



The James Young High School



School Improvement Plan

2026-2027



Head Teacher's Introduction

Our school values of **Compassion, Aspiration, Respect, Equalities** and **Success** underpin our commitment to foster a culture of high aspirations, continuous improvement and achievement for all. Through strong collaboration, shared purpose and moral courage, we dedicate ourselves to ensuring that every member of our community can thrive and succeed.

We want everyone in our James Young family to maintain an unwavering focus on providing an education that creates the best possible conditions for both academic success and the development of character. While we are ambitious for our young people to attain and achieve highly, we are equally committed to helping them develop the skills, qualities and attitudes that will enable them to lead fulfilling and meaningful lives.

We want our young people to be confident, resilient and reflective individuals who can work effectively with others, solve problems creatively, embrace lifelong learning and contribute positively to society. Through a rich range of learning experiences and opportunities, we want them to develop a strong sense of achievement, belonging, dignity and self-worth, while recognising the value of their contribution to the wider world.

This is the educational experience we aspire to provide for every young person. To achieve this, we work tirelessly to build strong relationships founded on trust, respect and integrity, underpinned by a genuinely shared vision with our staff, families and wider community. We are committed to meaningful parental engagement in learning and to exploring innovative ways of strengthening participation, partnership and collaboration at every level.

With this ambition at the heart of our work, we recognise that continuous improvement is essential. By working together with our young people, staff, parents and partners, we will continue to reflect, learn and build on our strengths, ensuring that our school moves forward with confidence and purpose while sustaining and enhancing the high-quality experiences and outcomes we seek for all. Our school improvement plan for session 2026-27 indicates our next steps on specific priorities for improvement, what we aim to build upon and consolidate from last session, and what we seek to understand to support improvement as we move into the future.



Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning and Curriculum

Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.



Outcome 2 – Wellbeing, Inclusion and Attendance

Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increase personal, social, cultural and economic opportunities.



[National Improvement Framework](#)

[NIF sketchnote 2025West Lothian Raising Education Attainment Strategy 2023-2028](#)



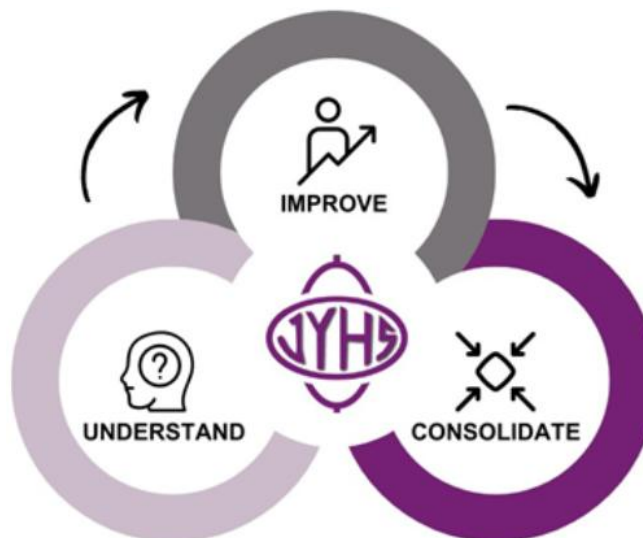
Summary of Priorities 2026-2027

In line with our school values, our desired outcomes for our improvement priorities are that:

- We have consistency and quality of inclusive learning and teaching strategies present in all classes, in order that learners can access, understand and demonstrate learning successfully
- Our young people continue to feel safe, included and respected
- All of our young people achieve as well as, or better than, similar young people across Scotland improving their future opportunities
- All of our faculties have enhanced business partnerships to continue to build relevance for pupils
- All of our pupils are able to articulate their strengths through the language of metaskills thus impacting their self awareness and readiness for life beyond school
- Our senior pupils are positively impacted by meaningful work placements in order to build their skills, confidence and experience to support future pathways
- All of our young people have the same opportunities to participate in the wider life and ethos of the school and community thus strengthening their sense of belonging, connection and achievement
- Through reflection on progress, young people grow in confidence to help them face challenges and make informed, healthy and safe choices. This will be in line with national recommendations and learner voice.



- We will work with partners to understand how we better meet the needs of our learners through inclusive curriculum and pedagogy in line with national changes
- We will work with partners to continue to develop a shared understanding of highly effective family learning in order to build parents' and carers' confidence and capacity to support their child's learning, wellbeing and development leading to improved engagement and outcomes for our young



We will build upon strong foundations in order to consolidate and embed our work on:

- Aspects of learning, teaching and assessment
- The impact of our S1 Schools
- Parent and carer satisfaction levels for communication and reporting
- Moderation & Reporting
- S4 attainment levels

Priorities for Improvement

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
That we have consistency and quality of inclusive learning and teaching strategies present in all classes, in order that learners can access, understand and demonstrate learning successfully	By May 2027 almost all classes observed will have high quality learning intentions, success criteria, questioning and plenaries which are inclusive of all learners	2.3	Extension of structured CLPL faculty programme around inclusion by: process, environment, content, outcome Use EEF research-based toolkit to self-evaluate and plan according to our own staff needs on inclusive pedagogy strategies All PTCs will attend Local Authority CLPL sessions on Meeting Learner Needs To ensure our Style Guide techniques are embedded Strengthen learners' ability to give high-quality feedback to peers and to make more explicit links between feedback and agreed success criteria Embed self-reporting in BGE and Senior Phase Raise the profile of the range of feedback and importance beyond summative assessment; particularly in BGE Action feedback from YLL	May 2027	PT Pedagogy DHT	SLT lesson capture forms ELT lesson visits Impact capture post each theme intervention LA CLPL improvement in baseline confidence data	
Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update

That our young people continue to feel safe, included and respected while strengthening their sense of belonging, connection and achievement	By May 2027 improve attendance of all as well as targeted groups in line with Attendance Action Plan/Positive Attendance Strategy??	3.1	Further strengthen roles, processes, communication and confidence around attendance follow up including through work with partners Review current Positive Attendance Strategy Further engagement with research to support understanding and improvement actions/interventions Build better racial literacy with staff and pupils and develop a stand-alone anti-racism strategy to reflect changing context	By May 2027 with ongoing monitoring of data	SLT	Ongoing monitoring and analysis of attendance rates – cohorts, target groups and individuals Case studies Parental communication feedback Updated strategy	
	By May 2027 ensure that almost all parents and young people agree that bullying is dealt with effectively	3.1	Carry out Respect Me pupil survey in October 2026 and May 2027 Analyse outcomes from initial survey to identify required actions Launch refreshed anti bullying strategy	By December 2026	IK	Respect Me survey/focus group outcomes Achievement of Respect Me Award this session HWB check ins Feedback through PSE Progress with actions identified Improvement in whole school Annual survey	
				By May 2027	IK		
	By May 2027 most pupils will report that feel their views are taken into account		Continue to promote ways in which pupil voice has led to school improvements. In line with UNCRC , pilot a child friendly complaints procedure Continue to work in partnership with the Children's Rights Network	By May 2027	ER		

	To increase participation of Q1, FSM, ASN pupils by at least 20% from a base line taken in October 2026	3.1 3.2	Revise i-participate procedures: - Updated strategy - Refine tracking to support earlier intervention of those with barriers to participation - Revised analysis tool - Refreshed rationale for pupils, parents and teachers - Suite of interventions created to support those who do not participate Strengthen pupil reflection in MWOW My Achievements and Profiling Tool	By May 2027	DP Holder	Whole school data collection spreadsheet Focus group feedback – pupils and parents/carers Impact evaluation of MWOW	
Desired Outcome	Aims (STAN*)	Qis	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
That all of our young people achieve as well as, or better than, similar young people across Scotland improving their future opportunities	To increase S4 5+ Q1, ASN, FSM, CEYP QS level 5 attainment to meet our VC in session 2026-2027	3.1 3.2	Following tracking periods, Senior Phase Equity meetings with PTCs will discuss targeted pupils with barriers to learning who are underachieving and subsequent interventions	By May 2027	CMT PTC Team	Analysis post tracking throughout session 2026-2027	
	To increase S5 5+, 3+, 1+ Q1, ASN, FSM, CEYP QS level 6 attainment to at least meet our VC in session 2026-2027		Expand Q1 Clinics in BGE to Equity Clinics to discuss ASN, FSM, CEYP in addition to Q1 To increase recommendations from S3 into S4 for Q1 pupils by 7pp to 60% in March 2027. Use of Scottish online lessons as well as BGE and Senior Phase Achieve to support targeted pupils. Actions to ensure Q1-Q4 boys and FME pupils are encouraged	By May 2027	CMT PTC Team ELT	Exam analysis August 2027 and Insight Data September 2027 in order to evaluate impact of agreed interventions	

			to apply for Higher Education if it meets their aspirational needs.				
	To increase our S5 5+, 3+ and 1+ level 6 QS to be at least in line with our VC		To create groups of target learners for intervention. To research with ELT how we can improve the intrinsic motivation of groups of learners	By August 2027	CMT PTC Team ELT		
	To increase the tariff points for our lowest performing 20% to be at least in line with our VC		House Team to meet monthly to discuss targeted pupils in ilearn and ensure consistency of approach and tracking. Targeted support in ilearn to deliver qualifications.	By November 2026 By October 2026	ER PTS Team SS, AD		
Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
That all of our faculties have enhanced business partnerships to continue to build relevance for pupils	For all faculty areas to have at least one additional meaningful partnership in 2026-2027	2.7	Working with DYW Regional Group to facilitate an 'ask' list of business partners.	By May 2027	DYW Steering Board DYW Faculty Links	DYW Monthly Partners Report Comparative analysis of faculty business partners	
That all of our pupils are able to articulate their strengths through the language of metaskills thus impacting their self awareness	Metaskills to be meaningfully referenced in the majority of lessons in 2026-2027	3.2	All subjects to work with learners to produce a position statement as to their expectations around metaskills A re-launch of assemblies led by faculty teams	By May 2027	DYW Steering Board	SLT Lesson Capture forms ELT lesson visits Robust position statements – developed with young people	

and readiness for life beyond school							
That our senior pupils are positively impacted by meaningful work placements in order to build their skills, confidence and experience to support future pathways	By December 2026 at least 70% of all the number of S6 pupils who will have completed a work placement during their senior phase will improve from 51% to at least 70%	3.2	Targeted interventions with S6 Targeted interventions for Senior Phase pupils with barriers to learning Creation of new promotional reel to encourage participation amongst pupils, parents and carers.	By December 2026	HMC CMT	Tracking of work placement participation against target Evaluate pupil voice feedback following work placements for impact	
Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
That, through reflection on progress, young people grow in confidence to help them face challenges and make informed, healthy and safe choices. This will be in line with national recommendations and learner voice.	By May 2027 our PSE programme is reviewed, underpinned by strengthened pupil voice	3.1	In partnership with young people, consider national recommendations and impact on PSE programme. Identify gaps, duplication and progression. Agree core learning at each stage. Develop/update programmes and resources as required	May 2027	PS team	PSE curriculum audit	
	By May 2027 a tracking system will be developed to measure understanding, confidence and impact of PSE on our young people	3.1	Consider how we better track young people's understanding of their progression within PSE and develop baseline measures and tracking accordingly			What is our baseline? How will we measure? Is it pupil friendly? How will we analyse tracking?	

	By May 2027 young people have more frequent opportunities to influence PSE content and evaluate its relevance		Gather pupil views across all stages. Use focus groups/Pupil Perspective. Build regular pupil feedback into PSE. Adapt content in response to feedback.			Do young people feel PSE reflects the issues that matter to them? Can we demonstrate that their views have led to change? Pupil surveys and focus groups. 'You said, we did' evidence.	
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Priorities for Consolidation

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To achieve even greater consistency across lessons for young people in aspects of learning, teaching and assessment – building on previous pedagogy professional learning	By May 2027 almost all lessons have evidence of effective use of learning intentions, success criteria, plenaries and questioning	2.3	Create content for these strands to support our Pedagogy Portal – One Stop Shop showing exemplification to share with staff Use Young Leaders of learning report and recommendations to build on staff clpl from session 2025-2026	October 2026	IC and wider volunteers	SLT lesson capture forms ELT lesson visits Evidence will demonstrate improvement from most to almost all YLL annual report and recommendations	
Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To further enhance the impact of our S1 Schools on young people	By May 2027, most S1 learners will report they feel well known by their teachers By May 2027, S1 pupil engagement will increase from progress report 1 to progress report 2 by 20%.	2.3	Revised S1 Schools model which includes more detailed possible actions S1 leads can take Interim check in points	May 2027	CMT DMC S1 School Leads	S1 end of year survey Progress Report data 1 and 2 Pupil voice focus groups	
Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To return to a previously improving trajectory in relation to Parent	By May 2027 most parents and carers will agree that they receive helpful, timely feedback	2.3 3.2	Continue to embed recent improvements in light of feedback	May 2027	SLT	Annual survey May 2027 parents and carers Parent council Parent/carer focus groups	

and carer satisfaction levels for communication and reporting			Continue with ongoing consultation and feedback from parents and carers				
Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To fully embed our quality assurance of moderation and reporting practices so that all learners experience appropriate challenge, support and progression in learning	By May 2027 to ensure there is a consistent and shared understanding of moderation across the school	3.2	Quality assurance of moderation practices and to continue to ensure our BGE Assessment and Moderation Strategy is fully implemented Continue cluster moderation activities in maths	May 2027	CMT	Department Minutes Evidence of quality assurance	
Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To maintain S4 QS level 5 attainment at least in line with our VC	By August 2027 to remain at least in line with our VC in terms of 5+ QS level 5 attainment	3.2	Continue with actions from previous session including: - Psychology of Support groups - Target groups for intervention	August 2027	CMT PTC Team ELT	Analysis post reports throughout session 2026-2027 Exam analysis August 2027 and Insight Data September 2027	
Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To continue to boost literacy and Numeracy for our Q1 pupils	By August 2027 our Q1 pupils will have improved in L4 Literacy and Numeracy by 20pp	3.2	To further strengthen our literacy and numeracy strategies	August 2027	BW/SD/CM T	Who are our Q1 learners and what do they need to be able to progress with Literacy and numeracy into level 4 Ongoing assessment evidence and progress to understand next steps	

						progression and impact of igrow intervention	
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Priorities for Understanding

Desired Outcome	Aims (STAN*)	QIs	Action(s)	Timeline	Who	What do we need to know? How will we measure it?	Progress Update
To develop a deeper shared understanding of what inclusive curriculum and pedagogy involve in line with CIC so that our planning considers the needs of all learners from the start of the process	By January 2027, almost all staff will demonstrate a shared understanding of curriculum making.	2.2 2.3	Participation by staff in all opportunities and activities organised by school strategic lead	Throughout the session as per calendar	All staff CIC secondary authority development postholders CIC school strategic leads	Confidence levels of staff around curriculum making will be measured from LA and Cluster baseline data Further measures will be agreed following LA activities	The CIC central strategic group will measure progress with CIC school & cluster leads
	By June 2027, almost all staff will apply this understanding to the four contexts of learning in CfE.						
Continue to develop a shared understanding of highly effective family learning in order to build parents' and carers' confidence and capacity to support their child's learning, wellbeing and development leading to improved engagement and outcomes for our young people	By May 2027 develop a shared understanding of effective approaches to family learning which can further enhance current offers	2.5 2.7 3.1	Consult with parents, carers and young people Undertake professional learning and research Audit current practice and provision	Throughout the session	ELT	Feedback and evaluation Completed audit Clear recommendations for future action	

* Specific, Timebound, Aligned and Numeric