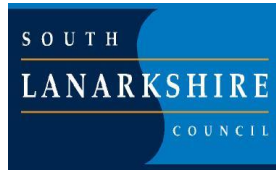


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2019 - 2020

Lesmahagow High School





**Education Resources
Curriculum and Quality Improvement Service**

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National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
<ol style="list-style-type: none"> Learning and Teaching – To improve the quality of learning experiences for all young people and ensure consistency across the school. Wellbeing - To improve the health and wellbeing of all young people and develop an inclusive approach, where barriers to learning are removed. Curriculum - To deliver a learner-centred curriculum, which facilitates tailored learner pathways for all young people, leading to positive and sustained destinations. Attainment and Achievement - To secure increased attainment for all young people, which includes the entitlement of literacy and numeracy qualifications. 		

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

National Improvement Framework Key Priorities			
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		Meeting the Needs of all Learners', GIRFEC and Statutory Duties	
		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
Moderation: Training for DHT (SLC), PTs/FHs/Lead Teachers (Clydesdale Area, supported by SLC) Learning and Teaching Workshops in school. Collaborative tasks for subject teams in Clydesdale area.	B Lee PTs/FHs/Lead Teachers	June 2019 – May 2020	DHT training completed 29 May and 12 June 2019. Clydesdale programme to be confirmed 19 June 2019.

Moderation Event – all colleagues in subject teams. Participate in RIC Moderation event			
Embed our Learning, Teaching and Assessment statement across the school	B Lee	August 2019 – October 2019	
Consult and implement a whole school <i>Skills Framework</i> in line with DYW	A Gray	August 2019 – December 2019	
To develop a school structure for leadership and pedagogical development for probationers, teachers and leaders	B Lee	August 2019 – December 2019	

Operational Improvement Planning (Action Plan) for Establishment: Lesmahagow HS Session: 2019/20

Strategic Priority 2: Wellbeing - 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		
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
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- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
Review of PSE Curriculum in light of Education Scotland Thematic Inspection around Health & Wellbeing	Pupil Support Team	August 2019 – December 2019	
To continue to develop Growth Mindset within the school to improve outcomes for young people and their families.	G Smith/B Winning	August 2019 – June 2020	
To complete LAMH Training and implement a Mental Health Awareness Week programme	Pupil Support Team/ FH HWB	June 2019 – December 2019	
To create a school system to track and monitor the wellbeing of all young people	DHT/ N Ross	August 2019 – October 2019	
To develop and embed our Inclusion Statement	Extended Pupil Support Team	August 2019 – December 2019	
To participate and complete <i>Equally Safe At School</i> training and implement programme	DHT	November 2019 – March 2020	
To revisit shared understanding of <i>Wellbeing Indicator Wheel</i> within lessons and across the school	Pupil Support Team (pupils) / DHT (for staff)	August 2019 – November 2019	
To lead a whole approach to be a <i>Rights Respecting School</i>	B Lee	August 2019 – May 2020	
To develop and implement a LHS Anti-Bullying Policy in line with SLC <i>Treat Me Well</i> policy	Pupil Support Team	August 2019 – December 2019	

Strategic Priority 3: Curriculum - To deliver a learner-centred curriculum, which facilitates tailored learner pathways for all young people, leading to positive and sustained destinations.

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<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 			
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		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
To plan for the implementation of Curriculum 2020 to meet the needs of our learners with focus on BGE	B Lee	August 2019 – December 2019	
To implement new AH courses in session 19-20.	Faculty Heads	August 2019 – May 2020	

To update our Curriculum rationale document in line with Education Scotland Thematic Inspection on <i>Curriculum and Empowerment</i>	B Lee	August 2019 – December 2019	
Develop learner pathways to suit the needs of all learners in all subject areas, literacy and numeracy	Faculty Heads	August 2019 – December 2019	
To implement an IDL opportunity for S1	A Gray + LTA	August 2019 – May 2020	
To implement an IDL opportunity for S2	B Lee + LTA	August 2019 – May 2020	
To implement a whole school IDL linked to a Fashion Show theme	B Biggart	April 2020 – June 2020	
To further enhance Tutor Time and Personalised Support	New DHT	August 2019 – May 2020	
To refresh and implement a clear strategy for <i>Developing Our Young Work Force</i>	A Gray	August 2019 – December 2019	

Strategic Priority 4: Attainment and Achievement - To secure increased attainment for all young people, which includes the entitlement of literacy and numeracy qualifications.

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Key Actions (How)	*Lead Person	*Timescale	*Comments
To embed our Raising Attainment Strategy	A Gray	August 2019 – May 2020	
To re-launch pupil profiling with BGE	DHT	August 2019 – November 2019	
To implement clear Tracking & Monitoring Systems for Senior Phase	A Gray	August 2019 – September 2019	
To further enhance BGE Tracking & Monitoring for BGE	A Gray	August 2019 – September 2019	
To implement new SEEMiS <i>Progress & Achievement</i> program	A Gray	January 2020 – May 2020	
To implement a whole school system to track Achievement and Skills (in line with our DYW Skills Framework) and celebrate success stories	A Gray	August 2019 – September 2020	

Numeracy

Numeracy – To increase S4 L5 Numeracy to be in line with VC (51.27%)	D Burns	August 2019 – May 2020	
Numeracy – To increase S5 L5 Numeracy to be in line with VC (71.85%)	D Burns	August 2019 – May 2020	
Numeracy – To increase S6 L5 Numeracy to be in line with VC (87.76%)	D Burns	August 2019 – May 2020	
Numeracy – To increase L5 Numeracy for all leavers to be in line with VC (68.58%)	D Burns	August 2019 – May 2020	

BGE Numeracy – To sustain L4 BGE above the SLC value of 90.79%	D Burns	August 2019 – May 2020	
Literacy			
Literacy – To increase S4 L5 Literacy to be in line with VC (68.36%)	L Parsons	August 2019 – May 2020	
Literacy – To increase S5 L5 Literacy to be in line with VC (85.98%)	L Parsons	August 2019 – May 2020	
Literacy – To maintain S6 L5 Literacy to be above the VC (96.18%)	L Parsons	August 2019 – May 2020	
Literacy – To increase L5 Literacy for all leavers to be in line with VC (80.63%)	L Parsons	August 2019 – May 2020	
BGE Reading – To increase L4 Reading to be in line with SLC (62.79%)	L Parsons	August 2019 – May 2020	
BGE Writing – To increase L4 Writing to be in line with SLC (60.33%)	L Parsons	August 2019 – May 2020	
BGE Listening & Talking – To increase L4 Listening & Talking to be in line with SLC (65.21%)	L Parsons	August 2019 – May 2020	
Positive Destinations			
S4-6 Leavers – To sustain percentage of S4-6 Leavers in a Positive Destination above our VC (94.25%) and SLC (96.41%)	DHT + Pupil Support Team + SDS	August 2019 – January 2020	

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Key Actions (from previous plans)		
<ul style="list-style-type: none"> • Continue to implement our Promoting Positive Behaviour strategy (DHT/committee) • Continue to further develop opportunities for parental engagement (SMT/ELT) • Continue to use data to inform improvement planning (all staff) 		

**Pupil Equity Fund
Planning and Reporting
2019-2020**

The Gap:

Please provide an overview of your school's poverty related attainment gap making reference to data.

Look at the 5 key indicators for closing the poverty related attainment gap:
Attainment, Attendance, Exclusion, Participation and Engagement.

Attendance			Exclusions (Number)			Attendance	
SIMD 1+2 & FME	88.0%		SIMD 1+2 & FME	184		SIMD 1+2 & FME	88.0%
SIMD 3-10	92.8%		SIMD 3-10	47		SIMD 3-10	92.8%
Gap	-4.8%		Gap	-137		Gap	-4.8%

Numeracy	
SIMD 1+2 & FME	96.15%
SIMD 3-10	100%
Gap	-3.85%

Reading			Writing			Listening & Talking	
SIMD 1+2 & FME	73.08%		SIMD 1+2 & FME	73.08%		SIMD 1+2 & FME	76.92%
SIMD 3-10	97.10%		SIMD 3-10	94.20%		SIMD 3-10	98.55%
Gap	-24.02%		Gap	-21.12%		Gap	-21.63%

Sustainability:

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

We aim to build on the work of the fund, by building community – involving all stakeholders throughout to secure commitment of all; this will ensure interventions are continued in the long-term, as people will value and support them beyond the funding.

Having undertaken various CLPL, e.g. Active Literacy, Numicon, Catch Up, etc. staff will have the confidence, knowledge, skills, capability and capacity to ensure work continues after funding stops. Key staff leads will in-house train new staff when funding stops to ensure these approaches continue in the long-term. All resources to support these approaches have been purchased and so school is fully-resourced. Strategic financial planning within school's core budget will ensure money is set aside to replace core resources, as required.

The whole school community will continue to benefit from the improved ethos and nurturing environment, which has been embedded through our Nurturing School's work.

Partnership working will remain in place beyond the funding, enabling us to continue to access support for children if required. Continuing to ensure effective parental engagement in their child's education will remain a key focus beyond the funding; it is hoped the success of this will ensure staff and parents will continue to ensure such approaches remain embedded across the school.