



**Education Resources
Curriculum and Quality Improvement Service**

School Improvement Plan 2018 - 2019

Lesmahagow High School





**Education Resources
Curriculum and Quality Improvement Service**

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Strategic Priorities 3 Year Cycle		
<ol style="list-style-type: none"> To improve the quality of learning experiences for all young people and ensure consistency across the school. To deliver a learner-centred curriculum, which facilitates tailored learner pathways for all young people, leading to positive and sustained destinations. To secure increased attainment for all young people, which includes the entitlement of literacy and numeracy qualifications. To improve the health and wellbeing of all young people and develop an inclusive approach, where barriers to learning are removed. To ensure all staff engage in the continued process of career long professional learning to improve pedagogy and improve outcomes for all learners by looking inwards, outwards and forwards. 		

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Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
1. To improve the quality of learning experiences for all young people and ensure consistency across the school.	Yes	Consistency in learning and teaching, as outlined in learners' statement. Effective use of learning intentions and success criteria, starter activities, active learning, digital technology and plenaries.	Classroom observations show a consistent approach to learning and teaching. Positive feedback from students in pupil focus groups.	
2. To deliver a learner-centred curriculum, which facilitates tailored learner pathways for all young people, leading to positive and sustained destinations.	Yes	Our curriculum provides the learning opportunities required to prepare young people for their preferred post-school destination.	Young people report in focus group discussions that they have been able to follow a curriculum which meets their needs and interests. All young people secure a positive and sustained destination when they leave school.	
3. To secure increased attainment for all young people, which includes the entitlement of literacy and numeracy qualifications.	Yes	Increased attainments, where targets have been met and attainment matches our virtual comparator schools. All students achieve literacy and numeracy qualifications at the best level possible.	SQA Exam results. Insight analysis	

<p>4. To improve the health and wellbeing of all young people and develop an inclusive approach, where barriers to learning are removed.</p>	<p>Yes</p>	<p>All young people report that they feel happy and healthy. The number of exculsions fall.</p>	<p>Exclusion data. Attendance data.</p>	
<p>5. To ensure all staff engage in the continued process of career long professional learning to improve pedagogy and improve outcomes for all learners by looking inwards, outwards and forwards.</p>		<p>All staff participate in the annual PRD process and five yearly PU process.</p>		

Strategic Priority 1: To improve the quality of learning experiences for all young people and ensure consistency across the school.

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<p>Key Actions (How)</p> <p>1.1 Launch and embed our learning and teaching statement to ensure consistent, high quality learning experiences for all young people.</p>		<p>Lead Person</p> <p>B Lee</p>	<p>Timescale</p> <p>Launch – August 2018. Revisited at Faculty meetings and Inservice days throughout the session.</p>
<p>Comments</p>			

		Evaluation May 2019.	
1.2 Showcase good practice in the use of digital technology to enhance learning and teaching, for example, the use of Glow and Google Classroom.	Principal Teachers	May 2019	
1.3 Based on educational research (e.g. Hattie and the EEF), to share good practice relating to learning intentions, success criteria, questioning and feedback to improve learning and teaching.	B Lee/ CLPL group	In-service days throughout 2018-19	
1.4 Review and fine our whole school Broad General Education tracking system to monitor pupils' progress and evaluate the effectiveness of interventions.	G Parry/ R McGowan	May 2019	
1.5 Moderate pupils' Level 3 and Level 4 Literacy work at departmental and school level, and between schools, to ensure accurate reporting and feedback is given to learners and next steps are clearly identified.	L Parsons/ H Laird/ G Smith/ B Lee	May 2019	
1.6 Showcase good practice through class visits linked to learning intentions, success criteria, questioning and feedback, with a 'good practice' guide being developed.	Principal Teachers	May 2019	

<p>1.7 Develop active/ outdoor learning experiences linked to inter-disciplinary learning opportunities to enhance learning and teaching in S1, (e.g. John Muir Awards/ Literacy/ Scottish theme).</p>	<p>M Smith/ B Lee</p>	<p>May 2019</p>	
<p>1.8 Continue to seek and act on feedback about learners' experiences at departmental and whole school level and evaluate learning, teaching and assessment using HGIOS Quality Indicator 2.3 and How Good is OUR School?</p>	<p>B Lee/ R McGowan</p>	<p>May 2019</p>	

Strategic Priority 2: To deliver a learner-centred curriculum, which facilitates tailored learner pathways for all young people, leading to positive and sustained destinations.

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<p>Key Actions (How)</p> <p>2.1 To develop our Curriculum 2020 rationale, by looking inwards, outwards and forwards at effective curriculum models, based on the destinations of our learners.</p>		<p>Lead Person</p> <p>G Parry</p>		<p>Timescale</p> <p>May 2019</p>		<p>Comments</p>	

<p>2.2 To ensure BGE course plans for 2018-19 have clearly identifiable links to literacy and numeracy benchmarks, which provide a secure foundation for Senior Phase courses.</p>	<p>G Parry and Principal Teachers</p>	<p>May 2019</p>	
<p>2.3 To review and refresh Senior Phase courses, specifically: reviewing N5 courses, implementing new Higher courses for 2019 presentation and plan for AH changes in 2020.</p>	<p>G Parry and Principal Teachers</p>	<p>May 2019</p>	
<p>2.4 To identify good practice in learner pathways and update our curriculum to ensure progression for all learners from BGE through Senior Phase to a positive destination (with reference to the SCQF framework, Careers Education Standard and DYW).</p>	<p>G Parry / A Gray</p>	<p>May 2019</p>	
<p>2.5 Continue to seek and act on feedback about our curriculum at departmental and whole school level using HGIOS Quality Indicator 2.2 and How Good is OUR School?</p>	<p>G Parry/ R McGowan</p>	<p>May 2019</p>	

Strategic Priority 3: To secure increased attainment for all young people, which includes the entitlement of literacy and numeracy qualifications.

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<p>Key Actions (How)</p>		<p>Lead Person</p>	
<p>3.1 To develop a Raising Attainment and Celebrating Achievement statement for pupils and parents, which refers to planning for equity.</p>		<p>G Parry/ R McGowan</p>	
<p>3.2 Raise attainment in the BGE for Numeracy, Listening and Talking, Reading and Writing, (based on</p>		<p>G Parry/ D Burns/ L Parsons</p>	
		<p>Timescale</p>	
		<p>May 2019</p>	
		<p>May 2019</p>	
		<p>Comments</p>	

national targets), for all students and those in our equity group.			
3.3 To raise attainment for Level 4 and Level 5 Literacy, Numeracy, attainment for girls, and in subject areas.	B Lee/ L Parsons/ D Burns	May 2019	
3.4 To introduce a Raising Attainment information evening and consider other events and supports, for example an Easter study school to raise attainment for Senior Phase students.	R McGowan/ B Lee	May 2019	
3.5 To develop a mentoring programme for students in the BGE and targeted Senior Phase students to raise attainment.	A Gray	May 2019	
3.6 To monitor attainment from S1-S3/Senior Phase/Leavers to ensure effective interventions and to help them to exceed their potential.	R McGowan/ B Lee/ G Parry	May 2019	
3.7 To monitor attendance carefully to raise attainment. Targeted support through PEF Engagement.	A Gray/ K Blackwood	May 2019	
3.8 Continue to seek and act on feedback about attainment and achievement at departmental and whole school level using HGIOS Quality Indicator 3.2 and How Good is OUR School?	G Parry/ R McGowan	May 2019	

Strategic Priority 4. To improve the health and wellbeing of all young people and develop an inclusive approach, where barriers to learning are removed.

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<p>Key Actions (How)</p>		<p>Lead Person</p>		<p>Timescale</p>		<p>Comments</p>	
<p>4.1 To establish a Nurture provision within our school for a targeted group of young people, to provide the supports they require.</p>		<p>M Storry/ H Laird/ A Gray</p>		<p>May 2019</p>			

4.2 To develop an inclusion statement to ensure that all young people receive their entitlement: excellence and equity	Pupil Support/ Support for Learning	May 2019	
4.3 To embed the Framework for Inclusion and Equity to ensure the needs of all learners are met.	A Gray	May 2019	
4.4 To support young people to develop excellent health and wellbeing, particularly mental health.	A Gray/ N Ross/ K Blackwood/ Pupil Support	May 2019	
4.5 Continue to seek and act on feedback about learners' experiences at departmental and whole school level and evaluate health and wellbeing and inclusion using HGIOS Quality Indicator 3.1 and How Good is OUR School?	Pupil Support and A Gray	May 2019	

Strategic Priority 5: To ensure all staff engage in the continued process of career long professional learning to improve pedagogy and improve outcomes for all learners by looking inwards, outwards and forwards.

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<p>Key Actions (How)</p>		<p>Lead Person</p>		<p>Timescale</p>		<p>Comments</p>	
<p>5.1 To encourage all staff to engage with research, especially Visible Learning and EEF research and share good practice to improve learning and teaching.</p>		<p>I Nicol/ B Lee / CLPL Group</p>		<p>May 2019</p>			

5.2 To encourage staff to develop their teacher leadership and to engage in discussions relating to professional reading.	CLPL Group	May 2019	
5.3 To encourage staff to look inwards, outwards and forwards by arranging a 'Teachmeet' opportunity and visiting other schools.	B Lee/ R McGowan/ CLPL Group	May 2019	
5.4 To encourage all staff to engage in collaborative learning rounds to share good practice.	B Lee/ R McGowan/ CLPL Group	May 2019	
5.5 To investigate opportunities to develop Practitioner Enquiries to inform class, departmental and school improvement.	B Lee/ R McGowan/ CLPL Group	May 2019	
5.6 Continue to evaluate professional learning using HGIOS Quality Indicator 1.2 and How Good is OUR School?	B Lee/ R McGowan	May 2019	

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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 to embed Growth Mindset within the school – Graham Parry 3. Continue to build business links/partnerships, careers education and work placements – Alastair Gray 4. Continue to further develop opportunities for parental engagement – SMT 5. Continue to develop the use of data to inform improvement planning - SMT 		

National Improvement Framework Key Priority

Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis (what is the gap?):

In Lesmahagow High School, there are currently 578 pupils. Of these, 35% live within SIMD 1-3 and/or receive Free School Meals. These children are present in all stages and classes although there is a noticeably higher proportion in this year's S3. From our knowledge of our school community, we believe there are a number of children in S1-3 who are likely to be entitled to Free School Meals but have not claimed them this session. We are also aware that there are few children from across the school who are living within SIMD 1-3 but are in fact living in fairly affluent homes.

In order to analyse the attainment gap in Lesmahagow, we have used both raw data and information gathered in school in order to identify those pupils who will benefit from targeted support using our Pupil Equity Funding.

Whilst we are performing well across in all aspects compared to SLC and national averages, our analysis shows that children who receive free school meals are underperforming in reading, writing and listening/talking and numeracy at S3 and in numeracy in S2 and S3, with the largest gaps identified in reading and writing at S3. In addition, pupils in receipt of free school meals are also underperforming at all stages in numeracy.

We plan to target this through our priorities which focus the work of our Literacy and Numeracy interventions.

Intervention Theme	Organiser	Type of Intervention	Number in Targeted Group	Specific Intervention	What Will You Measure and Track to Evidence Impact?	Evaluative Statement (End of Program)
Literacy	Learning & Teaching	Commercial Resources	67 approx.	Catch-up literacy	GL assessments and SNSAs.	
Numeracy	Learning & Teaching	Commercial Resources	67 approx.	Catch-up numeracy	GL assessments and SNSAs.	
HWB	Learning & Teaching	Teaching Staff (extension to existing remit)	67 approx.	Nurture/ Health and wellbeing intervention, mental health awareness	Pupil surveys/ observations	