

Lasswade High School

School Improvement Plan 2016/2017



The Midlothian Context

Midlothian Council is ambitious for our young people and our communities. We aim to create a **world-class education system** where every learner matters and is supported not only to realise their potential but inspired to exceed their potential. At the core of our culture is a commitment to continuous improvement based on a rigorous and honest approach to self evaluation which enables us to thoroughly know and understand our context and the challenges for improving our schools.

The **Key Strategic Outcomes** for Midlothian schools are central to supporting learning and development, wider achievement and ensuring that the needs of all learners are met. It is expected that the improvement priorities in all Midlothian schools are in line with the National Improvement Framework.

Lasswade High School Vision and Values

Lasswade High School is an ambitious, caring and creative community working hard to achieve excellence for all our young people.

We aim to offer a range of opportunities that will allow students to achieve and encourage all members of our school community to pursue excellence in everything they do. Our Vision Statement is, 'Dream, Believe and Achieve @ Lasswade.

Our vision is underpinned by the following values

- Determination
- Respect
- Effort
- Ambition
- Motivation

Section 1 - How good is our leadership and approach to improvement?

Current Position: Important strengths. Strong commitment to self evaluation and culture of improvement within the school. Self-evaluation gives a high priority to the quality of L&T.

Areas for Development Identified in our S&Q

Improve strategies to allow all staff to monitor and evaluate the impact of change on outcomes for learners.

Extend opportunities for students to take responsibility for their own learning and skill development.

Facilitate planning across Curricular Area groups to provide high quality learning experiences for students.

Allow our vision and values to evolve through further discussion and action across our school community.

Develop and phase in systems to facilitate learning conversations between students and key adults.

Desired Outcomes	Implementation Process (actions) <i>SMT/EMT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
Staff, students, parents/carers and stakeholders increasingly contribute to school improvement.	Engagement with all staff on HGIOS 4 and revise QI practices to reflect HGIOS4.	CM	by October 2016	ELT/SLT discussion
Leaders at all levels effectively lead the process of change and are able to evaluate the impact of improvements.	Develop a CLPL programme focussed on the leadership of learning and teaching	CH/NC	by October 2016	
The curriculum reflects national advice, the local context, the views of the stakeholders and meets students' needs.	Develop a curriculum rationale and design that reflects our vision, values and aims.	GP	by November 2016	School Council and Parent Council discussion

Desired Outcomes	Implementation Process (actions) <i>SMT/EMT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
School values are reflected in decision making and outcomes for students.	Improve the S1 Personal Support system and extend into S2.	FW	by October 2016	PRD/Professional Update process
Evaluation			Evidence (How do we know?)	
To what extent does our school community have ownership of our vision, aims and values?			Students are supported to understand the vision aims and values through the four contexts for learning.	
Does everyone in the school have a clear understanding of our collective strengths and areas for development? Are conclusions about these drawn from a wide range of data and evidence?			All staff regularly reflect on, and show commitment to, the shared values in their practice.	
How well do we create collaborative conditions for staff to learn with and from others through high quality professional dialogue?			All staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.	

Section 2 - How good is the quality of the care and education we offer?

Current Position: Important strengths. Almost all students are motivated and eager participants in their learning. Students are responsible and actively contribute to the life of the school and our community. Students are treated with equality, fairness and respect. There are effective systems in place to support student progress with their learning.

Areas for Development Identified in our Self Evaluation Statement

Ensuring our curriculum rationale is understood by all stakeholders and reflects our values, our unique context and student entitlements.

Ensuring our curriculum takes account of all contexts of learning and supports success and achievements for all learners.

Improving the consistent application of literacy, numeracy, HWB and digital literacy across the curriculum.

Improving the validity of assessment in the BGEEd making use of significant aspects of learning, teacher moderation and use of established AifL practices to track and monitor progress in learning.

Developing skills for learning, life and work in our students in a coherent and progressive manner.

Improve consistency in our approaches to securing positive relationships with all students.

Desired Outcomes	Implementation Process (actions) <i>SMT/EMT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
All students have a range of learning activities through which they receive high quality feedback and appropriate pace and challenge.	Develop a planned IDL approach to improve student progress and outcomes in relation to our DREAM values and the STEM agenda.	GP	by May 2017	IDL planning documents, Student Focus Groups, Curriculum WG
Curriculum transition arrangements prepare students for the next phase in their learning.	Work with learning community partners to improve curriculum continuity and raise attainment. (See ASG Improvement Plan)	NC	by May 2017	ASG HT Group

Desired Outcomes	Implementation Process (actions) <i>SMT/EMT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
Learning and teaching and assessment approaches are consistent with skills needed for learning, life and work.	Review the tracking and monitoring of student progress in the BGE measured against SALs and skills of required for learning, life and work.	NC	by December 2016	T&M documents, Student Focus Groups, L&T WG
Improved attainment in Level 4 and Level 5 literacy and numeracy for students by the end of S4	Review our approaches to literacy and numeracy to ensure positive outcomes across the curriculum	NC/CM	By December 2016	Insight Analysis
Students are treated with equality fairness and respect.	Implement a consistent restorative practice based approach to behaviour management.	GP	by May 2017	SLT/ELT/SAT and IS discussion
Students believe they are valued partners in their learning and aware of their progress strengths and areas for development.	Develop Student Support provision measured against the school values, Personal Support aims and the skills required for learning, life and work.	FW	by December 2016	
Evaluation			Evidence (How do we know?)	
How well are we enabling students to become independent learners and develop the four capacities?			Students receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.	
How confident are we that all students experience activities which are varied, differentiated, active, and provide effective support and challenge?			Assessment approaches are matched to the needs of students and are used to support them to demonstrate where they are in their learning.	
How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?			Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.	
How effective are our profiling and interventions processes across the school?			A robust body of evidence is used to support assessment judgements and decisions about next steps.	

Section 3 - How good are we at ensuring the best possible outcomes for all our learners?

Current Position: Important strengths. Improving SQA and positive school leaver's data comparison against our virtual comparator.

Areas for Development Identified in our Self Evaluation Statement

Ensure a clear and shared strategy for closing the attainment gap between the most and least advantaged students.

Ensure tracking and monitoring systems continue to evolve with a positive impact on Level 6 attainment across all key measures by the end of S5.

Ensure our performance across all key measures against our virtual comparator continues to improve.

Desired Outcomes	Implementation Process (actions) <i>SMT/EMT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
Improved attainment, using agreed whole school measures, for Senior Phase students.	Extend monitoring and intervention strategies across all Senior Phase year groups.	GP/CM	by October 2016	SLT/ELT discussion
A narrowing of the attainment versus deprivation gap at the end of BGE d and the SP.	Agree interventions, involving all stakeholders, regarding raising attainment of lowest 20 % SMID in the BGE d and the SP.	CM	by May 2017	Insight Analysis
Student achievement and attainment benefits from a clear partnership between the school, parents and stakeholders.	Develop a strategy to improve parental engagement to support learning.	CH/CM	by May 2017	Parent Council
Evaluation			Evidence (How do we know?)	
How well are our approaches to raising attainment improving outcomes for students?			Almost all students are attaining appropriate levels and a few have exceeded these.	

Evaluation	Evidence (How do we know?)
How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?	Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.
How well are we removing barriers to learning and ensuring equity for all?	All young people are successful in moving on to a sustained positive destination on leaving school.
How well do families feel included and that they are participating, achieving and progressing?	There is evidence that family learning is helping to minimise the impact of poverty on learning and achievement.