S3 pupils have been coursed into at least 1 N5 for S4. • S6: Based on exam results 8 out of 11 Q1 pupils (72.7%) passed at least 1H at point of exit • S5: Based on exam results 9 out of 10 Q1 pupils (90%) passed at least 1 H in S5 (but will also be point of exit) • 14 out of 33 Q1 pupils reading age improved during S1 • % of young people who reported worrying about the cost of the school day reduced from 10% to 7%
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to</p> <p>Achieve the RRSA Gold Award Track Participation regularly and implement Interventions to improve participation in young</p>	<p>We have made good progress. What did we do? (bullet points and must include impact)</p> <ul style="list-style-type: none"> ▪ Work carried out across the school to ensure the rights of young people are embedded. ▪ Whole School Staff Trauma Informed Training ▪ HWB RoA Wheels for all departments reviewed and updated ▪ Appointed a development post holder to develop system to allow effective tracking and intervention of participation ▪ Ongoing work raising profile and familiarity with language of purpose, values, promise <p>Evidence indicates the impact is: (written in bullet points)</p>
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<p>people who currently don't take up any opportunities</p> <p>Embed new Vision and Values</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> ● Gold RRSA assessment carried out and award achieved ● System developed to measure pupil participation and will be used next session to allow interventions to happen ● Purpose, Values, Promise evident in daily actions and interactions ● Every department has personalised HWB RoA Wheels specific to department ● Staff knowledge and understanding strengthened on Trauma Informed Practice
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<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 2023/24 was to</p> <p>Improving Cluster Metaskills</p> <p>Raising pupil awareness of Sustainability Skills and futures</p> <p>Close Monitoring of pupil intentions</p> <p>Expand Horizons of Young people</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do? (bullet points and must include impact)</p> <ul style="list-style-type: none"> ▪ Cluster curriculum focus on implementation and embedding of MetaSkills 4.0 ▪ Created an internal programme to improve pupil understanding of how to move their own learning forward ▪ Build further partnership work to co-create the curriculum in targeted subjects ▪ Work with Get the Gen – teachers and parents, carers ▪ Used DYW Learning walk findings to strengthen partnership strategy ▪ Regular Risk Assessed position discussed at SLT re initial destinations ▪ We undertook our second Professional Forum for S3 pupils to widen their horizons in LMI growth areas – Net Zero Career Pathways. ▪ We launched an apprenticeship event to support employment opportunities and widen pupil horizons. <p>Evidence indicates the impact is: (written in bullet points)</p> <ul style="list-style-type: none"> • Initial destinations improved to above 95% • There was a 20pp increase in pupils answering ‘extremely well’ in their understanding of the range of opportunities available in this sector • The average response from our senior pupils post Apprenticeship event rose from 3.31 to 4.29 out of 5.
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Now please add some evaluative comments on the following if not included above:

- How has the school been placing the human rights and needs of every child and young person at the centre of education?
Through our work on achieving RRSA Gold award

- How has the school been improving/taking action on attendance and exclusion data? – include data
Whole school promoting positive attendance strategy
- How effective is the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance?
- Regular surveys and focus groups.

Developing in Faith section to be added for denominational schools
(Written in bullet points)

Our Wider Achievements this year have been: (written in bullet points)

- **RRSA Gold Award**
- **LGBT Silver Award**

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

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