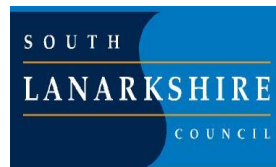


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2017 - 2018

Lesmahagow High School





**Education Resources
Curriculum and Quality Improvement Service**

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National Improvement Framework Key Priorities		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
<ol style="list-style-type: none"> To improve the literacy and numeracy skills of every pupil, through high quality learning and teaching and targeted support, to raise attainment. To ensure positive, sustained destinations for all pupils through increased emphasis on skills for work and an improved curriculum. To monitor the impact of our work to ensure that we deliver excellence and equity for all pupils, in conjunction with developing a culture of growth mindset. 		

National Improvement Framework Key Priorities <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 				Collaboration and consultation (list stakeholders): <ul style="list-style-type: none"> • Integrated Support Team • Skills Development Scotland • Business Partners 	
National Improvement Framework Key Drivers		HGIOS 4 and Early Learning and Childcare Indicators		SLC Education Resources Themes	
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				Meeting the Needs of all Learners’, GIRFEC and Statutory Duties	
				Skills for Learning, Life and Work	
				Professional Learning	
				Leadership (Change and Improvement)	
Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact	
1. To improve the literacy and numeracy skills of every pupil.		100% of leavers will achieve level 3 or 4 in literacy and numeracy.	Insight data, SQA results, positive destinations, professional judgement of teachers		
2. To ensure positive, sustained destinations for all pupils.		100% of leavers secure a sustained and positive destination	SQA data for leavers. Destination figures and reports.		

<p>3. To monitor the impact of our work to ensure that we deliver excellence and equity for all pupils.</p>		<p>Quality management systems show that appropriate support and challenge is in place to meet the needs of all learners.</p>	<p>Achievement and attainment by SIMD deciles will show that all pupils are reaching or out-performing that of our VC schools. LAC children achieve a high number of qualifications.</p>	

Strategic Priority 1: To improve the literacy and numeracy skills of **every** pupil.

National Improvement Framework Key Priorities		
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Key Actions (How)	*Lead Person	*Timescale	*Comments
<p>1.1 To continue the work of the literacy and numeracy groups, including further work on the profiling of skills.</p> <p>Key actions include:</p> <p>Improving the quality of learning and teaching – professional learning opportunities linked to Visible Learning for all teachers.</p> <p>Continue to place emphasis on the importance of reading and encouraging reading for pleasure.</p> <p>working more closely with primary colleagues; fulfilling the targets set out in the Lesmahagow Learning Community Plan regarding numeracy;</p> <p>focusing on improving the pace and challenge for more able pupils in the BGE;</p> <p>Improving the impact of the profiling system.</p>	<p>Barbara Lee</p> <p>Louise Parsons, Hazel Laird and members of the Literacy Group.</p> <p>David Burns and the members of the Numeracy Group.</p> <p>Principal Teachers and DHTs.</p> <p>Alastair Gray and members of the Profiling Group.</p>	<p>Launched in August 2017 and discussed at DMs throughout the session. Evaluated April 2018.</p> <p>Throughout session 2017-18.</p> <p>Throughout session 2017-18.</p> <p>Throughout session 2017-18 in line with Learning Community timescales.</p> <p>S3: Development August – December 2017; Collation – February – March; Possible S3 Profile Ceremony March/April 2018.</p>	
<p>1.2 To review courses in line with new BGE benchmarks for literacy and numeracy and to match the assessments with National 3 learning outcomes.</p> <p>Introduction of whole school tracking method for BGE attainment</p>	<p>Principal Teachers and link DHTs</p>	<p>Session 2017-18.</p> <p>Review will take place of literacy and numeracy courses.</p> <p>Professional dialogue will take place on a suitable model for BGE</p>	

		tracking for Lesmahagow High School in line with SLC audit tool.	
1.3 To continue the implementation of the curriculum review to ensure that all pupils can access a range of experiences and qualifications and wider achievements from the BGE through to the Senior Phase.	Extended Leadership Team	Session 2017-18 will see the introduction of Drama in S1-S6 and the planning for successful implementation of Modern Studies in 2018-19 for S1-S6.	
1.4 To implement SQA changes to N5 courses and plan for subsequent changes to Higher and AH courses in future years.	Subject specialists	Throughout session	
1.5 Successful implementation of SNSA tests for Literacy and Numeracy.	PT Maths, PT English, G Parry	April 2018	
1.6 To extend opportunities for Parental Engagement.	R McGowan, DHTs and wider staff	April 2018	

Strategic Priority 2: To ensure positive, sustained destinations for **all** students.

Key Actions (How)	*Lead Person	*Timescale	*Comments
2.1 To respond to the needs of leavers through the following actions: identify their choices of destination at an early stage and build a system of support and tracking; introduce a programme for developing workplace skills; improve skills for work for all pupils and link to profiling; identify potential leavers in S4 and create bespoke learning experiences; create Learner Journeys to increase certainty of destination.	Sam Young and Barbara Lee Integrated Support Team Skills Development Scotland links Alastair Gray and Pupil Support Team and Profiling Group	Throughout the session. Refer to DYW Calendar.	
2.2 Clarity on exact number of leavers along with accurate leaving date.	Alastair Gray and Pupil Support Team	Ongoing	
2.3 Reduce the number of young people in categories of negative destinations through use of partnership, intelligence and resources.	A Gray and Pupil Support Team, Youth Employability, SDS	Ongoing	
2.4 Greater understanding of participation/SLDR by all partners.	A Gray and Pupil Support Team, Youth Employability, SDS	Ongoing	
2.5 Continuing to improve employability tracking of our most vulnerable young people aged 16-18 years.	A Gray and Pupil Support Team, Youth Employability, SDS, Social Work, Housing Services	Ongoing	
2.6 Gap is decreased in positive and sustained positive destinations within the bottom three deciles and the remaining seven deciles of young people aged 16-18 years.	A Gray and Pupil Support Team, Youth Employability	Ongoing	
2.7 Young people identified as winter leavers and in danger of disengaging from school throughout the summer and towards Christmas are identified and targeted.	A Gray and Pupil Support Team, Youth Employability	Ongoing	

To set a target of 90% of school leavers in positive destinations.	A Gray and Pupil Support Team, Youth Employability	Ongoing	
2.8 To develop further the quality of learning and teaching in both the BGE and the Senior Phase to address the learning needs of all pupils through: providing appropriate professional learning activities such as opportunities for practitioner enquiry; departmental and whole-school sharing of practice; building a greater understanding of literacy, numeracy, health and wellbeing approaches; sharing strategies to increase pace and challenge; time to participate in moderation activities; improving our pedagogy to ensure that every lesson counts – every class, every period, every day!	CLPL Group Quality Management Group Literacy, Numeracy and Health and Wellbeing Groups Integrated Support Team Principal Teachers	In-service Day activities through the session Refer to: CLPL Calendar Quality Management calendar DYW calendar	
2.9 To review and implement a new approach to Work Placements for those leaving school. All students leaving school should have the opportunity to participate in a relevant work placement in their final year.	Barbara Lee and Work Placement Team	To be confirmed following advice from SLC in August 2017.	

Strategic Priority 3: To monitor the impact of our work to ensure that we deliver excellence and equity for **all** pupils, in conjunction with developing a culture of growth mindset.

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Professional Learning			
Leadership (Change and Improvement)			
Key Actions (How)	*Lead Person	*Timescale	*Comments
3.1 To create a system that will track and monitor pupils’ learning journeys.	A Gray and Jim Mallaghan, PTs Pupil Support Sam Young, DYW Leader Barbara Lee Integrated Support Team	Ongoing	

<p>a. As part of the transitions programme there will be a focus on skills for work and career planning</p> <p>b. to develop a consistent and strategic approach to the recording, analysis and use of assessment data in the BGE to identify the development needs of individuals and groups of learners at departmental and whole school level, plan suitable interventions and inform self-evaluation.</p> <p>c. Continue to track and monitor the progress of students in the Senior Phase and work in partnership with parents/carers to support young people in attainment.</p>	<p>School Improvement Group</p>		
<p>3.2 To continue to challenge and support in the interrogation of Insight data in our pursuit of improved attainment for all.</p>	<p>Richard McGowan Barbara Lee Principal Teachers</p>	<p>Review of 2017 data in September/October Further review in February 2018.</p>	
<p>3.3 To ensure that all staff understand How Good is our School?4 and to be using it effectively at classroom, department, faculty and whole-school levels.</p>	<p>Senior Management Team School Improvement Group Principal Teachers</p>	<p>Throughout session.</p>	
<p>3.4 To involve more staff in self-evaluation and observation building on this session's learning rounds.</p>	<p>School Improvement Group S Young All staff</p>	<p>Throughout session.</p>	
<p>3.5 To raise awareness of the needs of pupils with ASD as set out in the Learning Community Improvement Plan and professional learning for all staff in SLC ASD training.</p>	<p>Alastair Gray and Pupil Support Team Tony Gillespie, Educational Psychologist</p>	<p>Throughout session</p>	

3.6 HMIe Preparation	All staff	Throughout session	
3.7 Review and refresh our School's vision	All staff, pupils, Parent Council, parents	August – December 2017.	
3.8 To continue to develop Growth Mindset within the school to improve outcomes for young people and their families.	G Parry and Growth Mindset Working Group	Throughout Session	

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Key Actions (from previous plans)		
<ol style="list-style-type: none"> 1. Continue the Merit System from S1 to S3 and continue to evaluate its success – Graham Parry 2. Continue our work in Health and Wellbeing, especially our work in mental health and wellbeing – Graham Parry 3. Respond to the GIRFEC agenda – Alastair Gray 4. Continue to build business links/partnerships – Barbara Lee 5. Find ways of tackling bureaucracy in all aspects of school life – Richard McGowan 6. Promote and experiment with quality IDL experiences – Graham Parry 7. Revisit the Religious Observance policy and practice – Richard McGowan 8. Continue implementation of new uniform policy – SMT 		

