

Lesmahagow High School

Standards and Quality Report Session 2018-19



Education Resources



School Context

Lesmahagow High School is a six year, non-denominational, comprehensive school serving the villages of Lesmahagow, Auchenhath, 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, and 13 Principal Teachers. 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 very much part of the 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 work hard to 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. All members of our school community are committed to our values, which were refreshed in 2017-18 following consultation with all stakeholders.

Our shared vision *"Aspire to be our best"*

To empower learners with the skills to succeed and realise their true potential.

Our shared values

Respect | Honesty | Ambition | Resilience | Equity

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.

The Pupil Council is highly valued and continues to contribute its voice to school improvement and plans for the Pupil Equity Funding. As part of our work to address the poverty related attainment gap, contextual analysis is available in our School Improvement Plan 2019-2020, which is available as a separate document.

Lesmahagow High School is part of the Lesmahagow Learning Community. We have well established links with cluster schools. We work hard to ensure smooth transitions for our pupils to Lesmahagow High School.



Review of SIP progress session 2018-19

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

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:

- All stakeholders have worked together to create our *Learning and Teaching Statement* which will be produced in leaflet format to ensure consistent, high quality learning experiences.
- All staff given professional learning opportunity to showcase good practice of digital technology. For example, *Google Classroom*.
- Using educational research (eg. including Hattie and EEF), staff have participated in professional learning to share good practice relating to learning intentions, success criteria, questioning and pupil feedback.
- Our Broad General Education whole school tracking system has been updated to monitor pupils' progress and start to evaluate the effectiveness of interventions.
- Staff volunteers have participated in West Partnership Moderation Activities to share good practice on moderation of Level 3 & 4 literacy and numeracy tasks.
- S2 pupils participated in an Interdisciplinary Learning Opportunity involving Remembrance Day and the Centenary of the end of WW1.
- Senior Managers completed a series of classroom visits and used Quality Indicator 2.3 to evaluate practice across the school.
- SNSA data was shared with all staff to consider how classroom practice could improve based on the data.

Next Steps:

- Moderation Training for DHT (SLC), PTs/FHs/Lead Teachers (Clydesdale Area, supported by Clydesdale DHTs and SLC).
- Moderation: Learning and Teaching Workshops in school.
- Moderation: Collaborative tasks for subject teams in Clydesdale area.
- Embed our Learning, Teaching and Assessment statement across the school.
- Consult and implement a whole school *Skills Framework* in line with DYW.
- To develop a school structure for leadership and pedagogical development for probationers, teachers and leaders.



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

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:

- Full stakeholder consultation was completed to further develop our curriculum to meet learners' needs.
- Number of NQ qualifications available in S4 increases from 6 to 7 in session 19-20.
- Number of periods available for Higher qualifications increases from 5 periods to 6 periods in session 19-20. Therefore, this increases the number of periods available for learning and teaching in a Higher class by around 30 periods.
- SCQF Ambassador training has been delivered to all staff to build confidence in using the SCQF Database to identify the variety of course available through the framework at Levels 4-7, with the view to improving the learner pathways through the senior phase.

Next Steps:

- To plan for the implementation of Curriculum 2020 to meet the needs of our learners with focus on BGE.
- To implement new AH courses in session 19-20.
- To update our Curriculum rationale document in line with Education Scotland Thematic Inspection on *Curriculum and Empowerment*.
- Develop learner pathways to suit the needs of all learners in all subject areas, literacy and numeracy.
- To further embed IDL opportunities for S1.
- To further embed IDL opportunities for S2.
- To establish Tutor Time and develop Personalised Support.
- To refresh and implement a clear strategy for *Developing Our Young Work Force*.



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

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:

Broad General Education Attainment

- Reading, Writing and Listening & Talking at S3 Level 3 has improved from 16/17.
- Reading, Writing and Listening & Talking at S3 Level 4 has improved from 16/17.
- Numeracy in S3 Level 3 has improved from 16/17.
- Numeracy in S3 Level 4 has improved from 16/17.

Senior Phase Attainment – Literacy & Numeracy

- Percentage of leavers achieving SCQF Level 4 Literacy is greater than our virtual comparator level in 2018.
- Percentage of leavers achieving SCQF Level 4 Numeracy is greater than our virtual comparator level in 2017 & 2018.
- Percentage of leavers achieving SCQF Level 5 Numeracy is showing a positive trend over the last 4 years.

Senior Phase Attainment – Improving Attainment for All

- *Attainment for All* of our lowest 20% of learners is above our virtual comparator.
- *Attainment for All* of our middle 60% of learners is broadly in line with our virtual comparator.

Senior Phase Attainment – Attainment versus Deprivation

- Attainment of our young people is in line with the virtual comparator across most of the deciles (SIMD – Scottish Multiple Index of Deprivation).

Next Steps:

Senior Phase Attainment – Literacy & Numeracy

- Sustain percentage of leavers achieving SCQF Level 4 Literacy and SCQF Level 4 Numeracy above our virtual comparator.
- Improve percentage of leavers achieving SCQF Level 5 Literacy and SCQF Level 5 Numeracy to be above our virtual comparator.

Senior Phase Attainment – Improving Attainment for All

- To increase the *Attainment for All* of our top 20% of learners to be line with our virtual comparator.



Senior Phase Attainment – Attainment versus Deprivation

- To increase the attainment of all our young people to be in line with the virtual comparator across all of the deciles (SIMD – Scottish Multiple Index of Deprivation).

Breadth & Depth at SCQF Level 5 and SCQF Level 6

- To increase our 3+ SCQF Level 5 qualifications and 5+ SCQF Level 5 qualifications for all candidates.
- To increase our 3+ SCQF Level 6 qualifications and 5+ SCQF Level 6 qualifications for all candidates.

Tracking

- Close monitoring of young people and targeted support at the earliest opportunity to ensure all learners achieve the qualifications and awards they need to go on to a positive destination.
- To implement a whole school system to track Achievement and Skills (in line with our DYW Skills Framework) and celebrate success stories.



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

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

Progress and Impact:

- Our nurture group is now up and running to extend our support for learners.
- We have embedded the SLC *Framework for Inclusion and Equity* into our practice.
- A successful Mental Health & Wellbeing Day was organised by our Health & Wellbeing Working Group to highlight the supports available to our young people.

Next Steps:

- Review of PSE Curriculum in light of Education Scotland Thematic Inspection around Health & Wellbeing.
- To continue to develop Growth Mindset within the school to improve outcomes for young people and their families.
- To complete LAMH Training and implement a Mental Health Awareness Week programme.
- To create a school system to track and monitor the wellbeing of all young people.
- To develop and embed our Inclusion Statement.
- To participate and complete *Equally Safe At School* training and implement the programme to raise awareness of gender based violence and the supports available.
- To revisit shared understanding of the *Wellbeing Indicator Wheel* within lessons and across the school to enhance the professional knowledge of all staff about GIRFEC.
- To develop a whole approach to be a *Rights Respecting School* and secure the Silver Level Award.
- To develop and implement a LHS Anti-Bullying Policy in line with SLC *Treat Me Well* policy to ensure young people feel safe and supported.



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.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
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- 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:

- Lesmahagow High School *Teacher Leadership Programme* created and implemented for aspiring Principal Teachers.
- Five volunteers participated in the *Teacher Leadership Programme* (one teacher has secured a permanent PT post and two colleagues have secured acting PT posts).
- Lesmahagow High School *Pupil Support Shadowing Programme* created and implemented to support the professional development of colleagues.
- Four colleagues participated and completed the West Partnership Programme to share good practice in moderation standards in Level 3 Literacy and Level 3 Numeracy.

Next Steps:

- To further enhance the *Teacher Leadership Programme*.
- To continue professional reading groups with our Extended Leadership Team.
- To encourage all staff to engage in collaborative learning rounds to share good practice.
- To continue to evaluate professional learning using HGIOS 4 QI 1.2 and How Good is OUR school?
- To establish a *Support for Learning* shadowing programme.
- To work collaboratively with colleagues across Clydesdale to enhance the planning, delivery, assessment and feedback to pupils through the moderation project



Interventions and progress towards closing the poverty-related attainment gap 2018-19

Intervention 1 - Literacy

The interventions for the target group have had a significant impact on literacy attainment for the S3 targeted cohort with all but two achieving at least level 3. The data suggests that more work can be done next year to ensure all pupils in the target group engage with the programme of interventions.

Intervention 2 - Numeracy

The interventions for the target group have had a significant impact on numeracy attainment for the S3 targeted cohort with all but one pupil achieving at least level 3. The data suggests that more work can be done next year to ensure all pupils in target group engage with the programme of interventions.

Intervention 3 – Attendance

The interventions have had a significant impact as attendance figures continue to show a positive trend. Over the tracking period, overall attendance for those in the targeted group increased by 2%. The data suggests that it would be beneficial to provide attendance mentoring for pupils with attendance less than 90%.

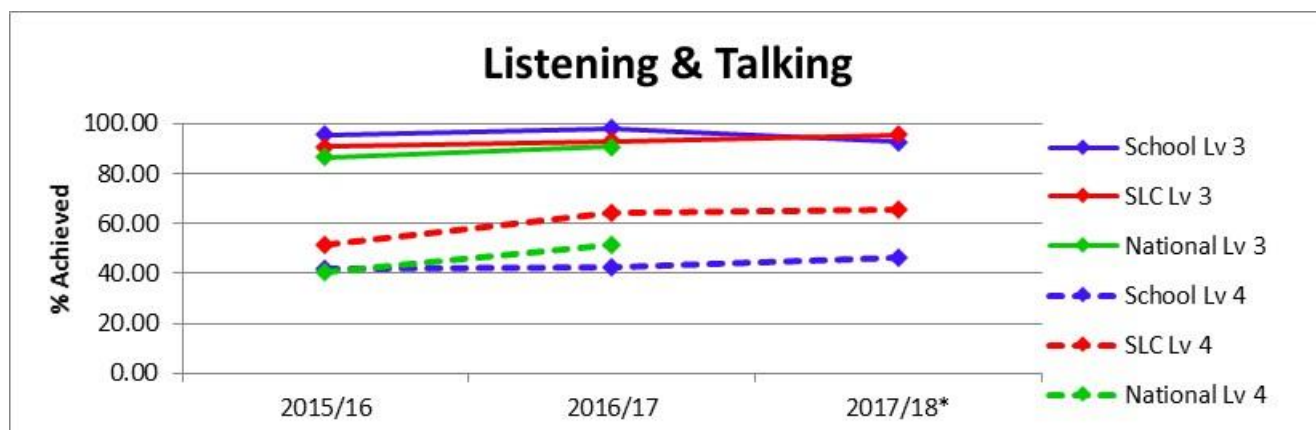
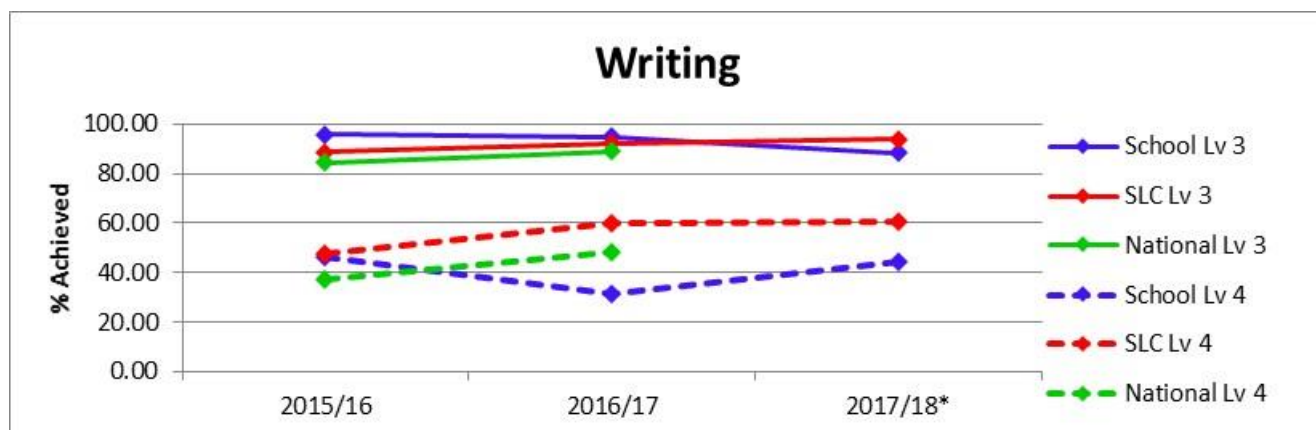
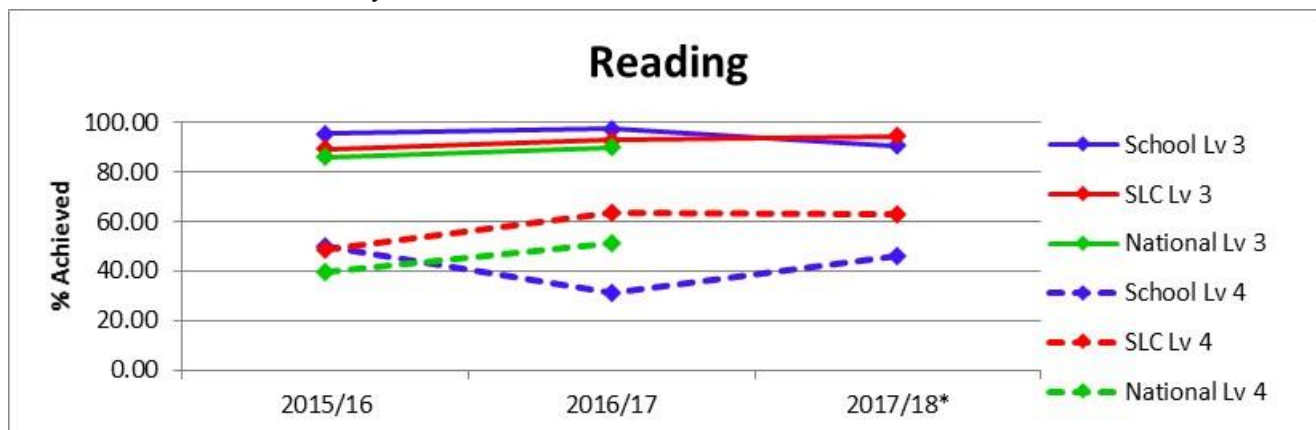
LHS Overall Closing the Gap Attainment of a Level				
2018-19	Numeracy	Reading	Writing	Listening & Talking
PEF	100.00%	86.96%	86.96%	91.30%
Non-PEF	100.00%	98.83%	98.83%	98.83%
LHS Overall Closing the Gap Attainment of a Level				
2017-18	Numeracy	Reading	Writing	Listening & Talking
PEF	96.15%	73.08%	73.08%	76.92%
Non-PEF	100.00%	97.10%	94.20%	98.55%
Gap 17-18	3.85%	24.02%	21.12%	21.63%
Gap 18-19	0.00%	11.87%	11.87%	7.53%
Attainment gap reduced by	-3.85%	-12.15%	-9.25%	-14.10%



1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).

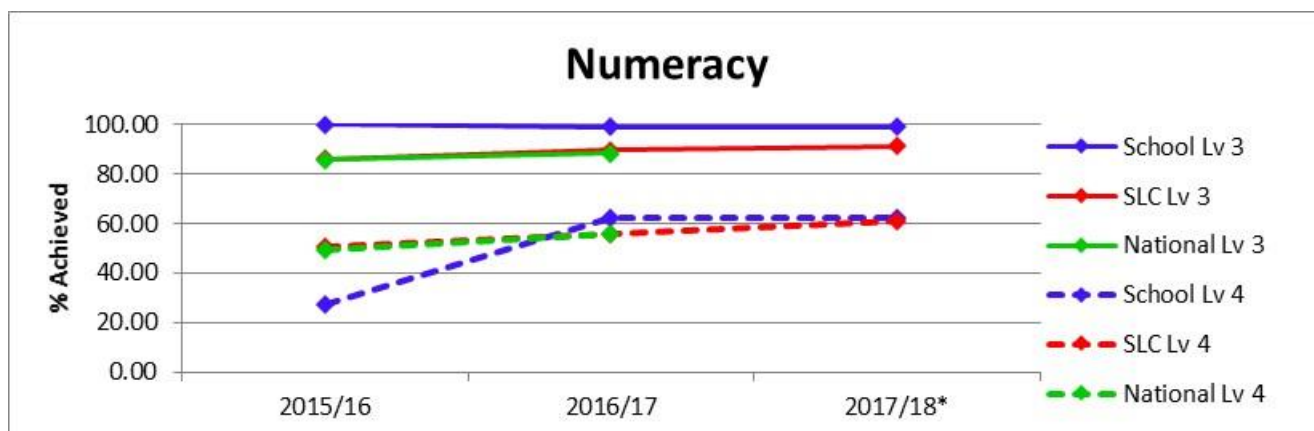
The Scottish Government invited schools to report on attainment in Literacy and Numeracy from 2015/16 onwards. In the first two years, levels have been based on pupils' performance in classwork, assessments and teacher judgements.

Attainment in reading, writing, listening and talking and numeracy (2015/16) are above Local Authority and National standards.





1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).



	Reading	Writing	Listening & Talking	Numeracy
Level 3 17-18	90.53%	88.42%	92.64%	98.98%
Level 3 18-19	96.26%	92.26%	97.20%	99.07%
Increase	5.73%	3.84%	4.56%	0.09%

	Reading	Writing	Listening & Talking	Numeracy
Level 4 17-18	46.32%	44.21%	46.32%	62.11%
Level 4 18-19	49.53%	35.51%	46.73%	65.42%
Increase	3.21%	-8.7%	0.41%	3.31%

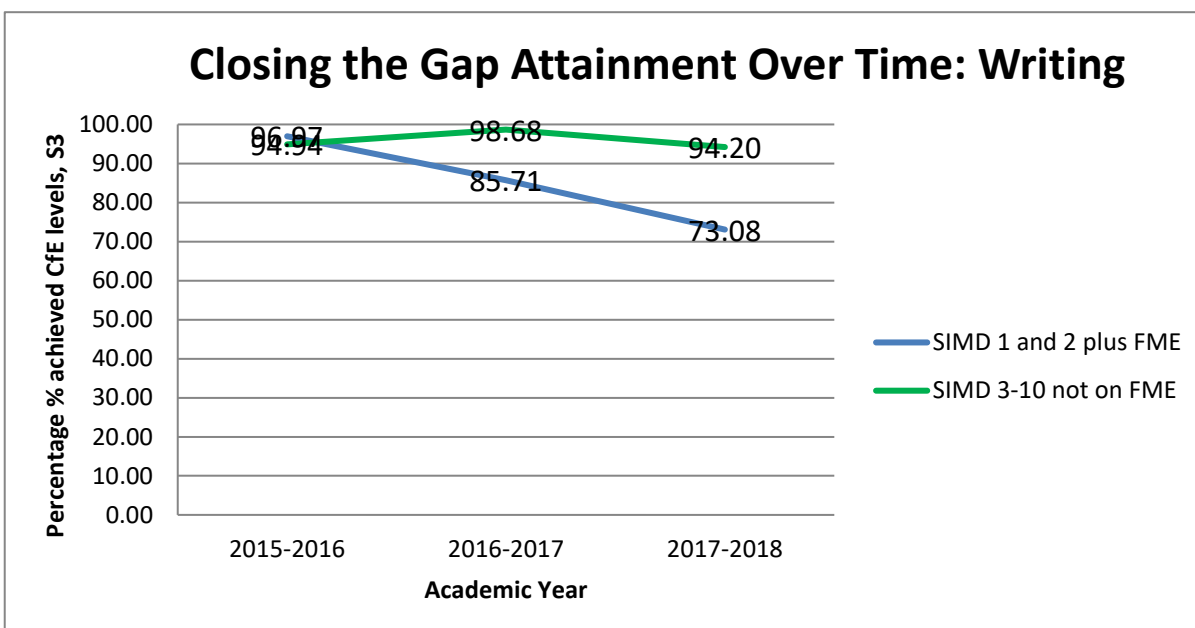
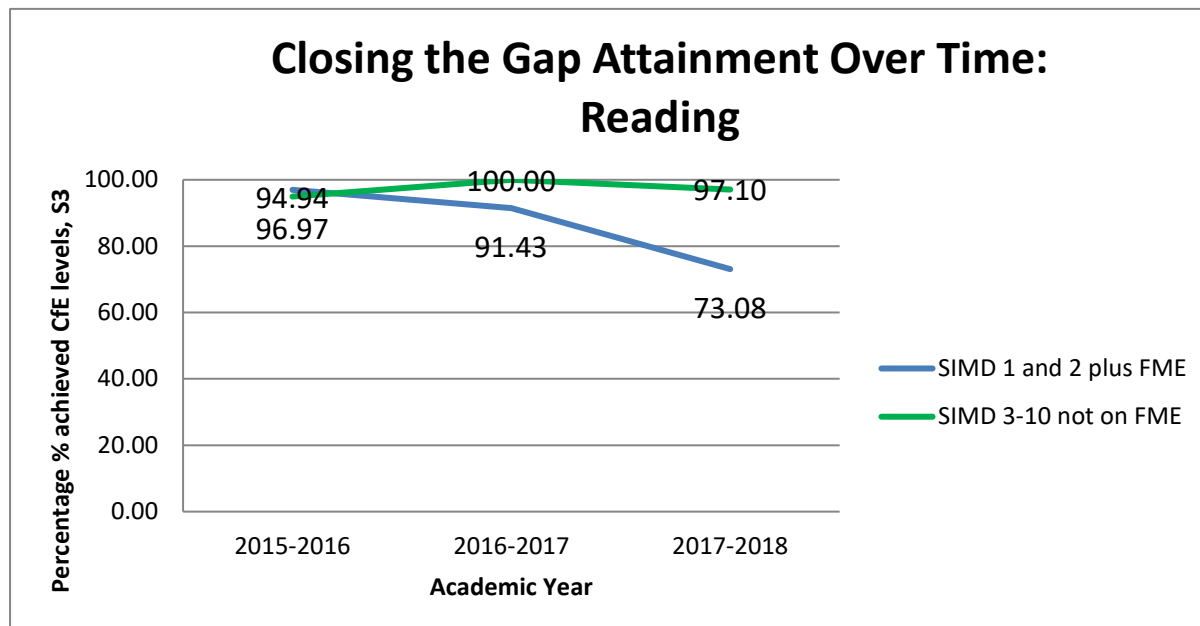
Attainment in reading, writing, listening and talking and numeracy show a strong positive trend.

Moderation within departments and between schools is continuing to increase teachers' confidence in making assessment judgements and this will continue in 2019/20 at departmental meetings, Clydesdale Collaborative meetings and other moderation events.

In 2019/20, attainment levels will also be informed by pupils' performance in the recently introduced Scottish National Standardised Assessments.

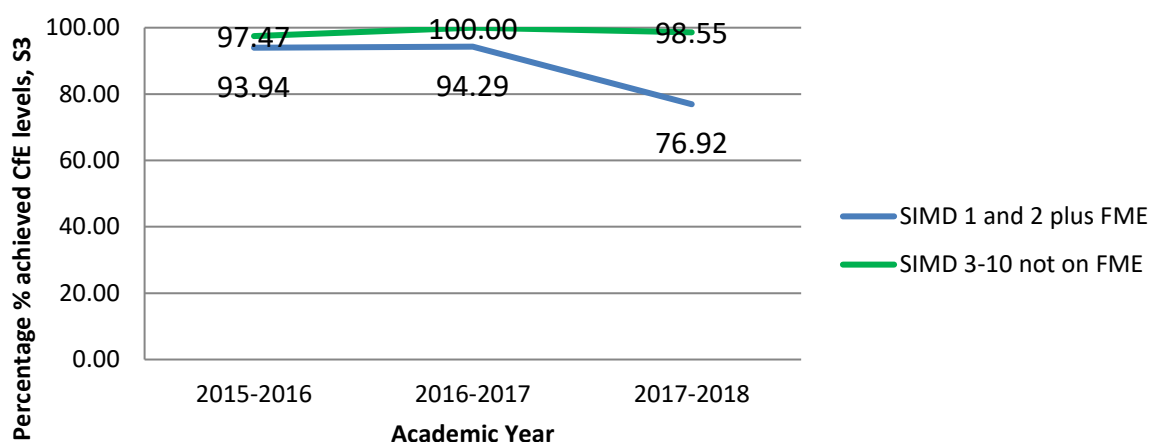


1.3 Poverty-related attainment gap data

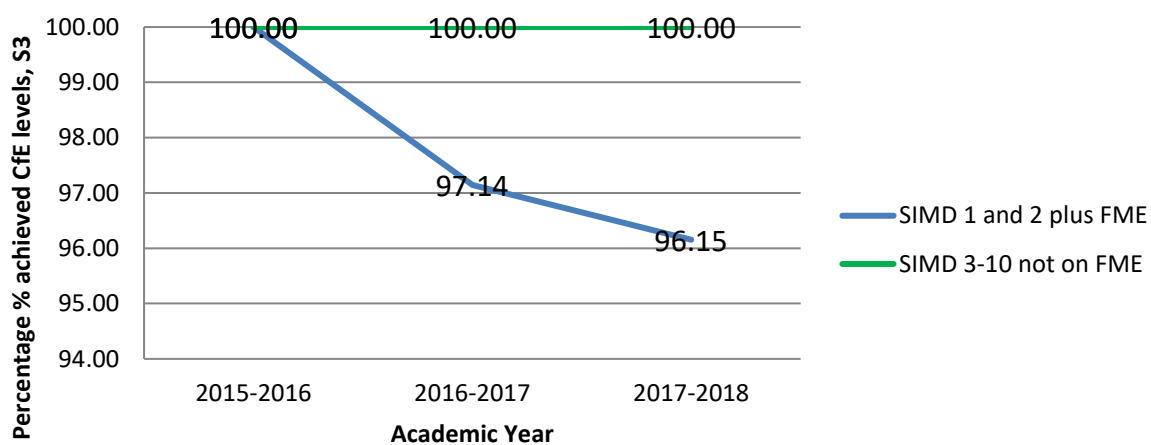




Closing the Gap Attainment Over Time: Listening and Talking



Closing the Gap Attainment Over Time: Numeracy





Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2018-19

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		✓		

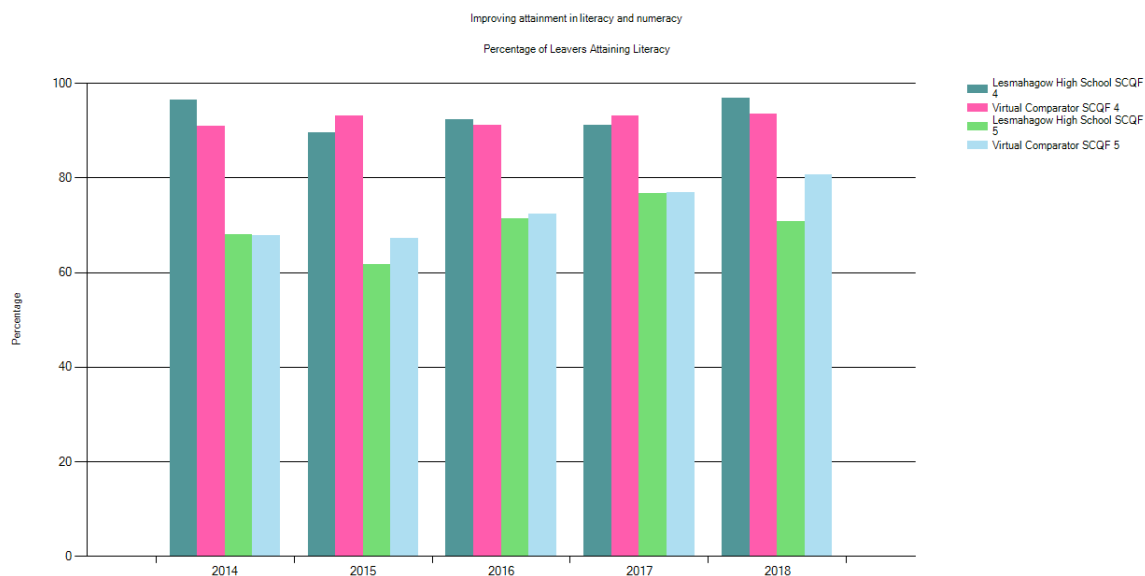
Strengths

BGE Attainment

- Reading has improved in S3 Level 3 from 90.53% in 17/18 to 96.26% in 18/19.
- Writing has improved in S3 Level 3 from 88.4% in 17/18 to 96.26% in 18/19.
- Listening and Talking has improved in S3 Level 3 from 92.64% in 17/18 to 97.2% in 18/19.
- Reading has improved in S3 Level 4 from 31.53% in 16/17 to 49.53% in 18/19.
- Writing has improved in S3 Level 4 from 31.53% in 16/17 to 35.51% in 18/19.
- Listening and Talking has improved in S3 Level 4 from 42.34% in 16/17 to 46.73% in 18/19.

Senior Phase Attainment

- This chart below shows the percentage of leavers achieving SCQF Level 4 Literacy is greater than our virtual comparator level in 2018.



Next steps

BGE Attainment

- To seek continual improvement in our Reading, Writing and Listening & Talking levels at Level 3.
- To increase our Level 4 Reading, Writing and Listening & Talking.

Senior Phase Attainment

- To sustain our SCQF Level 4 Literacy levels above our virtual comparator level.
- To increase our SCQF Level 5 Literacy levels to be above our virtual comparator level.



Numeracy:

Progress	satisfactory	good	very good	excellent
			✓	

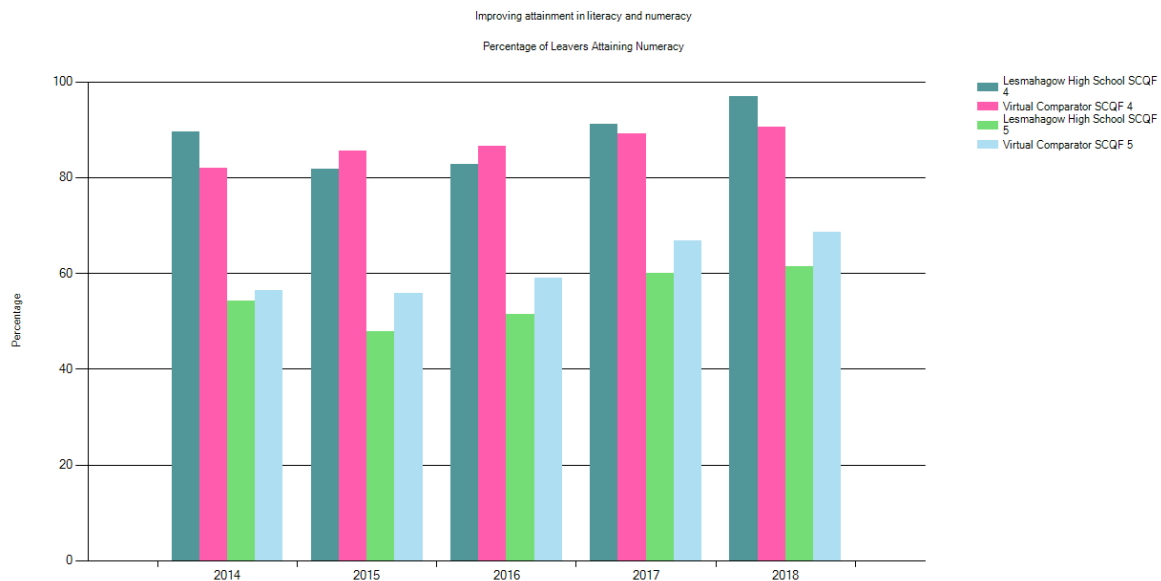
Strengths

BGE Attainment

- Numeracy has improved in S3 Level 3 from 97.3% in 16/17 to 99.07% in 18/19.
- Numeracy has improved in S3 Level 4 from 62.16% in 16/17 to 65.42% in 18/19.

Senior Phase Attainment

- This chart below shows the percentage of leavers achieving SCQF Level 4 Numeracy is greater than our virtual comparator level in 2017 & 2018.
- This chart below shows the percentage of leavers achieving SCQF Level 5 Numeracy is showing a positive trend over the last 4 years.



Next steps

BGE Attainment

- To sustain continued high attainment Level 3 Numeracy levels.
- To sustain continued high attainment Level 4 Numeracy levels.

Senior Phase Attainment

- To sustain our SCQF Level 4 Numeracy levels above our virtual comparator.
- To increase our SCQF Level 5 Numeracy levels above our virtual comparator.



Health and Wellbeing

Progress	satisfactory	good	very good	excellent
			✓	

Strengths

- As a small community school, we work hard to ensure the wellbeing of all of our young people and their families.
- 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 and this was highlighted at our P7 Transition Event.
- Our Nurture Group is now established and key staff have been trained.
- A group of staff and pupil group have been trained in Mental Health First Aid.

Next steps

- Working towards our silver level *Rights Respecting Schools Award*.
- Implementation of *Equally Safe* programme with staff and young people.
- Review and update our PSE Curriculum in line with the Education Scotland Thematic Inspection report.
- To update our Anti-Bullying Policy to be line with the SLC *Treat Me Well* policy.
- To embed the *Wellbeing Indicators* across learning and teaching.

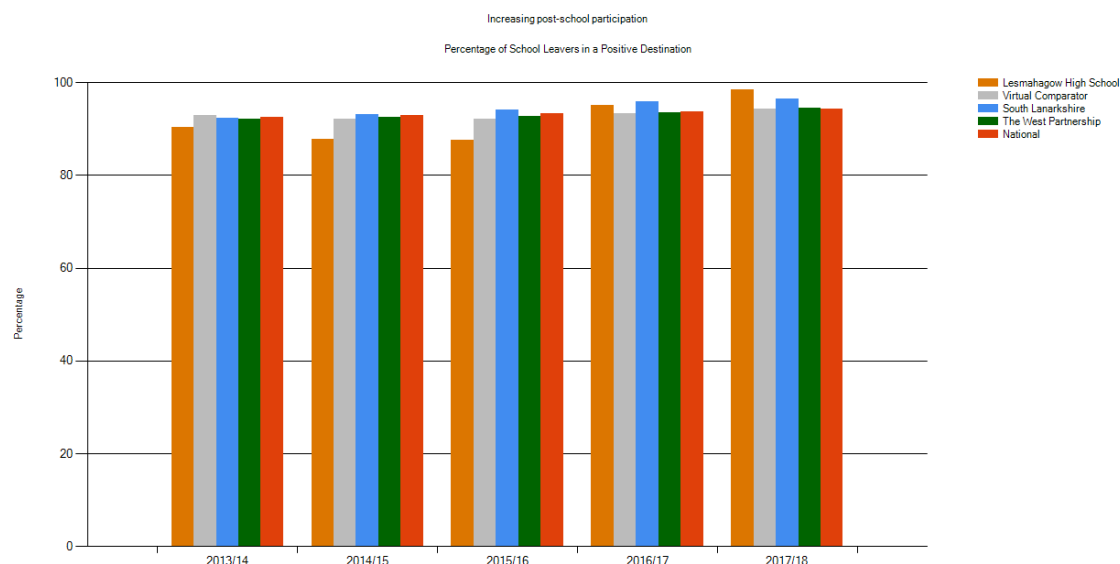


Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
		✓	

Strengths

- Over thirty organisations attended our annual careers event, 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.



Almost all our young people leave Lesmahagow High School to move on to a positive destination. The percentage of leavers from Lesmahagow High School going on to a positive destination has risen over the last three years and is now above the virtual comparator by 4.18%. Almost half go on to Higher Education with just under 15% going on to further education and over a quarter into employment. These figures compare favourably with our virtual, local and national comparators.

Next steps

- Increasing young people's understanding of, and access to different learner pathways and career opportunities to ensure all young people move on to sustained, positive destinations is a continuing priority for the school.
- To develop a *Skills Framework* in line with *Developing Our Young Workforce*.
- To refresh and implement a clear strategy for *Developing Our Young Workforce*.



Overall quality of our learners' achievements Highlights of session 2018-19

All young people continue to have a very wide range of opportunities both within and beyond the classroom to participate in activities that develop their skills, attributes and personal qualities. Many of these are accredited through nationally recognised achievement awards. Our young people's personal achievements this session are extensive, a small selection is included below.



Duke of Edinburgh's Award – our first group of six young people completed the Bronze Award.

Anessa Mohammed was the overall winner of the SLC Road Safety Calendar Competition along with Mia Crooks coming first in her group and Emma Falconer coming 3rd in her group.



Our Nurture Group was launched this session to help enhance the support provided to our young people. Our room is called the **Big Breakfast Club**.

Congratulations to Jodie Brown (new S6) who is starting a research placement with Glasgow University this summer through Nuffield, and to our collection of Advanced Higher scientists who are off to study, medicine, chemistry, chemical physics, engineering and zoology amongst others!



Two of our pupils were recognised for their successes at the recent SLC Pupil Achievement Ceremony.



We also presented our *Inspiring Lesmahagow* project work at the SLC Showcase in March 2019 where colleagues from across SLC and the West Partnership visited our staff and provided very positive feedback. Since the showcase we have welcomed visitors to the school and received emails from others interested in hearing more about our *Inspiring Lesmahagow* work.



Joshua's imaginative composition of his photograph of Lesmahagow High School won him an award from InspirED. Out of 84 entries, Joshua's entry was one of three winners.



This year, to encourage and celebrate wider achievement, the school is awarding an "International Tie" to 12 pupils who have achieved highly in a field outside of school, whether in sport, dance or the arts. The tie is in the school colours with a strip of gold running through the red stripe. Wearing the tie means that the pupil can be identified as someone who has shown dedication, perseverance and a commitment to practice, all qualities which contribute to success in and out of school.

Criteria - There are two criteria for being nominated for this award, and meeting either criteria qualifies the nominee for the award: Representing their country, or being placed 1st, 2nd or 3rd in a national event sanctioned by the national governing body.

Recipients

Millie McArthur 1K (Open Water Swimming) - Millie is currently the Scottish 1k Open Water Swimming Champion and was selected to represent Scotland at the British Championships.

Corey Stevenson 1L2 (Karate) - Corey is currently a member of the Scotland karate squad and has represented the country at several tournaments. He has won a gold medal at the British Championships and bronze medal at the European Championships.

Robbie Martin 3K1 (Powerchair Football) - Robbie is a member of the Clyde Alba powerchair football squad and last year was a key player in their winning the SFA's Muscular Dystrophy National Powerchair Premiership league.

Mason Shankley 3L (Judo) - Mason is a member of the Scottish judo squad, and recently represented the country in Luxembourg. He has won silver medal at both the Scottish and British Championships.

Mary MacColl 4K (Highland Dancing) - Mary came second in the Junior Highland Dancing British Open Championships

Euan McAra 4M (Rugby) - Euan plays rugby sevens for Strathaven Rugby Club. Last year he represented Scotland at the Rugby Sevens Junior World Cup



Abbigail McArthur 4K (Open Water Swimming) - Abbigail is currently the Scottish 5k Open Water Swimming Champion

Jodie Brown 5M1 (Figure Skating) - Before she “retired” to concentrate on her exams, Jodie represented Scotland in the Ladies ‘A’ class at the British Figure Skating Championships.

Aaron Forsyth 5L (Ice Hockey) - Aaron is currently a member of the Solway Sharks ice hockey under-20 squad- as their goalkeeper- and has represented Scotland in various international fixtures over the last year.

Olivia Sharkey 5M2 (Irish Dancing) - Olivia has represented Scotland at the World Irish Dancing Championships on 3 occasions.

Daryl Simpson 5M2 (Team Dancing, also Karate) - Over the last two years Daryl has been placed 1st, 2nd and 3rd in various national dance championships in several categories including jazz solo and group. He has been invited to be a European Ambassador for the prestigious V.A.D. dance company, based in Northern Ireland, which will tour Britain providing workshops to inspire young dancers.

Niamh Williams 5M2 (Irish Dancing) - Niamh has represented Scotland at the World Irish Dancing Championships on 4 occasions.

Lesmahagow High School participated in the **Show Racism the Red Card** programme this session.



Our S3 Drama students performed at the South Lanarkshire Council Holocaust Memorial Event. The pupils worked so hard whilst creating this very thought provoking piece

Well done to our S3 Drama club for hosting our first Mental Health Festival. Their hard work really paid off – a night to remember.





A group of our staff and young people were trained in Mental Health First Aid by *Lanarkshire Association of Mental Health*.



Many of our young people are talented musicians and some of this talent was showcased at our *Young Musician of the Year* competition.



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.

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.

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, running, Fair Trade, reading, craft enterprise, dance, computing, graphics, arts and crafts, and science. 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. Learners in Lesmahagow High School are treated equally, with respect and fairness and are valued, safe and secure.



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:

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 (e.g. Curriculum consultation in December 2016 and February 2019) and surveys (e.g. Uniform survey, May 2017). 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, Foundation Apprenticeship and Raising Attainment), email and increased use of our website (with links to Twitter and our school app) have proven effective in sharing information and offering advice. This year, we have continued to utilise an electronic booking system for Parents' Evening appointments, which has proven very successful. Our Parent Council has grown in number and their support at recent whole school events, including the Young Musician of the Year competition, Prize Giving, and fund-raising event, has been greatly appreciated. Attendance at targeted groups, e.g. Growth Mindset and *Inspiring* Lesmahagow workshops, was very high. Attendance at open evenings, including the P7 transition and enhanced transition events has been high. In 2018-179 parents were also invited to 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 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 Canon 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, Kearsy 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. Regular discussions and meetings with Head Teachers from across the Local Authority and the Head of Service.



Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	<p>All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. 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.</p> <p>Moderation activities ensure national standards are being employed.</p> <p>Colleagues share good practice effectively within the school and across schools.</p> <p>Local, national and international advice and research informs change.</p>	<p>School Improvement Group to update the School Improvement calendar annually to direct self-evaluation activities.</p> <p>More structured approach to evaluating learning and teaching, including classroom observation.</p> <p>Develop a clear evidence base of improvement based on actions taken as a result of self-evaluation.</p>	4
1.3 Leadership of Change	<p>We are committed to ensuring that we achieve the highest possible standards of success for all learners.</p> <p>We have a clear understanding of the social, economic and cultural context of our catchment area.</p> <p>Colleagues are encouraged to implement new, well informed, initiatives.</p> <p>Professional dialogue is encouraged.</p>	<p>We have reviewed school vision following consultation with whole school community collaboration and plan for continuous improvement to be evidence based and linked to self-evaluation.</p> <p>Increased opportunity for Extended Leadership Team and whole staff to meet and collaboration with colleagues across Clydesdale for moderation activities.</p> <p>Further enhance opportunities for leadership</p>	4



		development at all levels. Greater opportunity for professional dialogue, collegiate learning and self-evaluation.	
2.3 Learning, Teaching and Assessment	<p>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. Skilled questioning, early intervention A variety of assessment approaches are utilised, including SOLAR, to allow learners to demonstrate their skills and ability. Moderation activities allow the sharing of standards across schools (Clydesdale Collaborative Project). Effective planning ensures learners' needs are met.</p>	<p>Review of Broad General Education courses to ensure pace and challenge and provide effective preparation for Level 5 study in S4.</p> <p>Continue to develop an ethos and culture in the school to reflect a commitment to young people's rights and positive relationships.</p> <p>Effective Monitoring and Tracking system to be implemented to ensure robust data informs future planning for every child in every curricular area.</p> <p>Reinforce that our teaching is underpinned by our school vision and values to ensure learning is enriching.</p>	3
3.1 Ensuring wellbeing, equity and inclusion	<p>Young people feel safe, healthy, achieving, nurtured, active, respectful, responsible and included. Most staff feel valued and supported. Relationships across the school are positive. We ensure all young people are involved in discussions and decisions which affect their lives.</p>	<p>Continue to maintain and develop positive ethos to ensure our young people benefit from a high quality education that ensures their wellbeing.</p> <p>Develop the use of Nurture to support young people.</p>	4



	<p>All statutory duties are fulfilled.</p> <p>Inclusion and equality lead to improved outcomes for young people. We understand and celebrate diversity and challenge discrimination. Young people are supported to overcome barriers.</p>	<p>To continue to ensure inclusion and equality are central to improving outcomes for all learners.</p>	
<p>3.2 Raising attainment and achievement</p>	<p>Learners make very good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners.</p> <p>Attainment data shows improvement over time.</p> <p>Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school</p> <p>We have effective systems in place to promote equity of success and achievement, through resourcing and support in school and when they leave school.</p>	<p>Effective Monitoring and Tracking system to be implemented to ensure robust data informs future planning for every child in every curricular area.</p> <p>Continue to raise attainment through careful planning of learner journeys, increased opportunities for young people and effective feedback on how to improve.</p> <p>Continue to support young people at risk of missing out to ensure all students fulfil their potential in attainment and moving to positive destinations.</p>	<p>3</p>



Key priorities for next session

1. *Learning and Teaching* – To improve the quality of learning experiences for all young people and ensure consistency across the school.
2. *Wellbeing* - To improve the health and wellbeing of all young people and develop an inclusive approach, where barriers to learning are removed.
3. *Curriculum* - To deliver a learner-centred curriculum, which facilitates tailored learner pathways for all young people, leading to positive and sustained destinations.
4. *Attainment and Achievement* - To secure increased attainment for all young people, which includes the entitlement of literacy and numeracy qualifications.

More details on each of these priorities can be found in our School Improvement Plan for session 2019-20, which can be found on our website.

Overall evaluation of establishment's capacity for continuous improvement

Our school is well-placed to continue to improve. Members of the new Senior Leadership Team have clearly defined remits linked to their knowledge and expertise and aligned with school improvement priorities. All staff are committed and hard working. They have a good understanding of the strengths and development needs of the school and work very well together to take forward improvements. We are confident that by working with our young people and parents, we will continue to improve the school and ensure the best possible outcomes for our young people.

Signed:  Richard McGowan

Date: 28 June 2019