



THE JAMES YOUNG HIGH SCHOOL IMPROVEMENT PLAN

2016 / 2017

School Engagement with the National Improvement Framework

Next Steps

Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Better Outcome agreement

Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
OECD recommendations
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
National Qualifications
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update

Our Vision & Values

Our whole school vision for learning is based around the following:

OUR LEARNING
OUR COMMUNITY
OUR FUTURE

With a focus on:

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

Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.

Learning Provision

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

Successes and Achievements

- To ensure the best possible outcomes for all our learners

Session	Area for Improvement	3 Year Strategic Plan
		Outcomes
2015/2016	Raising Attainment – To continue to improve the quality of learning & teaching across the school and to continue to improve the curriculum in line with national expectations	<ul style="list-style-type: none"> • To cultivate a Growth Mindset ethos amongst staff, pupils and parents through the hubs and associated whole school activities. • Programmes and courses for the new advanced higher are developed. • Planned opportunities for wider and personal achievement are developed to ensure coherence and progression • To create at least one long term (3-5 year) partnership with a local business that links with various parts of our school curriculum including feeder primaries (Recommendation 15 – The Wood Commission) and each subject area contributes meaningfully to CMS development (Recommendation 2 – The Wood Commission) • A strategic approach to IDL is developed for the BGE which supports coherence and progression for pupils through range, variety and depth. • To raise attainment levels in literacy and numeracy including the lowest 20%
	<p>Raising Attainment - To improve additional support needs provision and practice to better meet the needs of all young people</p> <p>To improve outcomes for young people through self-evaluation</p>	<ul style="list-style-type: none"> • To ensure that all learners, including those who experience challenge and disadvantage receive their full entitlement to personal support to enable them to gain the maximum benefit from CfE. • Continue to work towards achieving a transformational change in culture, systems and practice to improve outcomes for all learners based on a shared understanding of wellbeing across the school community. • Enhanced teacher confidence in assessing progress in the Broad General Education (BGE). • To increase staff awareness and confidence of how to intelligently use data, including Insight, as an informative tool to help raise attainment for all pupils including the lowest 20%

2016/2017	Excellence through raising attainment and achieving equity – To continue to evolve our vision through ongoing reflection and debate across the school and community in order to ensure high quality learning experiences and the effective use of assessment for our young people in order that they maximise their successes and achievements	<ul style="list-style-type: none"> • Greater partnership working in improvement planning at all levels and translation into practice, communication and evaluation • Further development of our Professional Learning Community to evaluate impact on learners • Ensuring high expectations for all pupils, especially those with additional support needs • Participation in Improvement Methodology Training for SLT • Gathering additional evidence to evaluate leadership of change • To increase our confidence that all learners experience activities which are varied, differentiated, active and provide effective support and challenge • To increase our use of a range of valid, reliable and relevant assessment and data tools to support the improvement of young people’s learning and to develop staff’s ability to understand and analyse all forms of data to secure future school improvement • To increase pupil understanding in how achievements in and out school help them to develop knowledge and skills for life, learning and work • To improve feedback and understanding of progress in the BGE for pupils and parents reflecting the development work carried out with staff in 2015-16 • To share expectations of standards across our learning community through robust arrangements for moderation
	Excellence through raising attainment and achieving equity – Ensuring Equity through developing a whole school strategy for narrowing the equity gap and raising attainment for young people from areas of highest deprivation.	<ul style="list-style-type: none"> • To identify and drive strategies to improve attainment in literacy and numeracy • To promote social, emotional health and wellbeing • To provide opportunities for high quality professional learning • To use a wide range of evidence and data, including insight to support the identification of pupils who are underperforming • To collect and share knowledge gained through research into our own school context re equity barriers
2017/2018	Excellence through raising attainment and achieving equity – To build on work done on self evaluation to extend to individual staff through career long professional learning and key school areas	<ul style="list-style-type: none"> • To embed aspects of self evaluation involving whole school community • To link CLPL with HGIOS 4 and PRD
	Excellence through raising attainment and achieving equity – To continue to improve and develop an understanding of health & wellbeing across the school community and family learning	<ul style="list-style-type: none"> • To build on results from CSI: Health & Wellbeing • To extend any success from numeracy family learning developments to other parts of the curriculum

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

**Area for Development:
Ensuring Excellence through Leadership of Change and Learning, Teaching and Assessment**

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
<p>To continue to evolve our vision through ongoing reflection and debate across the school and community. As a result of this collaboration, the school and community will have greater ownership of the vision, values and aims and therefore increase the impact of improvements on learners.</p> <p>To continue to ensure high quality learning experiences and the effective use of assessment for our young people in order that they maximize their successes and achievements.</p>	<ul style="list-style-type: none"> Greater partnership working in improvement planning at all levels and translation into practice, communication and evaluation Further development of our Professional Learning Community to evaluate impact on learners Ensuring high expectations for all pupils, especially those with additional support needs Participation in Improvement Methodology Training for SLT <ul style="list-style-type: none"> To increase our confidence that all learners experience activities which are varied, differentiated, active and provide effective support and challenge through self evaluation processes To increase our use of a range of valid, reliable and relevant assessment and data tools to support the improvement of young people’s learning and to develop staff’s ability to understand and analyse all forms of data to secure future school improvement To increase pupil understanding in how achievements in and out school help them to develop knowledge and skills for life, learning and work To improve feedback and understanding of progress in the BGE for pupils and parents reflecting the development work carried out with staff in 2015-16 To share expectations of standards across our learning community through robust arrangements for moderation 	HT	June 2017	Inset/Planning time	ELT (Meetings)
		PLC	May 2017	Collegiate Time	HT/DHT C (Feedback)
ELT	May 2017	ELT meetings	DHT S/DHT C (ELT-PF)		
SLT	Sept 2016	Training	HT		
ELT	June 2017	SLT calendar, Faculty SES	SLT (Meetings, SES, CSI)		
DHTs	October 2016	Inset	ELT (Feedback)		
DHT OA	June 2017	DM time/ELT	SLT (Meetings)		
PTCs	June 2017	PTC meetings	DHT C (Meetings, reports, pupil & parental feedback)		
PTCs	September 2016	PTC/Faculty meetings	DHT C (moderation feedback)		

Evaluation

- To what extent does our school community have ownership of our vision, aims and values?
- How effective are our processes for involving the whole school community in the ongoing review of our vision, aims and values?
- How effective are the strategies do we employ to translate our vision, values and aims into

Evidence

- Strategic plan in place outlining self evaluation vision and rationale
- Feedback from PLCs
- ELT Pupil focussed meetings
- i-aspire implementation of positive pathways

<p>daily practice within our school?</p> <ul style="list-style-type: none"> • How well do we use our vision, aims and values when making decisions about future improvement priorities? • Does everyone in the school have a clear understanding of our collective strengths and areas for development? Are conclusions about these drawn from a wide range of data and evidence? • How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? • Are we maximising all opportunities available to support peer collaborative learning? • How effective are our approaches to planning for continuous improvement? • To what extent are our tools for change impacting positively on staff and improving outcomes for all learners? • How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? • How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? • How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? • How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? 	<ul style="list-style-type: none"> • SLT Self Evaluation calendar • Staff information via spreadsheets for GIRFEC and BGE progress • Pupil feedback groups • Moderation calendar • Minutes of meetings
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Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY					
Area for Development: Ensuring Equity through developing a whole school strategy for narrowing the equity gap and raising attainment for young people from areas of highest deprivation.					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
To identify and drive strategies to improve attainment in literacy and numeracy in order that all young people can access all	<ul style="list-style-type: none"> • Improving numeracy skills in all pupils in conjunction with cluster primary schools - see cluster plan. • Development and implementation of whole school literacy and numeracy policy. • Development and implementation of Year 1 hub literacy and 	PTC Numeracy PTC Literacy/Nu	May 2017 May 2017	Cluster Meeting Time PTC Meeting time/ELT Time	PTC Numeracy/Pupil progress DHT/PTC Literacy/ PTC Numeracy (dept meetings)

<p>other learning, achievement and employment. In doing this we also aim to improve numeracy skills in conjunction with our cluster primary schools and our hub secondary schools. This will involve us working with partners to explore new and innovative approaches to tackling inequity as well as engaging families and communities.</p>	<p>numeracy policy with St. Margaret's Academy and West Calder High School. Focus on Numeracy based on VSE carried out in session 2015-2016</p>	<p>meracy</p>			
<p>To promote social, emotional health and wellbeing which ensures that all pupils are included, engaged and involved, experience positive relationships and display positive behaviours. We also aim to provide focus and support targeted to learning needs to improve the life chances of our most vulnerable young people.</p>	<ul style="list-style-type: none"> Carry out annual CSI HWB to inform improvement in this area. Continue to implement and evaluate targeted support interventions. Develop and promote a consistent understanding of what constitutes wellbeing in the context of GIRFEC and apply it to the community of JYHS. To review processes and procedures to ensure that information, particularly at transition stages is robust and of the highest quality. Make use of pupil survey information to tailor the i-participate fair and provision to more closely meet pupil needs and encourage wider participation. 	<p>PTC Numeracy</p> <p>DHTs/PTC HWB/HHs</p>	<p>June 2017</p> <p>June 2017</p>	<p>Secondary Hub collegiate time</p> <p>Planning Time</p> <p>PTC Support meeting time</p> <p>Planning time/Sept info evening time</p>	<p>HUB DHTs/PTC Numeracy and Literacy (evaluation)</p> <p>PTC HWB/DHT x2 Self Evaluation Summary following benchmark exercise and CSI</p> <p>DHT / HH GIRFEC wellbeing profile</p> <p>DHT and Team Survey results</p>
<p>To provide opportunities for high quality professional learning on differentiation and growth mindset which impacts positively on outcomes for learners.</p>	<ul style="list-style-type: none"> To promote collaborative approaches to professional learning and sharing best practice through our PLC in school hub model with a specific focus on Growth mindset and differentiation. Whole staff understanding of the rationale and purpose for CLPL on differentiation and growth mindset Sharing practical strategies on differentiation whole school 	<p>PLC steering grp</p>	<p>June 2017</p>	<p>Inset/Hub time</p>	<p>DHT/PLC Steering Grp</p>
<p>To use a wide range of evidence and data, including insight to support the identification of pupils who are underperforming and to inform improvement in these areas. Data will also be used to inform our policy in developing employability skills and improving positive and sustained destinations.</p>	<ul style="list-style-type: none"> Whole staff engagement with Senior Phase progress profile Whole staff engagement with BGE progress profile Whole staff engagement with the GIRFEC and Wellbeing profile Use Insight data to devise targeted interventions for identified groups. Steering Group to evaluate and support taking forward DYW Vision Statement 	<p>DHT</p> <p>DHT</p> <p>DHT/PTCs</p> <p>DHT</p>	<p>Sept 2017</p> <p>June 2017</p>	<p>Inset time/ELT PF Meetings</p> <p>Inset time</p> <p>Attainment meetings/Dept Meetings</p> <p>Collegiate time</p>	<p>DHT through PTC meeting dialogue and progress entries/PF meetings</p> <p>DHT/HH House Meetings</p> <p>DHT/PTCs att meetings</p> <p>DHT implementation of</p>

<p>To collect and share knowledge gained through research into our own school context which will provide evidence of existing contributory factors into the equity gap and then ensuring these contributory factors are eradicated and resolved.</p>	<ul style="list-style-type: none"> • Small Test of Change in departments regarding Career Education implementation • Research, identify and remove equity barriers presented by the cost of a JYHS school day • Research, identify and remove equity barriers evidenced by the distribution of SIMD within prizegiving • Research, identify and remove equity barriers evidenced by the distribution of SIMD within BART • Research, identify and remove equity barriers evidenced by the distribution of SIMD within set classes • Research, identify and remove equity barriers evidenced by the distribution of SIMD within all trips • Research, identify and remove equity barriers evidenced by the distribution of SIMD within school clubs/teams/musical activities/ and within personal and wider achievement • Research, identify and remove equity barriers evidenced by the distribution of SIMD across pupils who access study support/Easter School 	<p>DHT/PTCs</p> <p>DHT/CG Team</p>		<p>Dept meeting time</p> <p>Time for research and planning and discussions.</p>	<p>Vision</p> <p>DHT through evaluation of impact of change over time. Through CG Team strategy meetings and pupil attitudinal surveys before and after actions.</p>
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<p>Evaluation</p> <ul style="list-style-type: none"> • Do all staff have sufficiently high aspirations and expectations for all children and young people? • Do all staff and partners have up-to-date knowledge about the local community and understand circumstances affecting children’s lives and learning? • How well do we take action to remove barriers to success? • What range of data and information do we utilise to understand the social, economic and cultural context of the local community? • How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other? • How effectively do we share our individual and collective learning across the school? • To what extent do we critically engage with research, policy sources and developments in learning and teaching? • How do we know that our professional learning is improving outcomes for learners? • How reliable is our evidence of impact on pupil learning? • To what extent are our approaches improving learning for all? • How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning? • How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? • To what extent do we take account of all the factors that make our school unique? • To what extent does our curriculum promote equity and raise attainment for all children and young people? • How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? • How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? • Are staff able to access effective levels of support and training to build their capacity to engage with the needs of diverse learners? • How good is our understanding of differentiation? Do staff and partners use a range of approaches 	<p>Evidence</p> <ul style="list-style-type: none"> • Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement • All staff participate in individual and collective professional learning which improves outcomes for learners and engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, pedagogy, assessment and strategies for raising attainment • Senior leaders facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this includes learning with colleagues across sectors and with partner agencies. • Practitioner enquiry forms a regular feature of approaches to continuous improvement. 4 Practitioners have systematic opportunities to review and refresh their pedagogical practice. • Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people. • Learners’ achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work. • There is a strong ethos across the school to minimise the impact of potential barriers to learning. • Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet the needs of families. • The whole learning community has a shared understanding of wellbeing and the children’s rights. • All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life. • All young people are successful in moving on to a sustained positive destination on leaving school. • There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.
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- that meet the needs of all learners?
- To what extent is our school an inclusive learning environment?
 - How effectively do we use current available data about levels of poverty in our community to help us target interventions?
 - To what extent do all staff understand GIRFEC, the wellbeing indicators and how these can have a positive impact on children and their families?
 - How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?
 - How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?
 - How well do we track and recognise achievements?
 - How well are we working with learners, parents and carers, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations?
 - How well do we support learners with additional support needs and those leaving care to access sustained positive destinations.

- The school audits practice using the entitlements and expectations in the Career Education Standard
- Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments.

Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> • To gather additional evidence in order to support self evaluation summary for 1.3, 2.3, 3.2 	ELT	HT
<ul style="list-style-type: none"> • To implement SES faculty wide 	ELT	HT
<ul style="list-style-type: none"> • To implement the Named Person 	ELT	DHT S
<ul style="list-style-type: none"> • To continue the development of wider and personal achievement 	ELT	DHT OA
<ul style="list-style-type: none"> • To write curriculum rationale and develop process of evaluation 	ELT	DHT C
<ul style="list-style-type: none"> • To continue to review Positive Discipline Policy 	ELT	HT