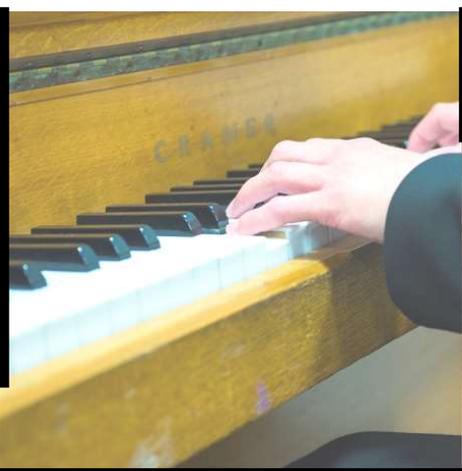
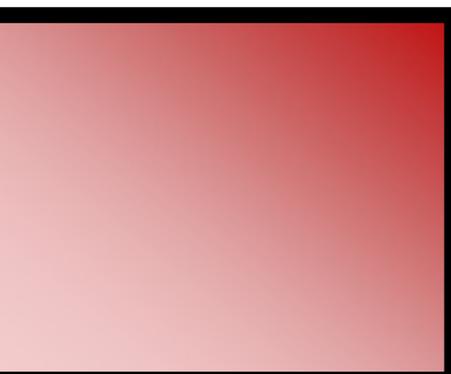


Dream, Believe, Achieve @Lasswade



LASSWADE HIGH SCHOOL



2017/2018

Standards and Quality Report & Improvement Plan

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## 1. Our School Vision, Values and Aims

Lasswade High School is an ambitious, caring and creative community working hard to achieve excellence for all our students. We aim to offer a wide 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 values which have been identified following a collegiate process bringing together the views of staff, students and parents. Our values are reflected in the policies and practices we continue to develop. These DREAM values are

- Determination
- Respect
- Effort
- Ambition
- Motivation

The need to review the appropriateness of our school values is reviewed through our Senior leadership Team on an annual basis.

Our school is currently focused on improving two outcomes for students

- Raising attainment for all
- Closing the poverty related attainment gap

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 retaining good people
- Working with our staff to make them better
- Getting our staff to do things that work.

## 2. How we inform our decision making through stakeholder consultation and engagement.

In order to make good improvement decisions we draw on our DREAM values and a range of qualitative and quantitative data. The following list outlines the key aspects of this

- Annual Performance Reports from Curricular Areas
- School's Annual Performance Report
- INSIGHT analysis of key attainment and destinations trends with SLT / Subject Teams/ Associated Schools Group / Midlothian Council
- Analysis of CfE Levels and trends
- Analysis of attendance / discipline trends
- Student progress from GL data
- Curricular Area Reviews
- Midlothian Thematic visits
- School Working Groups
- Student Voice and Leadership Groups
- S6 Exit Interviews
- Student focus groups
- Questionnaires to students / parents / staff
- Classroom Observations
- Sampling of pathways through the curriculum as experienced by students (as individuals and in groups)
- Options and choices data
- Analysis of Year Group Tracking, Monitoring and Interventions Reports

### 3. Context of the School

Lasswade High is a unique school with world class facilities that benefit both the school and our community. We serve our local community and work closely to with partners to plan a set of learning experiences that meet the needs of our students. In addition, we use local, national and international labour market intelligence to plan courses to best prepare of young people for life beyond school. We have the highest standards and expectations for all students and we strive to provide a curriculum that respects the needs of all students as well as one that encourages young people to seek continuous development and improvement.

The school roll is significant placing us in the top ten largest state schools in Scotland with a roll of over 1500 students. Our annual S1 intake is currently capped at 300.

Our aim, through our curriculum is to develop young people who:

- are confident, prepared to take calculated risks, can cope with change and view failure as part of the learning process
- feel included in their community with an active desire to contribute politically, socially, culturally and economically
- have high expectations of self and an ambitious vision for their future
- have a ferocious work ethic that results in them achieving, and exceeding, their academic potential
- are respectful, tolerant and empathetic towards the values and beliefs of others
- are happy and have a desire to pursue a healthy, active lifestyle
- are self-aware and know their own strengths through reviewing and evaluating their progress
- have a range of transferrable skills for learning life and work including: communication; collaboration; critical thinking and willingness to challenged accepted norms and creativity skills
- are capable of making informed decisions and are aware of their rights and responsibilities

We recognise that to provide our students with rich learning experiences in a range of contexts it is crucial to work in partnerships with others. Expertise often lies beyond the school and learning opportunities are regularly planned with partner organisations including; statutory and voluntary organisations as well as employers and the 'third sector'. As such we have a vibrant partnership programme that impacts on all curricular areas and draws upon a range of local, national and international partners.

#### 4. Review of progress for Session 2016-17

### School priority 1: Developing leadership and our approach to improvement

#### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

#### NIF Driver (s)

- School Leadership
- School Improvement

#### HGIOS 4 Quality Indicator(s)

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change

#### Local Priority

- 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

#### Progress in Session 2016/17

- Systematic improvement of collaborative approaches to self-evaluation for improvement
- Improved use of qualitative and quantitative data to support quality improvement processes
- Engagement with Tree of Knowledge to establish leadership CLPL programme for promoted staff
- Engagement with Columba 1400, Army Cadets and Duke of Edinburgh Awards to establish leadership programmes for 'equity' students
- Introduction of Personal Development and Leadership Awards in Senior Phase

- Establishment of a school Curriculum Rationale to provide foundation for future curricular decision making
- Development of Personal Support programme to be phased into the BGEd
- Preparatory work to ensure systematic and sustainable learning conversations on attainment in the Senior Phase

### **Areas of Strength**

Self evaluation is integral to how we work within our school. A range of stakeholders are actively involved in our on-going self-evaluation processes. Leaders at all levels support this process. We gather a range of data and information to monitor and track progress. We have taken initial steps ensure these process are manageable and relevant. We use a wide range of local, national and international advice and research to reflect upon and improve current practices. Our Departmental Improvement Process focuses on key aspects of students' successes and achievements. We can show clear evidence of improvement that impacts on students, based on our quality improvement practices.

Almost all our staff have a positive ethos of professional engagement and collegiate working is facilitated through a range of groups. Leaders at all levels are committed to a process of change that is well informed and based on our school vision and values. Senior leaders work with teams to collectively manage the strategic direction, process and pace of change to ensure sustainable and positive outcomes for students. We protect time for professional dialogue, collegiate learning and self-evaluation.

Almost all our staff are committed to their own learning and professional development, including sharing their own learning with others. This learning is focused on improving classroom practice. Most teachers are continuing to engage with Visible Learning literature and research and trialing aspects of their learning.

Almost all staff participate in individual and collective professional learning which improves outcomes for students.

### **Areas for Improvement**

- Improve the ability of our students to self-evaluate for self and school improvement
- Further develop systems and procedures to improve stakeholder knowledge on how their views inform change and improvement
- Review quality improvement and moderation procedures to ensure a consistent understanding of student achievement of CfE levels
- Further develop our monitoring, tracking and interventions procedures to ensure continuous progress for students across the curriculum
- Further develop a shared understanding of the school's social, economic and cultural context
- Develop a practitioner enquiry model to support professional learning and improved practice

## School priority 2: Improving the quality of the care and education we offer

### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

### NIF Driver (s)

- School leadership
- Teacher professionalism
- Assessment of children's progress

### HGIOS 4 Quality Indicator(s)

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.7 Partnerships: Impact on learners

### Local Priority

- 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.

### **Progress in Session 2016/17**

- Connections programme developed around four themes by groups of staff; implemented with S1 from session 2017/2018
- Moderation sessions across the ASG to improve understanding of CfE levels in literacy
- Agreement secured across the ASG on a three year plan to address curricular continuity in all curricular areas
- New system (On The Button) and associated processes to track and monitor student progress agreed
- Improved understanding of CfE levels and expectations in almost all curricular areas through engagement with SALs and benchmarks (as available)
- LitKit launch has improved the ability of teachers to implement consistent approaches to literacy development across the curriculum
- Preparatory work completed to implement a consistent approach to positive behaviour management across the school
- Student Support restructured and refocused to increase the ability of staff to fulfill personal support responsibilities

### **Areas of Strength**

Our curriculum is aspirational and designed to raise standards of attainment and achievement to support progression and wellbeing of all. It has a clear rationale shaped by our values and reflects the uniqueness of our school. Our approaches to curricular design have supported positive outcomes for Senior Phase students. Our curriculum is regularly reviewed to promote improved attainment for all students. Most staff work effectively in curricular areas with partners to develop provision, plan coherent programmes and extend the range of student opportunities. Learning pathways are based on the experiences and outcomes and seven design principles. These pathways are flexible, build on prior learning, ensure appropriate progression and support positive outcomes for students. There are well planned opportunities for students to develop an awareness and understanding of the world of work.

Most students are confident, responsible and actively engaged in learning. Most students enjoy school and are motivated to learn. Students have many opportunities to exercise choice and are taking increasing responsibility for their own learning. Most students can explain what they have been learning. There are a range of well-planned activities that allow students to contribute to the life of the school and our wider community. Most teachers provide quality learning experiences and effective feedback to young people to inform and support progress in learning. Technology is used to make learning more accessible, enjoyable and relevant. We monitor learners closely to inform appropriate interventions and future learning. A range of assessment information is used well to evaluate students' development and inform next steps in learning. We work effectively within our learning community to develop a shared understanding of student progression in language and literacy. We have manageable processes in place to monitor progress. When student progress is not as anticipated we are developing systems to support a co-ordinated approach to targeted interventions. We are building capacity to allow us to address equity issues.

### **Areas for Improvement**

- Further develop a clear school focus on developing skills of literacy, numeracy and health and wellbeing
- Embed skills for learning, life and work into our curriculum

- Ensuring all students are included and engaged in learning activities which are varied, differentiated and active
- Ensure staff are consistently applying 'Learning @ Lasswade' in their classroom practice
- Implement effective practices to ensure positive relationship and behaviour in all classrooms
- Develop systems to ensure all learners have 'learning conversations' to regularly review progress and set appropriate next steps for improvement
- Extend partnership working to ensure all students are included and engaged in relevant learning activities to better prepare them for the world of work

### School priority 3: Ensuring the best possible outcomes for all our students

#### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

#### NIF Driver (s)

- Assessment of children's progress
- Performance Information

#### HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

#### Local Priority

- 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.

### **Progress in Session 2016/17**

- Staff agreement on intervention strategies developed for all levels
- Improved ability for senior staff to monitor SQA attainment throughout the year
- Staff discussion on possible interventions formed a basis of Pupil Equity Plan for session 2017/2018
- Engagement with staff and Parent Council to support improved parental engagement
- Adjustment of remits within Student Support and SLT to allow a greater capacity to address parental engagement challenges

### **Areas of Strength**

All staff are sensitive and responsive to the wellbeing of students. Students are treated with equality, fairness and respect. All staff engage in regular professional learning to ensure they are fully up to date with appropriate legislation affecting the rights, wellbeing and inclusion of all students. The curriculum provides students with well planned opportunities to explore diversity and multi faith issues, and to challenge racism and religious intolerance.

Students make very good progress, in literacy and numeracy, from their prior levels of attainment. Our Insight data shows that levels of attainment for Senior Phase students have improved significantly over the recent five-year timeframe. Our performance against our virtual comparator has improved across the timeframe. Whole school tracking and monitoring systems are continuing to evolve and support progression in student learning. Our Level 6 SQA results for students in S5 and S6, across almost all key indicators are the best in the five year timeframe. Most students are fully engaged in their learning and contribute positively to the life of the school and our community. Most students are personally and socially adept and have opportunities to develop a range of skills and carry out leadership roles. The school encourages students to have a say in the quality of their learning experiences and how to improve. 2016 School Leavers Destinations showed that 95.52% of leavers were in a positive destination. This figure is above our 'virtual school' comparison, the Midlothian and National average.

### **Areas for Improvement**

- Ensuring approaches to literacy and numeracy in the BGEEd result in improved attainment across the curriculum
- Demonstrate consistent improvements over time in Level 6 attainment for all students by the end of S5
- Embed intervention approaches that work consistently across all curricular areas
- Further develop a coherent strategy to improve attainment in Mathematics
- Secure improved attainment for male students from upper SIMD deciles
- Implement our equity plan to improve achievement and attainment for our most disadvantaged students

## 5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMIe Inspection Grades
1.1 Self Evaluation for self improvement	<b>Good</b>		
1.3 Leadership of Change	<b>Good</b>		
2.3 Learning, teaching and assessment	<b>Good</b>	<b>Good</b>	
3.1 Ensuring well being equity and inclusion	<b>Good</b>		
3.2 Raising attainment and achievement	<b>Good</b>		
2.2 Curriculum – Theme: Learner pathways	<b>Good</b>		
2.7 Partnerships – Theme- Impact on learners	<b>Good</b>		

## 6. School Improvement Plan for Session 2017-18

Section 1 - How good is our leadership and approach to improvement?
<b>Current Position:</b> Important strengths. Strong commitment to self evaluation and culture of improvement within the school. Self-evaluation gives a high priority to the quality of learning, teaching and assessment. We can show clear evidence of improvement that impacts on students, based on our quality improvement practices.
<b>Areas for Development Identified in our S&amp;Q</b>
Improve the ability of our students to self-evaluate for self and school improvement
Further develop systems and procedures to improve stakeholder knowledge on how their views inform change and improvement
Review quality improvement and moderation procedures to ensure a consistent understanding of student achievement of CfE levels

Further develop our monitoring, tracking and interventions procedures to ensure continuous progress for students across the curriculum

Further develop a shared understanding of the school's social, economic and cultural context

Develop a practitioner enquiry model to support professional learning and improved practice

<b>Desired Outcomes</b>	<b>Implementation Process (actions)</b> <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	<b>SLT Lead Responsibility</b>	<b>Timescale</b>	<b>Monitoring</b>
Our students can self-evaluate for self and school improvement	Extend 'student voice' to contribute more to improvement activities	FW	by December 2017	Student Support/SLT discussion
Our stakeholders are actively involved in the quality improvement process.	Implement strategies which will allow parents and carers to actively support learning at home.	CH/CM	by May 2018	Student Voice discussion and minutes discussion
Staff and students have a consistent understanding of CfE levels	Curricular teams engage with Benchmarks to support progress of BGEEd students	LS	by December 2017	ELT/SLT professional discussion

<b>Desired Outcomes</b>	<b>Implementation Process (actions)</b> <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	<b>SLT Lead Responsibility</b>	<b>Timescale</b>	<b>Monitoring</b>
Our students make continuous progress in attainment from prior levels	Introduce 'On the Button' and associated processes to track, monitor and intervene to improve students' achievement and attainment	CH/LS	by October 2017	SAT/WTA Group Discussion
All stakeholders have a shared understanding of the school's social, economic and cultural context	Develop practices that increase staff awareness and knowledge of our students from a disadvantaged background.	CH	by December 2017	Curricular team discussion
Staff's professional learning results in improved practice	Improve opportunities for CLPL using a practitioner enquiry model	GP/CM	by October 2017	PRD/Professional Update process

Evaluation (Challenge Questions taken from HGIOS4)	Evidence (How do we know?)
How do we know that the changes we have made have improved outcomes for students?	Analysis of qualitative and quantitative data indicate improvement in student attainment and achievement
How well do we take action to remove barriers to success?	

Section 2 - How good is the quality of the care and education we offer?
<b>Current Position:</b> Important strengths. Our curriculum has a clear rationale shaped by our values and reflects the uniqueness of our school. 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.
<b>Areas for Development Identified in our Self Evaluation Statement</b>
Further develop a clear school focus on developing skills of literacy, numeracy and health and wellbeing
Embed skills for learning, life and work into our curriculum
Ensuring all students are included and engaged in learning activities which are varied, differentiated and active
Ensure staff are consistently applying 'Learning @ Lasswade' in their classroom practice

Develop systems to ensure all learners have 'learning conversations' to regularly review progress and set appropriate next steps for improvement

Implement effective practices to ensure positive relationship and behaviour in all classrooms

Extend partnership working to ensure all students are included and engaged in relevant learning activities to better prepare them for the world of work

<b>Desired Outcomes</b>	<b>Implementation Process (actions)</b> <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	<b>SLT Lead Responsibility</b>	<b>Timescale</b>	<b>Monitoring</b>
Staff fulfill their whole school responsibilities in literacy, numeracy and health and wellbeing	Review our whole school approaches to literacy, numeracy and health and wellbeing to ensure positive outcomes across the curriculum	LS/CM/NC	by May 2018	Curricular team discussion
Students can identify links from their curricular experience to skills for learning, life and work	Establishment of key employability skills to be signposted to students in lesson planning and delivery	GP	by December 2017	ELT/SLT professional discussion
<b>Desired Outcomes</b>	<b>Implementation Process (actions)</b> <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	<b>SLT Lead Responsibility</b>	<b>Timescale</b>	<b>Monitoring</b>
Our students make continuous progress in attainment from prior levels	Teams review their BGEEd programmes to ensure learning and teaching meets the needs of all students	LS	by May 2018	SLT led Student Focus Groups
Staff consistently apply 'Learning @ Lasswade' in their classroom practice	Improve CLPL sessions on Learning @ Lasswade focused on implementing practices with high VL effect sizes.	GP/LS	by May 2018	SAT Group Discussion

Students can explain their strengths and areas for improvement.	Improve systems to allow more regular opportunities 'learner conversations' between staff and students.	NC/LS	by December 2017	Parent Council Discussion
Students respect the right for their, and others, learning to take place.	Implement a consistent staged and restorative practice based approach to behaviour management.	FW	by December 2017	Student Support/SLT discussion
<b>Evaluation</b> (Challenge Questions taken from HGIOS4)			<b>Evidence (How do we know?)</b>	
How confident are we that all students experience activities which are varied, differentiated, active, and provide effective support and challenge?			Analysis of qualitative and quantitative data indicate improvement in student attainment and achievement	
How effectively do we involve students and parents in planning and evaluating learning?				

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

**Current Position:** Important strengths. Sustained positive destinations data is above national and virtual comparator. Key improvements established in Level 6 attainment for S5 and S6 students. Parity or improvement in comparison to our virtual comparator in some key measures for S4 students.

#### Areas for Development Identified in our Self Evaluation Statement

Ensuring approaches to literacy and numeracy in the BGE d result in improved attainment across the curriculum

Demonstrate consistent improvements over time in Level 6 attainment for all students by the end of S5

Implement our equity plan to improve achievement and attainment for our most disadvantaged students

Desired Outcomes	Implementation Process (actions) <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
Staff employ agreed approaches to literacy and numeracy in the BGEEd	To agree and develop a numeracy strategy to improve attainment.	CM	by December 2017	ELT/SLT professional discussion
Improved Level 6 attainment for all students by the end of S5, with gap to VC closed.	Teams review and implement SQA course changes	LS	by May 2018	Curricular team discussion
	Teams review and develop effective intervention strategies to improve student attainment in the Senior Phase	LS	by December 2017	Student Support/SLT discussion
Improved achievement and attainment for our most disadvantaged students	<b><i>See Lasswade High School Pupil Equity Plan</i></b>	CH	by May 2018	SLT led Student Focus Groups
<b>Evaluation</b> (Challenge Questions taken from HGIOS4)			<b>Evidence (How do we know?)</b>	
How well are our approaches to raising attainment improving outcomes for all students?			Analysis of qualitative and quantitative data indicate improvement in student attainment and achievement	
How well are we ensuring equity for all?				
How well do families feel included and that they are participating, achieving and progressing?				