



**West Lothian
Council**

Inveralmond Community High School Improvement Plan

2019 / 2020

Factors Influencing the Improvement Plan

School Factors

HMIe inspection report 2011
Authority VSE (full school) Oct 2017
BGE Curriculum VSE Nov 2018
Improving learners attainment and achievement
The Inveralmond Learning Community cluster improvement plan
The implementation of Curriculum for Excellence
VSE Cycle (including class observations cycle)
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 ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council [Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Increased entitlement to early years' provision
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
West Lothian's Early Years' Framework

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Child Protection Issues / Guidance
GTCS standards and professional update
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
Effective moderation processes (internal and external) to inform the achievement of a CfE level
Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing




Vision

“We are working together to inspire learners and shape successful futures ensuring excellence and equity for all.”



Inveralmond Community High School

Curriculum Rationale

INVERALMOND  **ND**
COMMUNITY HIGH SCHOOL

OUR VISION

We are working together to
inspire learners and shape successful
futures ensuring excellence and
equity for all.

OUR VALUES

BE THE WHOLE PERSON

Respect **Responsibility** **Equity**
Respect **Honesty**

The graphic features a blue background with a white oval containing the vision statement. Below the oval is a cartoon character with a rainbow arching over its head. The character's body is composed of the words 'Respect', 'Responsibility', and 'Equity' on its torso, and 'Respect' and 'Honesty' on its legs. The text 'OUR VISION' is on the left and 'OUR VALUES' is on the right, both curving around the central elements.

Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan

a) Background

Inveralmond Community High School is a comprehensive non-denominational school situated in the Ladywell area of Livingston. The school roll in 2018-2019 comprised of 1043 pupils and the school's free meal entitlement (FME) for the session was around 20%. Our young people come from a wide SIMD profile, with almost 73% of our young people from SIMD 1-3. The Senior Leadership Team (SLT) consists of the Head teacher and 3 Depute Head teachers (2 acting) and an Area Business Manager. The Extended Leadership Team (ELT) consists of 5 Principal Teachers Curriculum each with responsibilities for Curricular Areas and 4 Principal Teacher Curriculum (Pupil Support) with House responsibilities. The school supports leadership at all levels and opportunities exist for development in various areas. The school has 6 associated primary schools drawing a comprehensive mix of students. There is a close relationship among the schools in the cluster. The Head teachers meet regularly to plan shared curricular progression, discussing areas of commonality and reviewing curricula to aid our transition programme. At Inveralmond we have a wide range of approaches to achievement both in and out of school. These are enabling young people to achieve very well and develop important skills, attributes and capabilities in preparation for a successful life beyond school. We believe in celebrating not only success in relation to attainment but also wider achievements. We encourage our young people to flourish, to have high expectations and self-esteem in order to prepare them for life and work. Our key purpose is to provide all our young people with a coherent curriculum, high quality learning and teaching, rich opportunities for achievement and attainment and a strong sense of community and shared values. We are committed to preparing our young people for successful futures and life in the 21st Century. We are an inclusive school and we adopt a collegiate approach, working well together to ensure we inspire the best possible outcomes for our young people

b) Data

Our data shows that overall, the school is performing well in almost all levels of SCQF, outperforming the virtual comparator except from level 7. The school target this year is to improve the number of students achieving SQA levels 5, 6 and 7 in line with our virtual comparator. By the end of S3, almost all children achieve level 3 CfE levels in listening, talking, reading, writing and numeracy. There is particular scope to further improve the number children achieving level 4 literacy by the end of S3. There is a requirement for a full school approach to raising attainment levels in literacy and in particular writing. The impact of our employability hub and positive behaviour policy has resulted in a significant reduction in the number of exclusions.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

A number of our identified children experience gaps due to lack of parental literacy/numeracy, Looked After Children status, ASD, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support to maintain high levels of attendance. Further analysis of our teacher judgement data shows that there is a gap between the attainment in literacy and numeracy of pupils who are in Quintile 1 and 2 than those that are in Quintile 5. The gap in students achieving level 4 by the end of S3 is 32% between quintile 1 and 5. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of absence, are all contributing factors. Four areas of concern in relation to Health and Wellbeing have been highlighted through the recent survey; approaches to dealing with bullying, students being treated fairly and behaviour and learner voice.

d) Summary/overview of proposal & non-negotiable outcomes

We continue to employ a Family Support Worker to engage and support identified children and families on improving attendance levels. Individual targets for children will be set in consultation with parents and monitored on a weekly basis. Pupil Support Workers (PSW) will be retained to provide focussed literacy (reading) and numeracy interventions at S1 – S3, where the highest level of intervention is required. The DHT (transition) will work with DHT pedagogies in literacy and numeracy on a cluster approach to reduce the gap in writing and numeracy. We continue to support Health and wellbeing by increasing our counsellor time to three days per week. We continue to improve the quality of learning and teaching through our development post holder in learning and teaching, aimed at supporting staff and practitioner enquiry in areas such as classroom ethos and formative assessment. Our aim is to significantly reduce the cost of the school day for children living in quintile 1 & 2

Inveralmond Community High School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
In Inveralmond CHS our overarching priority is to improve the quality of learning, teaching and assessment in order to raise attainment and achievement for all.				
Raising attainment for all, particularly in literacy and numeracy				
<p>By creating a clear and consistent strategy around learning and teaching we aim to achieve Very Good or above for the majority of our lessons.</p> <p>Increased numbers of learners achieving level 4 literacy by the end of S4</p> <p>Increased numbers of learners achieving level 4 numeracy by the end of S4.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<p>Further develop approaches to the cycle of moderation using curricular benchmarks to develop consistency in professional judgements across the learning community.</p> <p>Clear links established between PRD/ARD and CLPL for staff which directly impacts on the improvement of learning, teaching and assessment.</p> <p>All staff participating in professional enquiry projects which are leading to improvement in learning and teaching A new learning, teaching and assessment website to be created for staff in order to ensure a clear consistent strategy which is based on staff's professional learning activities.</p> <p>Clear actions plan are created order to ensure literacy and numeracy responsibility of all is a part of all curricular planning.</p>	<p>June 2020</p> <p>Aug 2019</p> <p>Oct 2019</p>	<p>Increased confidence levels of staff in using the learning, teaching and assessment cycle leading to exemplification of all curricular areas</p> <p>Departmental VSE process which entails; observations, focus groups, engagement levels and attainment data. Target is for 60% of lessons to be Very Good or above.</p> <p>All curricular plans take account of literacy and numeracy skills which can be observed during classroom visits and pupils focus groups.</p> <p>60% of learners achieving level 4 literacy by the end of S3.</p> <p>65% learners achieving level 4 numeracy by the end of S3.</p>
Closing the attainment gap between the most and least advantaged children				
<p>Reduction in the gap between quintile 1/2 and 5 in writing at level 4</p> <p>Reduction in the gap between quintile 1 and 5 achieving level 4 numeracy current gap 23%</p> <p>Almost all pupils in the BGE can confidently talk about progress and next steps in their learning.</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p>Cost of the school day will be significantly reduced</p> <p>Improved communication with parents of the purpose of Homework.</p> <p>All pupils must be given opportunities to reflect on their progress using 'Progress'</p> <p>A newly formed transition team I will support the improved access and analysis of transition information from P6 – S2 specifically literacy and numeracy levels.</p>	<p>Oct 2019</p> <p>June 2020</p> <p>Oct 2019</p>	<p>Reduction of the 32% gap in achievement of a level in writing in level 4</p> <p>Reduction of the 23% gap in achievement of a level in numeracy in level 4</p> <p>Staff are confident in the use of tracking pupil progress using 'Progress'. Pupils are taking part in reflection and can confidently talk about progress and next steps in learning. Every pupil in the BGE will have completed a minimum of two entries in progress. Create and implement plan to include the recording and tracking of participation and engagement.</p>

Inveralmond Community High School - School Improvement Planning for Ensuring Excellence and Equity				
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In Inveralmond CHS our overarching priority is to improve the quality of learning, teaching and assessment in order to raise attainment and achievement for all.				
Improvement in all children and young people's wellbeing				
Almost all pupils feel safe, respected and ready to learn.	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<p>Implementation of positive relationships policy based on professional reading such as Paul Dix and Rights Respecting School. Increase attendance of identified group.</p> <p>Share and implement good practice and practitioner enquiry findings around classroom ethos.</p> <p>Review of learner voice process to include interest groups. (Eco committee, Rights Respecting School and Charity). Establish a pupil parliament.</p> <p>Review of employability Hub</p> <p>Continue to review universal support and focus on review of HWB Curriculum</p>	<p>Aug 2020</p> <p>June 2020</p> <p>Sept ember 2019</p>	<p>Pupil /staff survey will have improved scores for behaviour and bullying questions to above 60%</p> <p>Overall attendance is over 90%</p> <p>Improvement in classroom management and engagement evident in classroom observations.</p> <p>Improved tracking and pupil's progress in, learning around health and wellbeing. (PSE and ILP)</p> <p>Reduction in removes and exclusion for pupils attending Employability Hub.</p>
Improvement in employability skills and sustained, positive school leaver destinations for all young people				
Young people will have a greater confidence and understanding of the employability skills required for entry to and continuation within the future and current market place.	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<p>Reimagine and implement, vision, values and purpose of the school and how it is preparing young people for learning, life and work by engaging with all stakeholders.</p> <p>Curriculum planning to be updated and implemented to reflect the skills, values and purpose young people need to succeed.</p> <p>Staff will continue to review progression pathways to include links to foundation apprenticeships and other appropriate learning opportunities</p>	<p>Oct 2020</p> <p>June 2020</p> <p>June 2020</p>	<p>Stakeholders have an awareness of the purpose of the school and the key employability skills required for 21st century learners.</p> <p>Classroom observations should clearly see the implementation of the revised vision, values and purpose of the school in almost all lessons.</p> <p>Pupil's engagement levels, across the curriculum, will have increased due to the increased range of career relevant opportunities.</p> <p>Positive destinations target is 95%</p>