LASSWADE HIGH SCHOOL

2022

Standards and Quality Report 2022-23
Improvement Plans 2023-24

CREATIVITY | EFFORT | KINDNESS | RESPECT

Contents

Section 1: Our Context

School Information

Lasswade High School is the largest secondary school in Midlothian with a roll in excess of 1500 students. The school's catchment area covers the towns of Bonnyrigg, Loanhead, Rosewell and surrounding villages. We also receive several placing requests as a result of our strong reputation from within and beyond Midlothian. Lasswade has a strong record as a school and provides a wide range of opportunities for our students.

The Scottish Futures Trust £37m Lasswade High School incorporates a community hub with library, leisure centre, nursery, swimming pool and state of the art sports facilities. The school has over 90 classrooms and high quality facilities to support learning and teaching. All our students have their own Chromebook to support their learning. Our teaching staff are all issued with a laptop.

Lasswade High School has a School Leadership Team consisting of a Head Teacher, Business Manager and five Depute Head Teachers. Our House, Creative Learning and Complex Needs Provision underpin our Student Support system.

There are over 140 teaching and support staff in 12 Curricular Area Teams. Each team benefits from its own Principal Teacher leading on curriculum, learning & teaching, improving student outcomes and supporting positive relationships.

We work collegiately to improve the experiences and outcomes for our students and seek to recruit and retain creative, innovative people with a formidable work ethic. We value colleagues who are caring and empathetic and who are committed to their own learning. We prioritise the professional development of our staff and recognise the importance of using robust evidence to support our decision making. These approaches ensure our students get the best experience we can possibly provide as our school continues its year on year improvement.

We have successful working relationships and transition arrangements with our associated primary schools and nurseries; the quality of this joint working has been recognised by Education Scotland who also highlighted strong community partnerships. Each session as part of the P7/S1 transition we receive a high level of placing requests.

The school has an extremely supportive and vibrant Parent Council.

Lasswade High School is an ambitious, caring and creative community working hard to achieve excellence for all our students and their families. We aim to offer a wide range of opportunities that will allow students to achieve and we encourage all members of our school community to pursue excellence in everything they do.

Each student is allocated to one of four Houses; Melville, Mount Esk, St Anne's and St Leonard's, and has an assigned member of staff attached to this House. This identified member of staff within the Support Team has an overview of a student's work, progress, behaviour and attendance and can give parents/carers an up-to-date picture of how their child is progressing.

For additional information on our school please visit our

- Website: http://lasswadehsc.mgfl.net/
- Twitter/X: @LasswadeHSC
- Instagram: @lasswadehighschool

School Vision, Values and Aims

During session 2021/22 we worked in partnership with Columba 1400 to review and refresh our school values. This process was student led and sought the views of all within our school community. As a result of this process our values base from session 2022/23 onwards has been;

- Creativity
- Effort
- Kindness
- Respect

These values are reflected in the policies and practices we continue to develop.

Our school Mission Statement has also been updated to reflect our values base. It is,

> 'Lasswade High School is committed to nurturing, inspiring and empowering our students and staff to learn, progress and achieve at the very highest standard. We believe in our values; creativity, effort, kindness and respect, and work together as a community to provide all our students with opportunities to succeed and reach their goals. Our school leavers are equipped and ready to contribute positively and embrace the challenges of being a local, national and international citizen.'

Our school Vision Statement reflects our commitment to our values and mission and the ambition we have for our whole school community. It is, 'creating our future together'.

We encourage and support all our students to develop high aspirations for the future, in line with our values, vision and mission statement. On a daily basis this is underpinned by our three Core Expectations for every member of our learning community

1. Be Ready
2. Be Respectful and Kind
3. Be Responsible

Our school is now entering a four-year improvement cycle phase. During this period we are focused on securing one overarching aim for our students;

- **A Positive Destination for 100% of Lasswade Leavers**

We aim to do this by working continuously within three contexts;
- Improving our practice in Learning, Teaching and Assessment
- Developing our Curriculum
- Improving our Quality Improvement processes

The most important resource in our improvement journey is our staff. Three things are particularly significant in nurturing our staff
- Recruiting and nurturing very good people
- Working with our staff to make them 'better'
- Getting our staff to do things that 'work'

The appropriateness of our school vision and values is reviewed through our Senior Leadership Team on an annual basis.

Consultation & Communication

In order to make good improvement decisions we draw on our vision and values and a range of qualitative and quantitative data. The following list outlines the key aspects of this. Our principal reference documents in terms of our self-evaluation processes are;

- How good is our school? - HGIOS4

- Our LHS School Impact Model - LHS-School-Impact-Model

Every two years we carry out extensive stakeholder surveys. This makes the process manageable and allows sufficient time to secure impact through agreed actions. Our next stakeholder surveys will take place in February/March 2024.

This year, we have consulted in the following ways:

With our students through;

- Student Voice
- Representation on our Extended Leadership Team (ELT)
- Student focus groups
- Learning Walks
- Student wellbeing surveys
- Analysis of options and choices data

With our parents, carers & families through;

- Parent Council
- Feedback gathered through our weekly HT Update
- Analysis of parental feedback, complaints and complements

With our staff through;

- Our collegiate systems; Inset, SAT, PT Meetings, DHT/PT 1 to 1 process, ELT and staff weekly communication email
- INSIGHT analysis of key attainment and destinations trends with SLT and Subject Teams
- Analysis of CfE Levels and trends with SLT, English and Mathematics Teams
- Analysis of attendance / discipline trends
- Analysis of Year Group Tracking, Monitoring and Interventions Reports with SLT and subject Teams
- School Working Groups

With others through;

- INSIGHT analysis of key attainment and destinations trends with Associated Schools Group and Midlothian Council
- Analysis of CfE Levels and trends with Associated Schools Group and Midlothian Council
- Midlothian QA Visits 1 and 2
- Planning and evaluation meetings with partners and external providers

Section 2: Standards & Quality Report 2022-23

Progress with our School Improvement Priorities in Session 2022-23

This year we worked on the following three priorities:

Priority 1: Improve our Learning, Teaching and Assessment			
Improvement outcome we were trying to reach	**What happened?**	**Impact on the improvement outcome**	**What next?**
All BGEd stakeholders are engaged in effective learner conversations that lead to progress and raise attainment.	BGE Learner Conversations taken forward by PTs Group - to explore approaches that best meet the BGEd. Range of approaches trialled and used - limited progress with regard to a consistent approach. Informative progress made in some subject areas.	Most students are able to explain their level and next steps in learning - though this could be deeper, better articulated, and students could be clearer on *how* to make progress. Most students are able to discuss where learner conversations are working well in the BGEd.	Next session will see a focus on developing a Language of Learning and study skills with students. This should provide a level of consistency and improve students' metacognition and articulation of learning.
All staff effectively use questioning strategies to deepen, extend and support students' learning and promote engagement.	Questioning materials prepared for use at team level and to inform discussions throughout the session. These have been used well by some teams. In-house CLPL and SAT sessions have been scheduled to continue developing questioning approaches. Clarify Canvas completed with staff to identify key areas for development in Questioning and on developing Thinking.	Most students are enthusiastic and eager to learn. Classroom culture is also supportive - students feel, able to ask questions of staff, and there is a culture of finding out from each other. A few lessons are still more focused on doing, rather than thinking. In some cases, this can lead to poorer engagement.	Next session will see continued work on this priority. Plans will move this forward with a deeper focus on responsive teaching, using formative assessment strategies, including questioning, to develop metacognition and promote thinking.
All students and staff are confident in using a range of digital tools and strategies to support learning and promote engagement.	Read and Write being used more in literacy subjects for study as well as to support. Some examples of innovative and responsive practice. Digital Schools Award achieved.	Digital technology is used well to support learning in most classes. Almost all students speak highly of the use of technology and the impact on their learning and motivation.	Next session we will seek increased personalisation for students and use of ICT to support formative assessment approaches.

Priority 2: Improve our Curriculum

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome	What next?
All stakeholders have an understanding of how UNCRC articles impact our curriculum and ethos	Audit carried out of curriculum including Articles across subject areas. Our RRSA Group have reviewed responses and formulated a responsive plan. Student Support/PSE curriculum mapped against UNCRC Articles.	Most Articles from the UNCRC are covered across the curriculum. There is clarity for a majority of students across a number of departments where their rights are highlighted to educate them towards how to ensure that these are exercised. Most students are becoming increasingly knowledgeable of their rights and how to ensure that these are being met.	Next session will see a focus on targeted departmental action to embed rights based curriculum in all areas. PSEd team will work to make explicit reference to Articles during lessons and equip students with the tools to assess the exercising of their rights.
All students and staff can demonstrate and articulate our School Values, Core Expectations and Visible Consistencies	New school values highlighted across the school. Policies and publications updated in line with values. Podcast launched highlighting process of values refresh. Series of assemblies relating to values held. Highlighting of Core Expectations and Visible Consistencies with staff at Insets in August and January. Core Expectations and Visible Consistencies highlighted with students through PSE and Assemblies.	Almost all students are aware of our refreshed school values. They demonstrate the knowledge and skills to articulate how these translate into their lives and act on as required. A majority of staff and most students consistently apply and demonstrate our Core Expectations and Visible Consistencies through their actions and behaviours.	Next session will see a renewed focus, with additional collegiate time prioritised, on implementing consistent approaches across our school highlighting positive behaviours and addressing challenging behaviours.
Our curriculum aligns better with the purposes of school, the needs of our students and reflects our school Mission Statement	SCQF Silver Award achieved High level of stakeholder discussion on the purpose of school with related futures thinking through our staff, ELT and Student Voice. Successful introduction of HNC course through our PE Team 16+ processes refined and improved with targeted action	Almost all staff engaged in SCQF related SAT sessions and included pathways in improvement planning Improved pathways in majority of curricular areas - wider range of options to add breadth and depth Bespoke learning opportunities increased for a few targeted students Almost all students move into a positive destination beyond school	Next session we will engage with the consultation process on the Midlothian Curriculum Framework, including the implications of timetable alignment across Midlothian secondary schools and the embedding of meta-skills. We will prioritise Industry engagement to support the broadening of our curriculum.

Priority 3: Improve our Attainment: Focus Areas			
Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome	What next?
Improve outcomes for the lowest performing students in S4 (2024 data)	Improved communications and monitoring in place through Creative Learning and Student Support. Our Single Point of Contact approach has enhanced partnership working. Additional L5 qualifications added to curriculum. Increased uptake for SCP and L4/5 FAs. Concern regarding a small group of non-attenders for this session that establishes learning.	Increased engagement - resulting from more effective tracking, monitoring and interventions through House Teams. Improved pathways, e.g., S3 pre- apprenticeship route Targeted interventions in partnership with SDS through 16+ meetings.	Next session will see a focus on targeted action to support the attainment of those students in S3/S4 who are attendance concerns.
Improving outcomes for 'ASN' students	Stakeholder consultation and planning.	Robust evidential base and rationale for intended action through Lasswade Learning Academy.	Next session will see new pathways introduced through our Lasswade Learning Academy.
Improve Literacy at SCQF Level 5	Systematic gathering of attainment information from our 7 ASG schools plus 15 additional placing requests and completion of standardised Literacy assessment for all P7 ASG students. Well-received ASG Literacy moderation activity Increase to 80 S1/S2 students taking part in the SRA Literacy programme. Increased uptake in S3-S6 Media Studies as an additional literacy-based pathway.	45% of our initial SRA Literacy programme cohort from 2019, are now achieving a Level 5 qualification in either Literacy or N5 English Almost all S1/S2 SRA students are visibly engaged in lessons. Almost all students attend English classes, led by English specialists, rather than Creative Learning.	Next session will see implementation of our strategy whereby almost all N4 and N5 English students achieve an additional qualification (L5 Literacy) as a stand alone or combined course within English.

PEF Impact

Gap	Intervention	Impact
E.g. X% attainment gap in literacy for learner in SIMD 1	*E.g. small group targeted sessions on …….*	*E.g. 70% of targeted learners made progress*
Financially supporting disadvantaged students to improve their physical wellbeing and readiness to learn.	- Remove financial barriers for targeted families. - Encourage students to take part in clubs and sporting activities. - Promote readiness to learn via breakfast club and 'grab n go' snacks. - Advertise private and confidential support at the Extra Curricular Fair, Assemblies, on Google Classrooms and in all family communication.	31 student attendees ranging S1-S4 at Breakfast Club 12 S5/S6 volunteers leading Breakfast Club with staff with 33% increase more names on Breakfast Club register compared to last year - Increased staff confidence when dealing with immediate issues/assisting with concerns and ongoing liaison with Student Support - Positive relationships among students at Breakfast Club
Annual calendar of events, trips and expenses for parents/carers for each year group.	- A whole school expenses calendar to support families with financial planning. - Reduced financial burden on disadvantaged families. - All trips/experiences communication with families includes an equity statement.	- Growing number of post-Covid trips/experiences, all sharing our 'equity statement'. - Supported 10 families, e.g. from hoodies and Prom to trips abroad. - Whole school expenses calendar is shared online for families (September 2023).
Closely monitor and close the poverty related attainment gap for identified students.	- Dedicated 'Attainment Champions', per house, for targeted students. - Improved attainment in curricular areas through a coordinated and collaborative Attainment Champion approach. - Students benefit twice monthly supportive conversations - Restorative meetings held with staff and learners, facilitated by Attainment Champions.	20 S1-S3 students benefit from the support of a dedicated Attainment Champion, including improvements in attendance for most of the students on the programme and the removal of curricular and extracurricular barriers for some students and families. - Positive student engagement during mentoring meetings with Attainment Champions.
Broad range of outdoor learning experiences to build confidence, improve attainment and prepare students for the Senior Phase.	- Improved student confidence and enthusiasm for learning. - Valuable experience and qualification for all students. - Student development of life skills and a readiness to progress. - Positive student attitudes towards learning.	- Almost all students have fully completed their various assessments. - Positive relationships formed (between students and with staff) and marked reduction in misbehaviour. 2022 100% (8) completion rate gold DoE. - Students are motivated to learn from staff and feel safe/reassured because of expertise. - Student and staff training is to a very high standard.

	● Regular meetings to review student progress.
	
	● Intervention groups:
	   ○ 2 CL OL groups (7)
	   ○ S2 JMA group (9)
	   ○ S3 Bronze DofE (14)
	   ○ S4 Silver DofE (13)
	   ○ S5 Gold (2)
	   ○ 3x small groups (10)
	
	● DoE staff team track and report on student progression leading to higher completion rates.
	
	● Staff skills and abilities are vastly better thanks to an investment in professional learning and collaboration.
		● Staff and students have received positive feedback from external agencies and partners.

Literacy intervention to improve core literacy skills for BGE students.	● Improve student self-confidence and literacy skills.
	
	● Increased number of SRA Literacy classes in the BGE.
	
	● Greater number of students achieving level 4 Literacy and working towards N4 in S3 and N5 in S4.
	
	● Intervention groups consists of:
	  - x78 S1/S2 students (more than ever before)
	  - 63% ASN
	  - 14% FSM
	  - 19% low SIMD profile
	  - 10% care experienced
	  - x2 young carers
	  - POD students
	  - 44% S1/S2 Numeracy intervention programme
		● 45% original S1 cohort (2019) sitting N5 in 2023.
		
		● Learner conversations and pupil voice/informal conversations with students.
		
		● Attainment information re: passes at N5; improved/ steady progress in Mastery Test results (SRA books in S1/2).
		
		● Level 3 writing moderation session with P7 teachers ahead of tier 2 data collection/transition.

ASG Numeracy intervention programme to support nursery and Primary School staff and students, improve transition processes, improve student confidence and skills and increase attainment.	● Improved student confidence and engagement with Numeracy.
	● Developed numerical skill set through a newly created Numeracy approach: concrete, pictorial, abstract.
	● Increased number of S2 SEAL students achieving level 4 Numeracy in S3.
	● Increase N5 Maths passes for disadvantaged students.
		● S1/S6 - 60 students:
		  - x60 S1/S2 students (more than ever before)
		  - 57% ASN
		  - 18% FSM
		  - 17% low SIMD profile
		  - 8% care experienced
		  - x1 young carer
		  - POD students
		  - 57% S1/S2 Literacy intervention programme
		● More pupils achieving over 50% in assessments (Set 6).
		● Coursework aligned to the level pupils are working at, supporting their progress in Maths.
		● Inclusion of all pupils (including pupils from POD and Creative Learning).

		9% of S1 students reported (questions based on research from 'Developmental Psychology' 2019) that they felt 'extremely/very nervous' about working independently in Maths. 79% believe that they can do well in Maths (Dec 22).
Review, categorise and share wellbeing approaches and strategies across the ASG to support all students.	- Collaboration and trust across schools to determine best practice and most effective interventions. - Holistic overview of strategies to support vulnerable students and families. - Regular opportunities for stakeholder voice.	- GMWP: S1 - S6 - RSHP: S1 - S4 - Majority of pupils completed GMWP surveys with PSE teachers. - Liaised with LHS Student Support to inform choices about what should be taught prior to children starting high school.
Help disadvantaged students to explore their passions and achieve their potential.	- Student connections, visits and support to combat inequity. - Long-term 1:1 support for students who face poverty. - Build on learning and support from previous mentoring programmes. - Transitional support from BGE to Senior Phase. - Sustained aspirational future plans. - Positive student attainment.	9 students from S3-S6: 7/9 ASN, 1/9 care experienced 3/9 FSM 3/9 SIMD 3 - In a short survey we carried out with students at Lasswade: 9/9 rated their relationship with their mentor as 5/5 stars 9/9 rated 'how much I enjoy learning with my mentor' as either 4/5 or 5/5 stars. 35 individual mentoring sessions were facilitated for mentees (76% of sessions offered attended). 3 trips were undertaken to enhance learning and help students figure out positive pathways. - All students meaningfully engaged in their self-led learning projects on topics including Edinburgh's history, cooking, exploring dyslexia, crime, psychology and art and design.

Our Current Strengths

Our collaboratively developed school values lie at the core of our work, driving high standards and aspirations to continuously improve outcomes for our students through enriching experiences. Our school values of Creativity, Effort, Kindness, and Respect reflect our commitment to fostering a positive learning environment.

Senior leaders demonstrate strong leadership and a clear sense of direction, which has been particularly crucial during the challenges posed by the pandemic and our work as we move out of that difficult period. Stakeholder surveys recognize the effectiveness of our school leadership.

Student voice plays an increasingly important role in our improvement cycle, as evidenced by the impactful contributions of our year councils in various areas, including the implementation of 1 to 1 devices, school values review, our work in relation to national and local educational reform, and school transport.

Our collegiate time reflects well-connected strategic plans, and our professional learning program culminates in the positively evaluated Learning Festival held in May, fostering a positive attitude towards change and resulting in significant impact on student experience and outcomes. In session 2022/23 our Learning Festival was held in collaboration with two of our associated primary schools.

Empowering middle leaders remains a priority in our commitment to developing leadership capacity at all levels, as exemplified by our revised PT Meeting model for session 2022/23. This revised model, building on work PTs had undertaken with Mark Burns in previous school sessions, was evaluated positively by almost all PTs.

We take the safeguarding of students seriously and have clear, appropriate, and up-to-date policies and procedures in place, leading to the achievement of Silver Level Accreditation in relation to the Rights Respecting Schools Award in June 2022. We are on-track to achieve Gold in session 2023/24.

Our aspirational curriculum is designed to raise standards of attainment and achievement, supporting the progression and wellbeing of all students. Our continuous efforts in this regard resulted in the achievement of Silver Level Accreditation in relation to the SCQF Framework, with aspirations for Gold in the 2023/24 session. Our work has achieved national recognition through recent articles in The Herald.

Our quality improvement evidence shows that our school has a positive and supportive learning environment with a strong commitment to continuous improvement.

A strong culture of professional learning is evident, with enthusiastic staff embracing development opportunities and feeling empowered to share and grow across faculties. This supportive environment encourages staff to share their learning journey, and the emphasis on taking various opportunities is highly appreciated.

Strengths in learning and engagement include students' enthusiasm, positive attitudes, and a culture of support and respect among our learners. A shared vision and our school values underpin our teaching approaches. Teachers play a pivotal role in student learning by providing clear explanations and employing various approaches to support students. Effective use of digital technology in some lessons motivates learners. Effective use of assessment is evident with data-rich tracking and monitoring linked to our values. Learner conversations are valued, particularly in literacy interventions, while numeracy transition projects have proven beneficial.

Planning, tracking, and monitoring practices support timely interventions with clear rationale and strong moderation work across our ASG. Our commitment to tracking and supporting students' progress, along with increased resource

allocation for mental health and wellbeing support, ensures that almost all leavers enter a positive, sustained destination.

The majority of students feel well-supported, safe, and treated fairly and with respect in our school, and we actively work towards improving understanding and celebrating diversity through the Equalities Group. Our school secured LGBT Youth Scotland chartership status during 2022/23.

Our 2022 School Leavers Destinations data, along with Literacy and Numeracy data, showcases our commitment to excellence, outperforming our 'virtual school' comparator.

When comparing the attainment of our 2022 Leavers against measures of socio-economic deprivation, we are proud to find that our students' attainment is 'in line' with our statistical 'Virtual Comparator' across most deciles.

Successes and Achievements in Session 2022-23

Our wider achievements and successes this year include

- Over 220 awards given to 116 senior phase students at our Senior Phase Awards Ceremony in September 2022.
- Around 550 P7 students and families attended our P7 Open Evening in October 2022, with over 50 workshops on offer.
- Over 400 gifts donated to the Mission Christmas Toy Appeal in December 2022.
- Lasswade Christmas Hampers were shared with 19 different families, supporting nearly 50 individuals over the festive period.
- BGE awards ceremony 2023 - awards designed by CB and Student Voice. LHS staff awarded 645 awards to 360 students across S1, S2 and S3.
- Our English Team developed a new successful Tools for Writing programme for our S3 students.
- Our Home Economics Team introduced a Level 5 Barista qualification with all S3 students achieving a RHEIS elementary food hygiene award.
- Our Creative Design Team a new NPA Photography qualification and support students in our POD to achieve a N2 Practical Craft Skills qualification
- In Social Studies work undertaken by 105 S3 Geography students helped secure the Fair Achiever Award through the Fair Trade Foundation.
- Our Mathematics Team have continued to embed the Applications pathway, this has secured a significant increase in numbers at N5 and Higher.
- Our Science Team have successfully introduced a Health Sector and Fuel Change awards at SCQF Level 5 contributing to improved curricular pathways for students
- Our Creative Learning Team have developed our 'Lasswade Learning Academy', which is designed to support targeted leavers through a bespoke programme.
- Our Pod Team have increased the number of N3 qualifications available to students and worked to ensure a more robust transition link between the school and Edinburgh College.
- Our Modern Languages Team have expanded our S2 Languages programme and increased student numbers opting into languages in S3 and our Senior Phase.
- Our Student Support Team more than doubled the number of S4 students achieving a Level 5 award in Mental Health.
- Our Performing Arts Team have successfully re-built our musical and performing culture within the school and community post-covid. This included our Christmas Concert, Pantomime and Summer School Show. Students perform regularly at our Award Ceremonies, School Events, P7 Induction and Assemblies programme. These performances involve our Concert Band, Ceilidh Band, Choirs, Soloists and Academy of Performing Arts students. Our students contribute positively to local authority groups and events.
- Our Physical Education Team introduced a new HNC opportunity for S6 students in partnership with Edinburgh College. This helped to secure a renewal of our Gold status with Sport Scotland. Our Girls Football teams secured the U15 and Senior Scottish Shields, a nationally unprecedented achievement.

Capacity for Continuous Improvement

QI (HGIOS4 and HGIOELC)	QI 1.1 Self-evaluation	QI 1.3 Leadership of change	QI 2.3 Learning, teaching and assessment	QI 3.1 Ensuring wellbeing, equality and inclusion	QI 3.2 Raising attainment and achievement
Themes	- Collaborative approaches to self-evaluation - Analysis and evaluation of intelligence and data - Impact on learners' successes and achievements	- Developing a shared vision, values and aims relevant to the school and its community - Strategic planning for continuous improvement - Implementing improvement and change	- Learning and engagement - Quality of teaching - Effective use of assessment - Planning, tracking and monitoring	- Wellbeing - Fulfilment of statutory duties - Inclusion and equality	- Attainment in literacy and numeracy - Attainment over time - Overall quality of learners' achievement - Equity for all learners
School self-evaluation	5 very good	5 very good	4 good	5 very good	4 good
Local Authority or Collaborative Review evaluation		Good (2018/19)	4 good QA2 Visit, March 2023	Good (2018/19)	
HMI/Care Inspectorate evaluation					

Section 3: Improvement Plan 2023-24

Establishment	Lasswade HS
Associated School Group	Lasswade
Session	2023-24
Prepared by	Campbell Hornell and Lasswade HS Senior Leadership Team
Date	August 2023
Reviewed by	Annabel Bates, QIM

Midlothian Education Service Priorities

Why? Our vision	*All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.*	
What? Our improvement priorities	**Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations** ● Learning, teaching & assessment ● Curriculum ● Equity	**All children & young people feel valued & included, and have the same opportunities to succeed** ● Relationships ● Wellbeing & care ● Inclusion & targeted support
How? Our improvement drivers	● Continuous professional learning for all colleagues ● Data which drives improvement ● Quality improvement framework ● Strong leadership at all levels ● A children's rights-based approach ● Digital empowerment	

Lasswade High School Priority and Improvement Plan

A Positive Destination for 100% of Lasswade Leavers

- Learning, teaching & assessment
- Curriculum
- Inclusion & targeted support

- Relationships
- Wellbeing & care
- Equity

Where we are in Summer 2023	By Summer 2024	By Summer 2027
For session 2021/22, 97.3% of our school leavers were in a positive destination. This compares to a five year average of 95.35%. It equates to 8 leavers not in a positive destination. In 4 of the previous 5 years LHS has had a higher % of leavers in a positive destination compared to our virtual comparator.	Significant progress in our annual expected measurable outcomes across our three associated improvement priorities.	We expect by Summer 2027 to have secured a positive destination for 100% of our leavers.

To address and meet our single improvement priority we have identified three annual improvement priorities that we will focus upon next session. These priorities are identified on pages 19 -21. Our teams are also asked to identify one improvement priority that will support our collective work to reach our ambitious aim.

In addition, each teacher in our teams is expected to identify their own annual professional '+1'. This is identified through the PRD process and cross referenced against the relevant section of our School Impact Model and the relevant GTCS Professional Standards. Our school makes full use of the improvement methodology developed by Dr Simon Breakspear. We will work across two improvement cycles; September to Christmas and January to early May and use the Foundation Tool Templates that are part of Dr Breakspear's Agile Improvement Toolkit.

2023/24 Improvement Priority
Improve student ownership and personalisation of learning through the use of effective formative assessment and digital pedagogies.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Development of study skills strategies and 'language of learning' for students	LS/EW	August - November 2023	Students are able to articulate processes used in learning, able to link skills used when learning; able to analyse progress and self-identify means of improvement.
BGE and Senior Phase Study Skills Evenings: Metacognition basics and key questions for parents/carers to ask to support at home	LS/EW	By October 2023	All stakeholders, including students, understand the structure of courses and maximising support at home.
Agreeing consistent formative assessment strategies to promote thinking for all classes across the school.	LS/MM	September 2023	All students experience high quality learning and teaching in all classrooms, student engagement visible in Learning Walks.
Teams enquire into effective formative assessment approaches in their area - i.e. metacognitive talk, modelling, aspects of questioning... to promote metacognition and personalisation of learning.	LS/MM/PTCs	September - June 2024	Students developed metacognitive strategies to support their learning.
Increase opportunities for students to reflect on their learning, including Metaskills.	LS/AM/PTCs	May 2024	Students able to explain/ describe learning and skills used/ developed. Students are able to articulate next steps in learning.
Increase focus on digital for differentiation and personalisation of learning.	LS/MM/EW	September - June 2024	Student experience personalised learning that meets their needs and engages them fully.
Development of a Family Learning Programme based on stakeholder feedback, attainment data and national guidance.	CB	August 2023 - June 2024	Family and student attendance and engagement with Family Learning Programme results in positive stakeholder feedback and improved student attainment.

2023/24 Improvement Priority
Improve our inclusive and supportive environment through prioritising positive relationships, children's rights, and equalities.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Enhance the key knowledge base of staff, such as relational approaches and trauma-informed practice	NC/SY	June 2024	Students feel supported through positive relationships with decreased duty calls
Clarify expectations and improve consistencies of staff behaviours across the school	NC/AR/EW	August 2023	Improved consistency of experience for students through expected behaviours of staff
Scrutinise 'significant' incidents across the school such as duty calls, exclusions and FDWs to learn	NC	June 2024	Reduction in number of significant incidents
Training for staff on specific ASN supports, such as ASD-friendly strategies	SY	June 2024	Students with ASNs feel more appropriately supported
Improve positive behaviour recognition systems	EW	June 2024	Students and their families see that their positive behaviours and achievements are more frequently and consistently recognised
Achieve LGBT Youth Scotland Bronze Chartership	KL	September 2023	Students identifying with protected characteristics feel more included
Achieve Rights Respecting School Gold Award	DF	August 2024	Students are aware of their rights as per the UNCRC and they are supported in exercising them

2023/24 Improvement Priority
Improve our curricular offer to reflect the Midlothian Curriculum Framework and broaden the range of pathways for our students

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
SCQF routes mapped out and developed/enhanced across all faculty areas	DHTs	Sept 2023/ongoing	Increased attainment and achievement for Students through access to SCQF courses
Increase in industry engagement, particularly within faculty teams, to support pathway development and knowledge of routes to employment	HP/CR (DYW coord)	Sept 2023/ongoing	Increased student knowledge of routes to employment through choices and pathways in curricular areas
DYW Improvement Group continued focus on 4 themes; communication, pathways, Career Education Standard, Sustainability	HP	Sept 2023/ongoing	Explicit reference to pathways available to students and families to support course choices and learner conversations
Achieve Gold SCQF Award	AW/HP	March 2024	Broader range of pathways available at L4-L7
Meta-skills language used across faculties and features in LI/SC	LS/HP	May 2024	Improved ability to articulate skills and where/how they are applied in learning, life and work
DYW focus weeks for all year groups, including P7 transition	HP/CR	June 2024	Increased awareness of skills and routes required to enter employment
Use of SDS 16+ Data Hub to analyse and plan pathways - targeted and universal approaches	HP/CM	March 2024	No unknown leavers and improved level of positive destinations as work towards our 100% target
Continued and improved partnership working with Edinburgh College	HP/CH	June 2024	Students gain industry standard insight and experiences that support them into positive, sustained destinations.
Preparatory planning, development work and training relating to Midlothian Aligned Curricular Offer	CH/HP/FS	June 2024	Improved range of pathways, including partnership opportunities through School College Partnership and Foundation Apprenticeships
Development of Lasswade Entrepreneurial Campus	CH/PT (t.b.c)	June 2024	Improved curricular opportunities for students within an entrepreneurial context

Lasswade Associated Schools Group Improvement Plan

Associated School Group Improvement Plan

Where we are in Summer 2023	By Summer 2024	By Summer 2027
All ASG schools have their own models of Learning Walks or Classroom Visits. All schools have their own LTA policies. There is limited collaborative work between all schools and no shared common understanding of 'very good' and/or 'excellent' practice in relation to QI2.3	A shared understanding has been collaboratively established. A Learning Walks system has been developed, implemented and reviewed. Robust qualitative data has been systematically gathered and used at school and ASG levels to inform planning. Information shared, as agreed and appropriate, at the Lasswade Learning Festival in May 2024.	Our collaborative Learning Walks model is established across our ASG. All ASG schools value the data gathered and can evidence impact, over the timeframe, in each school. Every ASG school is at least 1 level higher in relation to QI2.3 than they were in 2023. The model has been extended in most 'host' schools to include a level of direct learner involvement not present in 2023.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners

Learning Walks
● Reflection on 2022-2023 QI 2.3 local authority visit, reflecting on strengths and next steps
● Identified staff for learning walks group established and led by L.Struthers
● Learning walks group collaborate to determine *'what excellent learning looks like within the Lasswade ASG'*
● Model devised through learning walks group:
  ○ Representation from each moderation group below
    ■ Hawthornden, Rosewell, Bonnyrigg, Lasswade HS
    ■ Burnbrae, Lasswade PS, Lasswade HS
    ■ Loanhead, Paradykes, Lasswade HS
● Clear guidance developed to facilitate learning walks with consideration to quantity, duration, working time agreement, moderation/video moderation, data use
● Common method for data collection and sharing
● Learning walks phase 1 and evaluation of impact
● Data shared at Lasswade ASG Learning Festival 2024
	ASG Head Teachers
	
	L.Struthers LHS Middle Leaders
	
	Identified Primary Staff
	
	Learning walks group
		Aug 2023
		Aug 2023
		Sept 2023
		
		Oct 2023
		
		Oct 2023
		Nov 2023 - Jan 2024
			Development of shared clarity of what high quality learning in the Lasswade ASG looks like.
			
			Through data collection, areas of strength will be shared and identified across the ASG as well as the development needs to be addressed.
			
			Almost all learners are engaged in their learning.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
● Midlothian Learning and Teaching framework and learning walks data to support 2024-2025 improvement planning		Term 4 2024 Term 4 2024	

Lasswade ASG Learning Festival 2024
● Share review of 2023 Learning Festival with ASG, focusing on highly rated workshops/styles/elements to help shape planning for 2024
● Learning Festival leadership team established to ensure effective ASG level communication and operational running
● Use data from the learning walks group to help shape areas for development to feature in 2024 Learning Festival
● Consideration given to:
   ○ 2024-2025 CLPL Programmes
   ○ School/local authority improvement planning
   ○ Midlothian Learning and Teaching framework
● Share review of 2024 Learning Festival with ASG
	L.Struthers ASG Head Teachers
	
	ASG Staff, Midlothian Council staff
	
	Learning Festival leadership team
		June 2023
		Oct 2024
		
		Nov 2024
		Nov 2024
		
		June 2024
			High quality professional learning leading to improved learner experience and attainment.