



Standards and Quality Report
for
Session 2017-18
Lesmahagow High School



Lesmahagow High School is a six year, non-denominational, comprehensive school serving the villages of Lesmahagow, Auchenheath, Blackwood, Coalburn, Hawksland, Kirkmuirhill and the areas surrounding each village. Currently, there are 558 pupils and 42.6 teachers, including the Head Teacher, three Depute Head Teachers, eleven Principal Teachers and three Pupil Equity Fund Coordinators. 14.3% of our students receive free school meals. A small school offers many advantages; one of the most important is that pupils are well known as individuals by staff and they feel part of an inclusive school community.

The school was built close to the original school site and opened in August 2007. There is a big “Street” area, bright wide corridors and two teaching blocks with high quality teaching facilities. This provides a modern learning environment for all subject areas. We are able to share many of the leisure facilities with the community.

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. The quality of relationships between staff and pupils is crucial if all pupils are to blossom within the school. The Parent Council is a vital component in building links with parents. We have established and maintained strong business links within the community.

All members of our school community are committed to our values, which were refreshed in 2017-18 following consultation with all stakeholders. Our shared values are: respect, honesty, ambition, resilience and equity. Our shared vision is, “Aspire to be our best”. We aim to empower learners with the skills to succeed and realise their true potential.

Learning and teaching is our first priority and we are committed to providing a high quality experience for all learners. Attainment and achievement are crucial features of school life and we strive to enable all pupils to achieve their full potential so they are prepared to succeed in the world beyond school.

Many exciting events and valuable activities occur throughout the school session. In 2017-18: S1 pupils participated in an out-of-hours cardiac arrest workshop led by Senior pupils and St. Andrew’s First Aid; S2 pupils had an outdoor education experience at Kielder Water; S1 and S2 enjoyed Science challenge days; S1-S3 students participated in a range of events and workshops organised by the Promoting Positive Behaviour committee; netball and rugby teams represented our school; and a number of students participated in County Sports, indoor and outdoor championships. The following charities were supported – St. Andrew’s First Aid, SAMH, British Heart Foundation, Friends of Lady Home Hospital, Cancer Research, Children in Need, and St. Andrew’s Hospice. Theatre companies, guest speakers and an author visited us and pupils participated in visits to Glasgow, Kindrogan, Aberfoyle, Strathclyde Park, Blair Drummond, Edinburgh, Blackpool and London. These events and activities allow students to learn in a range of contexts.

Pupil voice is a strength of our school. The Pupil Council is highly valued and continues to contribute its voice to school improvement and plans for the Pupil Equity Funding. School and House Captains and Vice Captains and Prefects have led and assisted at a variety of school events.

The National Context for Education

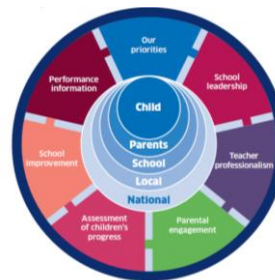
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- 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
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)

Assessment of children's progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about 'how much' and 'how well' children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National “benchmarks” for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

Assessment of children’s progress throughout the Senior Phase (S4-S6) including success of securing Positive Destinations beyond school

The senior phase, which takes place from S4 to S6 in schools and includes ages 16 to 18 out of school, is the phase when the young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance.

The senior phase enables young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering etc.).

This stage supports young people in moving on to their post-school destination– whether that is college, university, training or employment.

Teachers will assess senior phase courses and units at **National 1 (SCQF level 1)** to **National 4 (SCQF level 4)**. SQA will verify the assessments to make sure they meet national standards. Courses at **National 5 (SCQF level 5)**, **Higher (SCQF level 6)** and **Advanced Higher (SCQF level 7)** levels will still include work that is assessed by teachers and lecturers, but learners will also have to pass a Course assessment for these qualifications – usually a question paper and/or coursework that will be marked by the Scottish Qualifications Authority (SQA).

What follows is our school’s data showing levels of achievement within both the broad general education (using teacher judgement information) and senior phase (using results of National Qualifications).

Review of DIP progress session 2017-18

Priority 1: To improve the literacy and numeracy skills of **every** pupil through excellent learning and teaching.

National Improvement Framework Key Priorities

- 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.

National Improvement Framework Key Drivers

- School leadership
- **Teacher professionalism**
- Parental engagement
- **Assessment of children's progress**
- **School improvement**
- **Performance information**

HGIOS 4 QI: 1.2, 2.2, 2.3, 3.2.

Progress and Impact:

- Through a range of targeted initiatives, attainment in literacy and numeracy has increased in Levels 3 and 4. A strong emphasis has been placed on developing literacy and numeracy skills in the Broad General Education, providing a firm foundation for progress in future years. Literacy and Numeracy remain key areas for improvement in the Senior Phase and Improvement Plans for 2018-19 detail how these will be achieved.
- 96.8% of all leavers achieved Level 3 passes in Literacy and Numeracy in 2017, a slight increase from 96.19% in 2016, and above that of our Virtual Comparator (94.24%), South Lanarkshire (94.54%) and National levels (94.64%). Attainment at Level 3 in Literacy and Numeracy has been above that of our Virtual Comparator in each of the previous five years.
- 88.8% of all leavers achieved Level 4 passes in Literacy and Numeracy in 2017. This was an increase of 6% from 2016 (82.86%) and is slightly above our Virtual Comparator (87.28%) and South Lanarkshire (88.27%), but slightly below the National level (89.15%). In 2017, 91.2% of all

leavers attained Level 4 or better in Literacy, which is below the Virtual Comparator (93.12%). In 2017, 91.2% of all leavers attained Level 4 or better in Numeracy, which is above the Virtual Comparator (89.20%).

- 59.2% of all leavers achieved Level 5 passes in Literacy and Numeracy in 2017. This was below that of our Virtual Comparator (64.32%). 76.8% of all leavers achieved Level 5 in Literacy, (VC=76.96%). 60% of all leavers achieved Level 5 in Numeracy in 2017 (VC=66.64%).
- 26.40% of all leavers achieved Level 6 passes in Literacy and Numeracy in 2017. This was below that of our Virtual Comparator (27.28%). 54.4% of all leavers achieved Level 6 in Literacy (VC=55.86%). 27.2% achieved Level 6 in Numeracy (VC=29.2%).
- In 2017, 95.45% of S4 leavers achieved Level 3 or better in Literacy and 68.18% achieved Level 4 in Literacy or better. Attainment in Literacy at Level 3 has been above that of the Virtual Comparator in four of the past five years, including 2017 (89.09%). Attainment in Literacy at Level 4 has been above that of the Virtual Comparator in two of the past five years (76.82% in 2017).
- In 2017, 95.45% of S4 leavers have achieved Level 3 or better and 81.82% achieved Level 4 or better in Numeracy. Attainment at Level 3 has been above the Virtual Comparator in four of the past five years, including 2017 (89.55%). Attainment at Level 4 has been above the Virtual Comparator in three of the past five years, including 2017 (65.91%).
- One of our P7 transition days focussed on the development of literacy, numeracy and health and wellbeing skills, led by our Pupil Equity Fund Coordinators.
- Pupil Equity Funding initiatives focussing on Literacy and Numeracy supported targeted students in S1-S3. Progress was tracked and next steps in learning identified.
- P7 and S3 students completed their SNSA assessments and reports will be used to support pupil progress in S1 and S4.
- A Professional Reading group was established for staff and a range of articles and books were read and discussed by the group. All colleagues engaged in professional dialogue relating to 'Visible Learning' by John Hattie, focussing on raising attainment strategies. Our Extended Leadership are reading 'Leadership Matters' by Andy Buck.
- Training in 'Catch up' Literacy and Numeracy has extended the range of strategies available to support the development of literacy and numeracy and to help close the attainment gap.
- Strategies to improve literacy and numeracy, including encouraging reading for pleasure and enterprising resources for numeracy have increased learners' engagement.
- Clydesdale Area meetings facilitated opportunities for moderation across schools.

Next Steps:

- In 2018-19, our key focus is to improve the quality of learning experiences for all young people and ensure consistency across the school to raise attainment and achievement. Specific targets have been set and are detailed with our School and Faculty Improvement plans. These include:
- To raise attainment in the BGE for Listening and Talking, Reading and Writing (based on personal targets, for all students and those in our equity groups).
- To launch and embed our learning and teaching statement to ensure consistent, high quality learning experiences for all young people.
- To ensure that BGE course plans for 2018-19 have clearly identifiable links to literacy and numeracy benchmarks, which provide a secure foundation for Senior Phase courses.
- To review and refine our whole school BGE tracking system to monitor pupils' progress and evaluate the effectiveness of interventions.
- To monitor attainment from S1-S3/Senior Phase/Leavers to ensure effective interventions and to help them to exceed their potential.
- Moderate pupils' Level 3 and Level 4 Literacy work at departmental and whole school level to ensure accurate reporting and feedback is given to learners and next steps are clearly identified.
- To raise attainment for all students, and in particular in Level 4 and Level 5 Literacy, Numeracy, attainment for girls and in subject areas.

- To secure increased attainment for all young people, which includes the entitlement of literacy and numeracy qualifications.
- To focus on learning and teaching and share good practice relating to learning intentions, success criteria, questioning and feedback to improve learning and teaching, based on educational research.
- To showcase good practice in the use of digital technology to enhance learning and teaching, including the use of Glow and Google Classroom.
- Showcase good practice through class visits, with a 'good practice' guide being developed
- Develop active/ outdoor learning experiences linked to inter-disciplinary learning opportunities to enhance learning and teaching in S1.
- Continue to seek and act on feedback about learners' experiences.
- To develop a Raising Attainment and Celebrating Achievement statement for pupils and parents, which refers to planning for equity.
- To introduce a Raising Attainment information evening and consider other events and supports, for example an Easter study school to raise attainment for Senior students.
- To develop a mentoring programme for students in the BGE and targeted Senior Phase students to support all young people.
- To monitor attendance carefully to raise attainment.
- Targeted support through PEF engagement.

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

National Improvement Framework Key Priorities

- 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.**

National Improvement Framework Key Drivers

- **School leadership**
- **Teacher professionalism**
- **Parental engagement**
- **Assessment of children's progress**
- **School improvement**
- **Performance information**

HGIOS 4 QI: 1.1, 1.5, 3.3

Progress and Impact:

- Significant improvements have been made in ensuring that all young people have a positive and sustained destination when they leave school. This shows the success of the strategic plan developed in partnership with Youth Employability to improve our leavers' destinations, effective partnership working with Skills Development Scotland and the Aspire team, the positive impact of the support of our Pupil Support Teachers and Careers Adviser and interventions led by our DYW lead teacher.
- 95.2% of leavers secured a positive destination in 2016/17, which is an increase from 87.62% of leavers in 2015/16. This is above that of our Virtual Comparator (93.2%) and National (93.61%) averages, but marginally below the South Lanarkshire average (95.84%).
- 95.45% of S4 leavers secured a positive destination in 2016/17, an increase from 87.5% in 2015/16 due to early identification and interventions. 88% of S5 leavers secured a positive destination, which was an increase from 2014/15 and 2015/16 but below other comparators. 97.44% of S6 leavers secured a positive destination with 24.36% entering employment, 8.89% embarking on further education, 57.69% entering higher education, 2.56% in training, 2.56% in voluntary work, 1.28% arranging an activity agreement and the remaining 2.56% seeking employment. This demonstrates the impact of the support provided to our pupils by their Pupil Support teacher and our Careers Adviser in career planning and in particular the support given to students through the college and UCAS application process. Additional supports provided by Glasgow University staff through the Top Up, Reach and Access to a Career programmes have also supported our young people who enter higher education.
- 94.29% of pupils with Additional Support Needs transitioned to a positive destination, which is an increase of 17% from the previous year. This was higher than all comparators.

- Positive destinations for the most deprived 30% of students increased from 72% to 88.4% whilst the least deprived has remained constant at 100%, therefore the gap has decreased by 16.4%. The middle 40% has also increased from 90.16% to 100%.
- Following extensive curriculum consultation in session 2016-17, a range of new courses were introduced in 2017-18, including Drama (S1-S3 and National courses), German (S3), Youth Achievement Awards (Bronze and Silver) and Sports Development (S4-S6) to increase the range of experiences available for young people. All S6 students must now select a Wider Achievement course as part of their curriculum to help them to develop the skills and qualities required for the world of work.
- Over twenty young people embarked upon the Bronze Level Duke of Edinburgh Award, supported by SLC, and our first group completed their Practice Expedition in June 2018.
- Effective use of the Risk Matrix and strong partnership working has reduced the number of young people entering negative destinations.
- Work Placements were arranged for S4, S5 and S6 students in line with the Careers Education Standards for students in their final year of school.
- Support has been provided for all young people to help them to secure their planned destination. Targeted support, for example the winter leavers' and Aspire programmes have provided further support.
- Pupils and teachers have been encouraged to focus on the identification of employability skills being delivered in classes and to highlight the importance of these for young people.
- A range of professional learning opportunities have been facilitated by the school, Clydesdale Area, South Lanarkshire Council, Subject Associations, SQA and external partners.
- Almost all staff have participated in Autistic Spectrum Disorder training, Insight training and MAPA training.
- Students have been supported in applying to study Foundation Apprenticeships.
- Foundation Apprenticeship opportunities have been offered to Senior Phase students. Three students completed the first of the two-year programme in 2017-18.
- Core RE, Core PE and PSE provision are in line with Scottish Government guidelines.

Next Steps:

- To develop our Curriculum 2020 rationale, by looking inwards, outwards and forwards at effective curriculum models, based on the destinations of our learners.
- To create bespoke timetable arrangements for S5 winter leavers to support attainment and career planning leading to positive destinations.
- To review and refresh Senior Phase courses, specifically: reviewing N5 courses in light of 2018 exam analysis, implementing new Higher courses for 2019 presentation and planning for Advanced Higher changes in 2020.
- To identify good practice in learner pathways and update our curriculum to ensure progression from BGE through Senior Phase to a positive destination (with reference to SCQF framework, Careers Education Standard and DYW.)
- Continue to raise awareness of Foundation Apprenticeship opportunities and support the delivery of the Foundation Apprenticeship in Early Years and Childcare within our school, which 6 of our students and up to 14 from other South Lanarkshire schools will complete in 2018-20.
- Introduce S1-S3 Modern Studies, National courses in German, Higher Drama and Gold/Platinum Youth Achievement Awards.

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.

National Improvement Framework Key Priorities

- 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.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 1.1, 1.2, 1.3, 1.5, 2.2, 2.3,3.2

Progress and Impact:

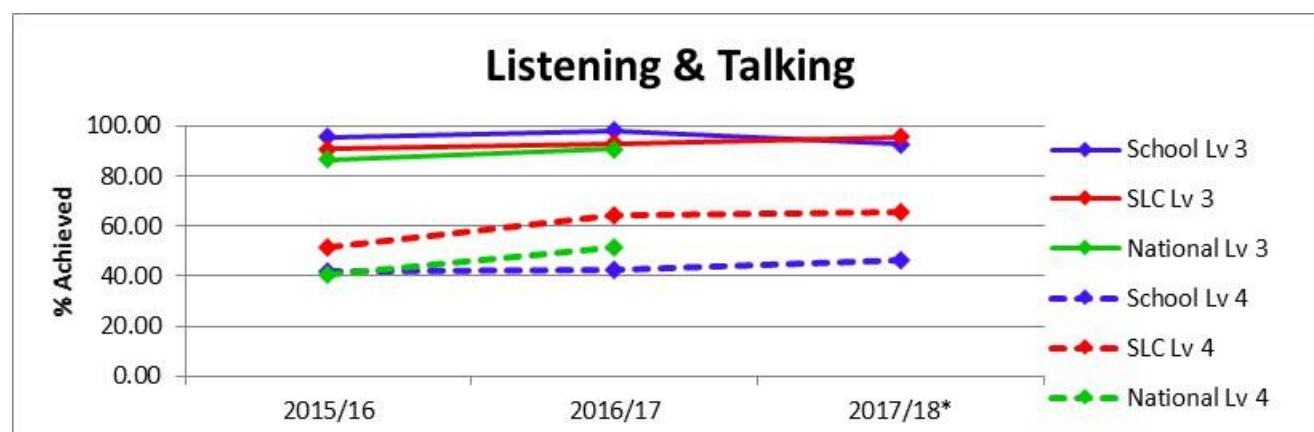
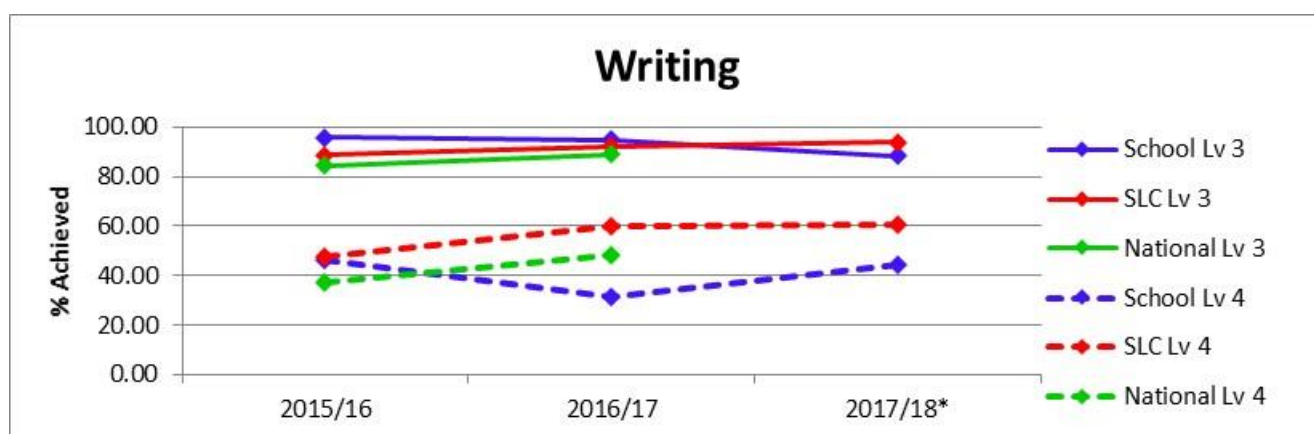
- Significant improvements have been made to ensure that we deliver excellence and equity for all pupils.
- Our whole school approach to BGE monitoring and tracking and staged interventions was reviewed and revised to support pupil progress.
- Insight was used effectively to analyse departmental and whole school data and to inform improvement planning. Faculty Heads have met with the Head Teacher and link DHT three times per year to engage in robust and challenging conversations to analyse departmental and school data and discuss improvements.
- Our school vision and values were reviewed and refreshed following consultation with all stakeholders.
- Within the Broad General Education, there has been a focus on skills for work and pupils have been encouraged to consider career planning at all stages.
- The work of the Growth Mindset group continued to encourage young people to develop a positive mental attitude. Activities included assemblies, class activities, P7 transition workshops and the creation of displays. Growth Mindset is becoming embedded in our school culture.

- The How Good is our School? (4th Edition) Toolkit was used to evaluate QIs 2.3 and 3.2.

Next Steps:

- To continue to challenge and support colleagues and teams in the interrogation of Insight data in our pursuit of improved attainment for all.
- 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.
- To improve the health and wellbeing of all young people and develop an inclusive approach, where barriers to learning are improved.
- To establish a Nurture provision within our school for a targeted group of young people, to provide the supports they require.
- To develop an inclusion statement to ensure that all young people receive their entitlement: excellence and equity.
- To embed the Framework for Inclusion and Equity to ensure the needs of all learners are met.
- To support young people to develop excellent mental health.
- To continue the work of the Inspiring Lesmahagow project in conjunction with a range of partners to improve the life experiences of targeted young people.
- The Health and Wellbeing Working group will continue to address school priorities and arrange events which promote health and wellbeing as a responsibility of all and address mental health targets.

1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).

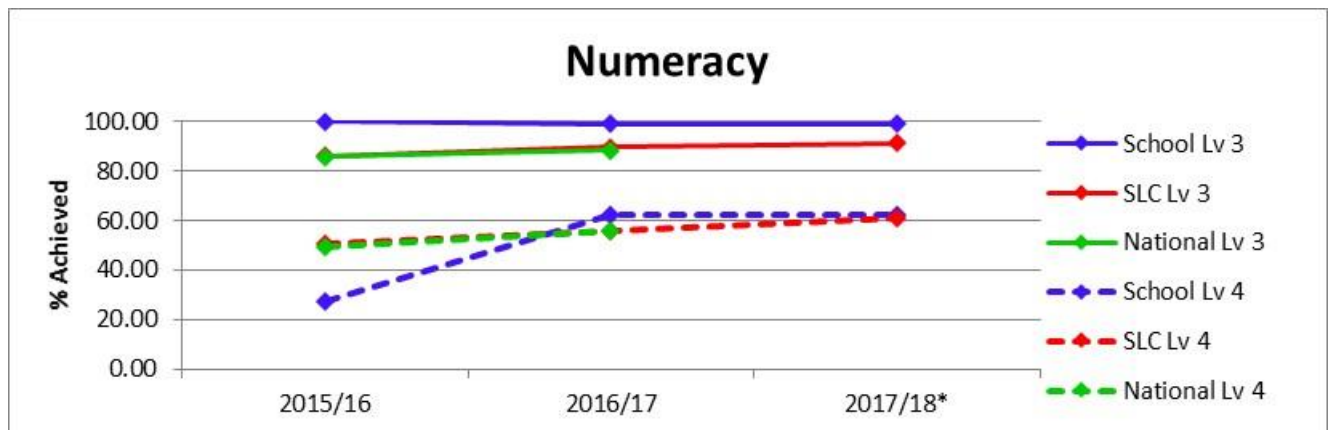


The Scottish Government invited schools to report on attainment in Literacy and Numeracy from 2015/16 onwards. In the first two years, levels were based on pupils' performance in classwork, assessments and teacher judgements. In 2017/18 attainment levels were also informed by pupils' performance in the newly introduced Scottish National Standardised Assessments.

Attainment in reading, writing, listening and talking and numeracy (2015/16) were above Local Authority and National standards. In 2016/17, attainment at Level 3 in reading, writing, listening and talking remained above Local Authority and National averages, but was lower for Level 4 in each measure. In 2017-18, a slight decrease was noted in Level 3 attainment, but Level 4 attainment increased.

Raising attainment at Levels 3 and 4 in Literacy will remain a key focus in 2018-19.

1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



Attainment in numeracy at Level 3 and 4 shows a strong positive trend. Attainment at Levels 3 and 4 has been above that of SLC averages in the previous two years, with all young people securing Level 3 numeracy by the end of S3 in 2015/16, 2016/17 and 2017/18.

Moderation within departments and between schools is continuing to increase teachers' confidence in making assessment judgements and this will continue in 2018/19 at departmental meetings, Clydesdale Area meetings and other moderation events.

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2017-18

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- In 2017-18, 97% of S3 students achieved Level 3 or above in Reading. 41% achieved Level 4 in Reading by the end of S3, an increase of 9.47% from the previous year.
- 99% of our young people in S3 achieved Level 3 or above in Listening and Talking, a slight improvement from the previous year. 41% achieved Level 4 by the end of S3.
- High standards have been maintained in Writing. 95% of S3 students achieved Level 3 in Writing by the end of S3. 39% achieved Level 4 in Writing, an increase of 7.5% from the previous year.
- In 2017, 95.45% of S4 leavers achieved Level 3 or better in Literacy and 68.18% achieved Level 4 in Literacy or better. Attainment in Literacy at Level 3 has been above that of the Virtual Comparator in four of the past five years, including 2017 (89.09%). Attainment in Literacy at Level 4 has been above that of the Virtual Comparator in two of the past five years (76.82% in 2017). 76.8% of all leavers achieved Level 5 in Literacy, (VC=76.96%). 54% of all leavers attained Level 6 in Literacy, an increase of 24% over the past five years (VC=55.68%).
- BGE courses in English focus on skills' development. Pupils have opportunities to engage with a variety of genres of text (at least three are covered in the course of the year and students write about each critically). Students also have the opportunity to produce different genres of writing (creative, personal and discursive) throughout the course of each session.
- Reading for pleasure has been encouraged and additional resources have been purchased for our library. Library records show that students have borrowed more books, especially from the Manga section.

Next steps

- Ensuring Literacy benchmarks are firmly embedded in all BGE course plans across the school.
- Utilising SNSA data from P7 and S3 to support the development of literacy skills in S1 and S4 students.
- To improve attainment at Level 4 in Reading and Writing.
- To improve attainment at Level 5 in Literacy.

Numeracy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- In 2018, 100% of S3 students achieved Level 3 in Numeracy or better.
- In 2018, 68% of S3 students achieved Level 4 in Numeracy.
- In 2017, 100% of leavers achieved at least Level 3 or better Numeracy.
- In 2017, 95.45% of S4 leavers have achieved Level 3 or better and 81.82% achieved Level 4 or better in Numeracy. Attainment at Level 3 has been above the Virtual Comparator in four of the past five years, including 2017 (89.55%). Attainment at Level 4 has been above the Virtual Comparator in three of the past five years, including 2017 (65.91%). 60% of all leavers achieved Level 5 in Numeracy in 2017 (VC=66.64%). 27.2% achieved Level 6 in Numeracy (VC=29.2%).
- Use of SQA SOLAR assessments to support young people in demonstrating their learning in Maths and numeracy.

Next steps

- Ensuring Numeracy benchmarks are firmly embedded in all BGE course plans in all subject areas.
- Utilising SNSA data from P7 and S3 to support the development of numeracy skills in S1 and S4 students.
- To achieve consistency in attainment levels for Level 4 Numeracy.
- To improve attainment in Level 5 and Level 6 Numeracy.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- As a small community school, we work hard to ensure the wellbeing of all of our young people and their families.
- Our Pupil Support and Support for Learning teams provide general and targeted support for our students.
- Our Pupil Equity Fund team provide additional learning experiences for our young people.
- As part of our Inspiring Lesmahagow project, mental health ambassadors have promoted good mental health for our young people.
- Pupil voice is strong and young people know that their views are valued as key stakeholders in this community.
- Our inclusive nature within the school has supported the establishment of a LGBT support group within the school.
- Positive relationships are central within the school.
- All staff have engaged in various professional learning opportunities to further develop skills in supporting the wellbeing of our young people. This includes the development of growth mindset.

Next steps

- Ensuring Health and Wellbeing benchmarks are firmly embedded in all BGE course plans in all subject areas.
- Priorities identified by the Growth Mindset working group will continue in 2018/19.
- Further work will be carried out in Session 2018-19 using Pupil Equity Funding to build resilience in all pupils, with a particular focus on our least advantaged pupils.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
		X	

Strengths

- 95.2% of leavers secured a positive destination in 2016/17, which is an increase from 87.62% of leavers in 2015/16. This is above that of our Virtual Comparator (93.2%) and National (93.61%) averages, but marginally below the South Lanarkshire average (95.84%). This showed the success of the strategic plan developed in partnership with Youth Employability to improve our leavers' destinations, effective partnership working with Skills Development Scotland and the Aspire team and the positive impact of the interventions led by our DYW lead teacher.
- 95.45% of S4 leavers secured a positive destination in 2016/17, an increase from 87.5% in 2015/16 due to early identification and interventions. 88% of S5 leavers secured a positive destination, which was an increase from 2014/15 and 2015/16 but below other comparators. 97.44% of S6 leavers secured a positive destination with 24.36% entering employment, 8.89% embarking on further education, 57.69% entering further education, 2.56% in training, 2.56% in voluntary work, 1.28% arranging an activity agreement and the remaining 2.56% seeking employment.
- 94.29% of pupils with Additional Support Needs transitioned to a positive destination, which is an increase of 17% from the previous year. This was higher than all comparators.
- Positive destinations for the most deprived 30% of students increased from 72% to 88.4% whilst the least deprived has remained constant at 100%, therefore the gap has decreased by 16.4%. The middle 40% has also increased from 90.16% to 100%.
- Business links have continued to strengthen through a range of partnership events including business breakfasts, mock interview events, departmental activities and attendance at school events. We really value the support given to our young people by our business partners and welcomed the recognition given to Eric Watson, Financial Advisor at the South Lanarkshire Council Awards Ceremony for Business partnership working.
- Over forty organisations attended our annual careers event in November 2017, which enabled all young people in S3-S6 to access information and advice on apprenticeship, further and higher education and careers information within the school.
- Partnership working extends into the third sector, with strong links having been forged with Lesmahagow Development Trust and St. Andrew's Hospice.
- In 2016/17, 84% of young people completed a work placement in S4, with 69 young people achieving a Level 5 Work Placement qualification (HF88) and seven achieving a Level 4 qualification. In 2017/18, in line with the Careers Education Standards, Work Placements were completed by students who were in their final school year. Placements were arranged to meet the career interests of all students.
- Our Developing the Young Workforce agenda has increased our focus on employability and positive destinations from P7-S6.

Next steps

- Ensure that 100% of leavers participate in a relevant Work Placement in their final year of school.
- Provide additional support for Winter Leavers to ensure positive and sustained destinations.
- Further partnership working to develop skills for work in our young people.

Overall quality of our learners' achievements

Highlights of session 2017-18

Learners in Lesmahagow High School are treated equally, with respect and fairness and are valued, safe and secure. They are motivated in their learning, making good progress and are encouraged to develop their talents both in and out of school. Pupils and their parents are encouraged to inform us of achievements and these are celebrated at assemblies, in newsletters and on Twitter. Focused work on growth mindset and mindfulness have also benefitted our learners and these initiatives will continue in 2018/19.

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school and wider community. Our students have helped to lead a range of activities, including fundraising and careers events throughout the session, which develops a sense of belonging. In particular, in September 2017, a whole school coffee morning, organised by our Leadership class for all staff and pupils raised over £700 for Lady Home Hospital in memory of a much loved and respected former colleague.

Pupil voice is a real strength of our school community. Representatives from all classes make up our Pupil Council, which meets regularly and is fully engaged in the work and life of the school. Ideas and opinions on school improvement planning fully involves our Pupil Council.

The school provides a variety of clubs and activities and all pupils are encouraged to participate. This session we ran clubs for football, rugby, netball, basketball, golf, running, Fair Trade, LGBT, Humanities Heroes, reading, craft enterprise, dance, computing, graphics, arts and crafts, and science. Our Bronze Level Duke of Edinburgh's Award group completed their volunteering, skills, physical and practice expedition. A group of S3 students thoroughly enjoyed participating in a STEM event at Strathclyde University. The music department organises the school band, choirs and offers practise time after school. The annual Young Musician of the Year showcases our most talented pupils. There is a drop-in club, an Early Bird club and nurture groups, all of which offer a high degree of support for pupils. Many staff offer after school study classes.



S3 NASA Mission Discovery STEM Event



S4 Bronze Duke of Edinburgh's Award Group

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

The following strategies have been employed to ensure effective communication and consultation with all members of our school community and to recognise and celebrate our community:

Pupils – A wide and varied curriculum, with opportunities to engage and motivate students through carefully planned and differentiated lessons ensures our learners are able to fulfil their potential. The needs of our young people are assessed on an ongoing basis, with appropriate support being offered as required, in partnership with external agencies. Extra-curricular activities, in and out of school events and excursions, including foreign visits, also ensure our learners have opportunities for learning beyond school. Links are made where appropriate to the development of skills for work. Key messages are communicated to pupils at assemblies and through our weekly bulletin. Strong emphasis is placed upon building and maintaining positive relationships with all students and all members of the school community. Students' ideas and opinions are sought through focus group discussions and surveys, for example relating to our review of the merit/demerit systems. Pupils are also consulted through regular meetings with the Pupil Council, Captains Team, meetings with S6 and learner conversations, with feedback being acted upon. Pupils' achievements are celebrated in a variety of ways, including awards ceremonies and the sharing of 'good news' stories.

Parents – We endeavour to involve families in all aspects of their child's learning and have found this support to be invaluable. Communication through letters, consultation evenings (Curriculum, Uniform and Foundation Apprenticeship), email and increased use of our website (with links to Twitter) have proven effective in sharing information and offering advice. Parents comment that they appreciate receiving text messages, especially to inform them when letters and reports have been issued. This year, we have introduced an electronic booking system for Parents' Evening appointments, which has proven very successful. Our Parent Council has reformed and their support at recent whole school events, including the Christmas Fair, Young Musician of the Year competition and Prize Giving, has been greatly appreciated. Attendance at targeted groups, e.g. Growth Mindset workshops, was very high. Attendance at open evenings, including the P7 transition and enhanced transition events has been high. In 2017-18, parents were also invited to employment workshops and our careers event. We hope to provide more opportunities like this in the future.

Staff – Information is shared with staff through presentations, individual, team and whole staff meetings, CPD meetings, discussion papers, working groups, by email and our weekly bulletin. Staff feedback has been sought through surveys, focus group discussions and individual meetings.

Partners – We are supported by a wide range of business partners from the local community and at national/international level. Eric Watson, Financial Advisor, was recognised by SLC this year for his contribution at mock interviews, careers events, 'Dragon's Den' events and the support and advice that he has offered to our students over a number of years. Strong partnership working with Scottish Power, Babcock, GP Landscapes and in the coming session with Cannon has also benefitted our young people, with advice on career pathways, work experience opportunities and motivational talks continuing to raise aspiration. Our Partners extend into the third sector: S6 students were involved in the appointment of Development Officers for Lesmahagow Development Trust, and our links are growing with other local organisations, including Coalburn Silver Band, Hollandbush Golf Group, Scouts, Guides, Girls' and Boys' Brigade.

External Agencies - To ensure the needs of all young people are met, we work effectively in partnership within the school with colleagues in Active Breaks, our School Counsellor, Careers Advisor and the Clydesdale Area Support Base. All colleagues are invited to professional learning opportunities, staff meetings and individual meetings as required. Area JAT meetings, Kearsley Locality Meetings and Multi-agency meetings ensure appropriate support is in place for young people.

South Lanarkshire Council: Regular Learning Community Meetings and attendance at Parents' meetings and fayres provide an opportunity to engage with colleagues in our associated Primary Schools, which helps to build a shared vision for young people within our community and aids future planning. Joint initiatives, including partnership work on Numeracy, has improved outcomes for young people.

All members of our school community have been encouraged to download our School App, which was launched in April 2018.

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	Self-evaluation is integral to our practice. Feedback is sought both formally (questionnaires, observations, focus group discussions and interviews) and informally (discussions and observations) from pupils, parents, staff, partners and the wider community to direct improvement. Colleagues share good practice effectively within the school and across schools. Local, national and international advice and research informs change.	Feedback from questionnaires, focus group discussions, classroom observations, minutes of meetings (Faculty, ELT, Working Groups and SMT), School Improvement evidence folders, In-service day programmes, School Improvement Calendar, consultation on improvement planning, partnership working with other schools within and out with the Local Authority, e.g. Drummond Community High School.	Good
1.3 Leadership of Change	Our school vision and values have been launched following consultation with the whole school community. We have a clear understanding of the social, economic and cultural context of our catchment area. Colleagues are encouraged to implement new, well informed, initiatives. Professional dialogue and participation in practitioner enquiry is encouraged and supported.	Vision, values and aims; classroom observations; feedback from questionnaires and focus group discussions; improvement plans; minutes of meetings.	Good
2.3 Learning, teaching and assessment	The ethos of our school reflect a commitment to children's rights and positive relationships. Learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community through a range of well planned activities. Their views are sought and acted upon.	Faculty and whole school audit of Q.I.2.3 to identify areas of strength and areas for improvement. Faculty and whole school discussions relating to the challenge questions for Q.I. 2.3. Learners' statement – developed in line with How good is OUR school?, following consultation with all staff, pupils, our Pupil Council and Parent Council and	Good

	<p>Skilled questioning, early intervention and a variety of assessment approaches are utilised, including SOLAR, to allow learners to demonstrate their skills and ability.</p> <p>Moderation activities allow the sharing of standards across schools (Clydesdale Area Sharing Groups).</p> <p>Effective planning ensures learners' needs are met.</p>	<p>all members of the school community.</p> <p>Classroom observations and summary reports.</p>	
<p>3.1</p> <p>Ensuring wellbeing, equity and inclusion</p>	<p>Young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Relationships across the school are positive. We ensure all young people are involved in discussions and decisions which affect their lives. All statutory duties are fulfilled. Inclusion and equity lead to improved outcomes for young people. We understand and celebrate diversity and challenge discrimination. Young people are supported to overcome barriers. Nurture provision is being developed and introduced in September 2018.</p>	<p>FME uptake; attendance statistics; exclusion data; sustained and positive destinations data; Insight analysis; ASN data; minutes of meetings; pupil participation in support groups, parental feedback at SfL review meetings.</p>	Good
<p>3.2 Raising attainment and achievement</p>	<p>Learners are making progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners. Attainment data shows improvement over time. Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school. Our dedicated Pupil Equity team are helping to close the attainment gap between the least and most disadvantaged students. We have effective systems in place to celebrate success.</p>	<p>Analysis of attainment data from BGE, SNSAs, SQA exams; Departmental, Faculty and Whole School Monitoring and Tracking records; Minutes of M&T intervention meetings, Insight analysis, Faculty and whole school audit of Q.I.3.2 to identify areas of strength and areas for improvement. Faculty and whole school discussions relating to the challenge questions for Q.I. 3.2. Learners' statement. Classroom observations.</p>	Good

Overall impact of establishment's actions to improve excellence and equity (PEF)

Amount allocated: £49,200

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p>(High level paragraph addressing the three questions)</p> <p>In 2017-18, Lesmahagow High School was allocated £49,200 through Pupil Equity Funding. Following consultation with all members of our school community, it was agreed that this funding would be used to support the development of pupils' literacy, numeracy and health and wellbeing through participation in the 'Inspiring Lesmahagow' project. Support was also provided to help young people to improve attendance and engagement with school. Four Equity Coordinators were appointed in 2017-18, supported by a Depute Head Teacher. Each Coordinator developed an action plan which allowed them to define their role and identify measurable strategies to support our young people. Activities were organised for pupils participating in the Inspiring Lesmahagow project within the school day and on Friday afternoons.</p> <p>Pupils completed baseline assessments at the beginning of the project to identify strengths and areas for improvement. This also enabled the impact of the interventions to be evaluated effectively at the end of the academic year.</p> <p>Literacy and numeracy skills were developed through targeted and motivational activities. Students enjoyed a visit from an author, a cinema trip to see the film version of a book they had the opportunity to read, comedy workshops and a visit to a book shop in Edinburgh. A growth mindset approach was encouraged through a workshop delivered by 'Live and Learn' speakers. Targeted interventions using 'Catch up' Literacy and Numeracy resources proved particularly effective.</p> <p>Students were encouraged to participate in a range of health and wellbeing activities, including dance workshops, a range of sporting activities and a residential outdoor education experience at Aberfoyle.</p> <p>Parents and carers were also encouraged to participate in the Inspiring Lesmahagow events. Our Christmas café was well attended by friends, family members and teachers of the pupils. Parents meetings were arranged to share information as required and a games night was arranged to celebrate the students' achievements at the end of the academic year.</p> <p>At the end of the year, the Equity Coordinators reviewed, evidenced and presented their action plan targets. All members of the Equity team are committed to review-monitor-evaluate model. A full breakdown of spending is available in the PEF Report 2017-18.</p> <p>In 2018/19, three Equity Coordinators will support our young people, supported by a Depute Head Teacher. Our focus on improving young people's literacy, numeracy and health and wellbeing will continue through the Inspiring Lesmahagow project. In September 2018, students will have the opportunity to develop their literacy skills through participation in the 'Helen's Letters' project. Catch up literacy and numeracy programmes will continue. A range of new and exciting initiatives are planned for the group.</p>		

Overall evaluation of establishment's capacity for continuous improvement

To comment on our capacity for improvement, we have evaluated our progress using Quality Indicator 1.3 from How Good is Our School? (4th Edition.)

Collaborative leadership at all levels is required to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Within our school, we have:

- A newly established Senior Management Team.
- A strong Extended Leadership Team.
- Motivated and inspiring class teachers.
- Some long established staff who are fully aware of the school and the context of the community and some newly qualified teachers who bring fresh ideas to enhance learning and teaching.
- Committed support staff who believe in young people.
- The strength of a small school being a naturally supportive team.
- The capacity exists to develop an ambitious school vision that focuses on improvements for young people.

Planning for continuous improvement is evidence-based and linked to effective self-evaluation.

The Quality Management group lead approaches to school improvement with quality calendars agreed for whole school and departmental/faculty priorities.

School Improvement is owned by all staff throughout the building. There is a strong commitment to consulting all members of our school community when shaping our priorities for improvement.

Whole staff training has taken place on How Good Is Our School? (4th Edition) on in-service days and faculties have engaged in professional dialogue in Departmental Meetings to evaluate current progress and plan for improvement.

Signed: R McGowan

Date: 31.08.18