

The James Young High School

Standards and Quality Report

2024-2025



About Our School

School roll 2024-2025	Cluster Primary Schools
1203	Dedridge Primary School, Bankton Primary School, Bellsquarry Primary School, Williamston Primary School

Leadership Team

Tricia Gallagher (HT)
Michael Sammons (DHT)
Clare McTiernan (DHT)
Evelyn Russell (DHT)
Angela McKeown (ABSM)

At JYHS, we are dedicated to fostering an environment where every student thrives. Our purpose, values, and promise guide us in this mission. In August 2023 the new Purpose, Values, Promise were agreed and launched.

Our Purpose: This illustrates our purpose is rooted through the wellbeing indicators and the 4 capacities of Curriculum for Excellence.

We want our young people and our staff to thrive, develop their wellbeing and personal growth in an environment where the conditions for this are fertile.



Our Values: This illustrates our core values based on CARES, the arm around our school badge was designed by an S3 pupil and captures the spirit of our school ethos.

Compassion: We treat each other with kindness and empathy.

Aspiration: We encourage ambitious goals and dreams.

Respect: We honour diversity and uphold mutual respect.

Equality: We champion fairness and inclusivity.

Success: We celebrate achievements, big and small.



Our Promise: This illustrates our commitment as a school community which includes our staff, our pupils, our parents and Carers and our partners. Our promise pulls together our purpose and values and helps us articulate what this will look like in action.

In JYHS we CARE about:

Our Learning: We are committed to excellence in education.

Our Community: We actively engage with and support our community.

Our Future: We prepare young people of today for the unknown future of tomorrow.



Student Quintile Distribution

1	2	3	4	5
11.28%	21.2%	12.8%	12.9%	40.34%

Free School Meal entitlement: 12%

Our Current Self Evaluation of HGIOS Quality Indicators

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

Schools will use their own self-evaluation / VSE / HMIe evidence depending on which is most recent.

Priorities from Session 2024-2025

Improve:

1. Improve our Curriculum
2. Improve our Partnership Working
3. Close the Poverty Related Attainment Gap

Consolidate:

1. Consolidate our Pedagogy Framework
2. Continue our work towards ensuring Equality, Diversity and Inclusion for all
3. Improve attendance

Understand:

1. Better understand Building thinking classrooms outwith maths
2. Understand our own and National landscape re ASN
3. Understand the national picture regarding Curriculum changes eg CIC, Hayward etc

The following definitions are used in this report:

All	Almost all	Most	Majority	Minority / less than half	A few
100%	91-99%	75-90%	50-74%	15-49%	Less than 15%

The Standards and Quality Report should include description of activities that aim to reduce inequalities due to socio-economic disadvantage and / or achieve the strategic priorities of the NIF.

Priority	Improve our (SI) Curriculum
<i>Desired outcomes</i>	Creatively re-imagining our SI curriculum to declutter; focus on core learning and build on our local context. Create a structure where most young people feel their teachers know them well
<i>What did we do?</i>	The curriculum group, made up of class teachers from across the school directed discussion questions and activities for each department to consider during dept meetings. Our Curriculum Group made recommendations to ELT/SLT on what a new model could look like
<i>How did we measure?</i>	Creation of a revised SI curriculum model and model implemented in June 2025
<i>Impact on learners and / or staff</i>	Staff will have more time together to collaborate and plan learning and teaching Pupils will have staff who know them better and pupils will report feeling this
<i>Next steps</i>	Implement Model from June Review and Evaluate throughout the next academic session

Priority	Improve our wider Achievement Offer
<i>Desired outcomes</i>	To strengthen our rationale and improve pupil and staff perspectives on wider achievement opportunities
<i>What did we do?</i>	We introduced new opportunities for additional Skills for Work Courses particularly within i-Learn Introduced new SFW Childcare Course We analysed progression opportunities from National 4- SFW Level 5 and piloted a range of SFW opportunities.
<i>How did we measure?</i>	Uptake and engagement with SFW offer S4 attainment - Additional 2% added to S4 attainment in 5@National 5
<i>Impact on learners and / or staff</i>	Of the learners in Q1 in S4 23.81% achieved 5 or more SQA level 5 awards. This is an increase of 3.81% on the year before. The same number of Q1 learners were in each cohort (20).
<i>Next steps</i>	Evaluate and repurpose i-journey rationale to reflect new Purpose Values and Promise

Priority	Improve our business partnerships to support Q1, FSM and ASN pupils towards positive destinations
<i>Desired outcomes</i>	8% gap between Q1 and Q5 positive destinations to be reduced to below 6% by Feb 2026 89.42% positive destination ASN increase to 94% Every department to have at least 1 additional Business Partner
<i>What did we do?</i>	We targeted S3 pupils for events such as – Employer visits, College visits, in school leadership opportunities including lunch time bitesize employer event Enhanced Transition events to HE/FE/Employment including S3
<i>How did we measure?</i>	Insight Data and Positive destination figures
<i>Impact on learners and / or staff</i>	Improved learner aspirations/confidence Sustained pos des
<i>Next steps</i>	Expand our enhanced transition events with an increase in employer visits linked to Skills for Work pathways.

Priority	Improve parental partnership through improved communication
<i>Desired outcomes</i>	Improve the % of parents/carers reporting positively about school communication
<i>What did we do?</i>	We created a new parental communication strategy following consultation with parent council
<i>How did we measure?</i>	Using Ethos surveys and annual surveys
<i>Impact on learners and / or staff</i>	There was a 12% Increase in parents/carers reporting positively on whether they received regular and helpful communication There was a 14% increase in parents carers saying they receive information at the right time
<i>Next steps</i>	Strengthen this strategy further and through improving consistency across the school in the area of reporting on progress.

Priority	Closing the poverty related attainment gap by Raising Attainment for Q1 pupils at Level 6
<i>Desired outcomes</i>	Q1 Leavers I+ Level 6 SQA from 38.1% in 2022/23 to 40% or above in 2024/25
<i>What did we do?</i>	Q1 pupils were a focus of targeted interventions and meeting discussions We improved their attendance which also translated into better attainment We targeted Q1 pupils for attendance at Easter school Coursing pupils into their strongest options SLT mentored Q1 pupils not achieving I+ Higher in their first report
<i>How did we measure?</i>	At the moment we measured using S5 initial results from SQA. We will look at leavers information when insight is published in September.
<i>Impact on learners and / or staff</i>	Q1 pupils achieved 41.67% in this measure which is an increase of 7.05% on the previous year with the same number of young people approx. (24) This means more Q1 pupils achieved level 6 qualifications and therefore more opportunities and life chances for this group.
<i>Next steps</i>	Continue to focus on this group of learners working on quality of qualification and passes. Continue to have a Q1 focus at all ELT Pupil Focus Meetings from S1 Continue to course pupils into their strongest options

	Further mentoring of QI pupils by SLT
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Priority	Strengthen Pedagogy Framework and Consistency of use across school
<i>Desired outcomes</i>	Almost all class lessons visited: - Pupils benefit from skilled questioning - Pupils benefiting from feedback The majority of class lessons visited: - Pupils benefit from digital solutions to enhance learning
<i>What did we do?</i>	Create content – videos and/or utilise Staff Connect sessions to stimulate discussion on effective practice in regard to questioning, feedback, digital pedagogy and inclusion.
<i>How did we measure?</i>	Measured through observations Internal CSI and External VSE
<i>Impact on learners and / or staff</i>	Staff have access to high quality CLPL to allow them to plan better and as a result young people's experiences are improved as seen through VSE feedback
<i>Next steps</i>	Build a bank of exemplar materials below each strand of the Pedagogy Framework Work with PTCs to ensure department focus on bringing consistency to pupil experiences

Priority	Ensuring Equality, Diversity and Inclusion for All
<i>Desired outcomes</i>	Continue to Embed our Values to fulfil our purpose and keep our promise
<i>What did we do?</i>	Continued work towards LGBT Gold award New SI Promise Assemblies Completed our positive relationships strategy Rolled out MVP across all year groups Designed new celebrating success evening through pupil perspective group Staff group created ongoing pupil reward and recognition strategy Theme 2 CIA
<i>How did we measure?</i>	Gold award progress Strategy agreed and communicated to all staff Celebrating success evening in calendar and working group established for Sept launch Pupils and families regularly learning about pupil success through new strategy
<i>Impact on learners and / or staff</i>	Pupils and staff connecting with our Values, Purpose and Promise 442 Positive recognition messages were sent home
<i>Next steps</i>	Strengthen assembly programme to reflect ongoing promotion of values Use the anti-racism pupil evaluation as baseline for preparing a calendar of events for anti-racism work Reviewing the Recognising Pupil Success Strategy & Positive Relationships Strategy Through our CIA Theme 3 review anti-bullying strategy Explore any new guidance around UNCRC

Priority	Improve Attendance
<i>Desired outcomes</i>	Overall attendance to be within 87%-90% by June 2025 Q1 attendance to be within 83%-86% by June 2025 Gap Q1 v Q5 to be between 7%-11% or better by June 2025

	All pupils in target group to increase by at least 10% pp as a result of interventions All pupils who are in school will attend core periods
<i>What did we do?</i>	Strengthened and evaluated Supporting positive attendance strategy Weekly House meetings with attendance focus Family link worker specific interventions Class teachers carried out an attendance self-evaluation activity Regular review of Attendance Strategy with the local authority Quality Improvement Team
<i>How did we measure?</i>	Used power BI showing trends and patterns in cohorts and individuals Outcomes discussed at weekly house meetings and adjustments made to interventions where required SEEMIS data analysed daily/weekly/monthly
<i>Impact on learners and / or staff</i>	Overall attendance – 88.12% 9 (an increase of 2% pp on the same measure from the previous year) Q1 attendance – 84.07% Gap Q1 V Q5 – 7.4%
<i>Next steps</i>	Create better family engagement opportunities around attendance Work with Ed Psych and families to support hard conversations at home Evaluate and review strategy and ensure West Lothian updated strategy is implemented Create attendance v Future earnings report To consider strategies to improve by 3pp to the target of 91%.

Priority	Improve wider school understanding of building thinking classrooms
<i>Desired outcomes</i>	ELT, Class teachers and parents/carers understand BTC and how it is used
<i>What did we do?</i>	Maths leads shared concepts and facilitated understanding amongst SLT/ELT Maths Teachers facilitated understanding across whole school staff Maths leads to shared concepts and facilitated understanding amongst Parents/Carers
<i>How did we measure?</i>	Session took place and SLT/ELT have an increased understanding of the implementation of Building Thinking Classrooms in Maths Session took place and teaching staff have an increased understanding of the implementation of Building Thinking Classrooms in Maths resulting in some staff adopting the approaches within their own classrooms. Parent/Carer Attendance at sessions allowing a deeper understanding of classroom learning in school so parents/carers can support their children at home. VSE and CSI lesson visits. Pupil survey data.
<i>Impact on learners and / or staff</i>	Changes to pedagogical approaches across the school ie English lessons Feedback from parents/carers
<i>Next steps</i>	Expand the approach into the cluster

Priority	Understand our own and National landscape re ASN
<i>Desired outcomes</i>	An improved understanding of ASN and the presumption of main stream and what this means for learning and teaching in our school.
<i>What did we do?</i>	Shared changing landscape regarding ASN with SLT/ELT and what this means for all staff and learning and teaching, including those affected by poverty related barriers National, Local Authority, GTC. Investigated understanding of all staff to inform professional learning and implementation to support GIRFEC and how this this can improve learning and teaching, including those affected by poverty related barriers

	One Stop Dashboard on the Sharepoint, easily accessible identifying strategies to support our ASN learners, including those affected by poverty related barriers.
<i>How did we measure?</i>	CIA, CSI and lesson visits.
<i>Impact on learners and / or staff</i>	
<i>Next steps</i>	Revisit theme from May Inset Day 2025 including survey staff confidence in relation to accessing pupil information and ability to act upon it.

Priority	Understand the national picture regarding Curriculum changes eg CIC, Hayward etc
<i>Desired outcomes</i>	Understand the changing landscape in relation to Qualifications Scotland, Hayward Review to help us mould our future offer
<i>What did we do?</i>	Meet as new information and dates emerge as SLT/ELT/Our Curriculum Group to discuss impact on next steps Encourage staff to be part of the national groups/attend sessions etc
<i>How did we measure?</i>	This is ongoing but we do have staff who are part of the new groups in shaping the curriculum going forward
<i>Impact on learners and / or staff</i>	Staff are a part of curriculum changes and will be better equipped to plan for the future requirements
<i>Next steps</i>	Continue to expand our involvement and understanding of what is happening/changing nationally

If not included above:

How has the school been placing human rights and the needs of every young person at the centre of improvement priorities?

Our school has achieved the Gold Rights respecting School award
We have an active Pupil Perspective group covering a wide range of issues
We have an LGBT silver award and well on the way to Gold

How has the school been acting on attendance and exclusion priorities?

Our school has an extensive and comprehensive approach to promoting and sustaining positive attendance-improved attendance can be evidenced.

How effective is school engagement with parents and other stakeholders?

Our engagement with parents/carers has improved and we continue to work with our community and stakeholders to build our collective successes for our young people.