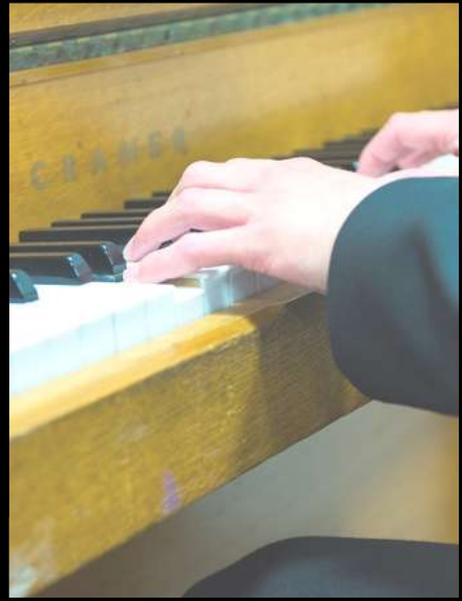


Dream, Believe, Achieve @Lasswade



LASSWADE HIGH SCHOOL



2018/2019

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 2017-18

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

Midlothian Priorities (see PPP 69)

- Grow our ASG into Learning Communities
- Build professional networks and groups
- Build independence in self-evaluation for self-improvement

School Priorities

- 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

Progress in Session 2017/18 on School Priorities

- Almost all S1 students regularly reflect on their progress and next steps in learning through Personal Support. Almost all students in S1 and the Senior Phase reflect on their progress in learning through our OTB Reporting procedures
- Introduction of 'You Said, We Did' approach through our Student Voice group. Clear process created to link Student Voice group to school improvement planning cycle. Extensive use of student focus groups through our CAR process and to review aspects of the 2017/2018 SIP, e.g., DREAM Rubric, S1 Connections. Parent Council meetings support and inform our school improvement planning cycle.
- Almost all PTs reported to HT on progress with Benchmark engagement. Resulting improved confidence reported in most curricular areas.
- Implementation of OTB has increased our ability to engage with data to promote improved outcomes for students. Learner conversations are a feature of practice within the majority of subject areas within the Senior Phase.

- PEF plan highlights aspects of our local context. Capacity issues have limited our ability to secure impact on most of our staff in this area. Remains an area of development.
- Almost all of our Mathematics Team has engaged in a process of practitioner enquiry focused on improving Senior Phase attainment. Capacity issues limited the anticipated impact of our Columba 1400 practitioner enquiry model. Our learning and teaching working group has established a three year plan to support the roll out of a Teacher Learning Community model to embed our Learning @ Lasswade policy and practice paper.

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 steps to ensure these processes 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. Our Curricular Area Review process is impacting positively on the student experience.

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. We provide a range of opportunities for almost all our students to engage in discussions about their next steps in learning and contribute to planning learning pathways.

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.

Areas for Improvement

- Develop a Quality Improvement Policy and Practice paper that focuses on learning, teaching and assessment and reflects the best aspects of our collegiate approaches
- Develop systems and procedures to monitor and evaluate student achievement to inform improved curricular provision
- Review our approaches to CLPL to ensure staff actions impact on student progress in learning
- Further develop a shared understanding of the school's social, economic and cultural context
- Further develop a practitioner enquiry model to support professional learning and improved practice
- Further develop CLPL programmes and practices to build the leadership capacity in staff at all levels
- Extend opportunities for our students to develop their leadership skills and qualities
- Improve our approaches to using outdoor spaces to support learning

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

Midlothian Priorities (see PPP 69)

- Build partnerships to improve student's curricular engagement
- Improve pedagogy in learning, teaching and assessment
- Take a closer look at mental health and wellbeing
- Improve attendance and reduce exclusions

School Priorities

- 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

Progress in Session 2017/18

- Connections programme has developed a very good understanding of the 4Cs amongst almost all S1 students; S3 literacy and numeracy levels show a percentage increase on 2016/2017 levels; DREAM analysis through OTB shows most students in all year groups securing Good or Excellent ratings when evaluated against our DREAM Rubric
- Connections programme developed for S2 implementation in session 2018/2019 which extends student understanding of 4Cs.
- Significant staff consultation on developing collective understanding of 'Learning @ Lasswade' allows recognition of skills agenda as well as the importance of meeting the needs of all learners. This has allowed the school to develop a strong basis for a consistent implementation of Learning @ Lasswade, through a teacher learning community approach, over the next three sessions.
- Relationships to Support Learning Policy and Practice launched this session. Full implementation anticipated across next two sessions.

- Review of On the Button and associated processes relating to learner conversations has shown where implemented most students view the process positively. The process requires consistent application in session 2018/2019 with all year groups, except S3 engaging in the process as part of our reporting process.
- Teams have actively engaged with a range of partners to allow around 200 students in the Senior Phase and around 50 in the Broad General Education to benefit from learning opportunities that better prepare them for the world of work

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. There are over 1000 Skills Development Scotland interviews with our students each session. Almost all S1 students have a very good understanding of our 4Cs Skills Framework. The school is well positioned to roll this into S1 and S2 through our well planned Connections programme.

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. This system gives a range of team's data across all year groups and curricular areas designed to improve outcomes for students. 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

- Improve the S3 curricular experience to better reflect CfE entitlements
- Embed revised safeguarding practices through a coherent curricular approach
- Introduce a programme of events to raise the profile of our House system
- Develop a Quality Improvement Policy and Practice paper that focuses on learning, teaching and assessment and reflects the best aspects of our collegiate approaches *
- Develop systems and procedures to monitor and evaluate student achievement to inform improved curricular provision *
- Further develop a shared understanding of the school's social, economic and cultural context *
- Ensure staff are consistently applying 'Learning @ Lasswade' in their classroom practice
- Develop a partnership model that supports a targeted family learning programme
- Increased student involvement in community related curricular experiences
- Review our approaches to implementing 'Responsibilities for All' expectations across the BGE

*Area for Improvement also identified in School Priority 1

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

Midlothian Priorities (see PPP 69)

- Improve CfE Literacy and Numeracy levels
- Interrupt the cycle of poverty through targeted literacy and numeracy interventions
- Improve attainment in the Senior Phase
- Improve sustained positive destinations data

School Priorities

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

Progress in Session 2017/2018

- S3 Literacy and Numeracy levels show a percentage increase on 2016/2017 levels
- 2018 SQA attainment data shows our best ever S4 results. S5/6 results compare positively within the five year timeframe but are not as good as our 2017 results.
- Interventions identified in our Pupil Equity Plan have proved positive in terms of student evaluation of their achievement, confidence and engagement for those involved in targeted programmes such as JASS, S2 Community Responsibility and Columba 1400.
- Systems have been developed that allow improve staff awareness of those students in their class from a socio-economic disadvantaged background. This data shows that very few students in our 2018/2019 SQA 'At Risk' group live in SIMD deciles 1 to 3. Potential barriers to learning and progress in our school are not always closely linked to a student's post code.

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. We comply with and actively engage with statutory requirements and codes of practice. 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. S4 students achieving Level 4 and Level 5 Literacy and Numeracy outperform our 'virtual' local and national comparator in the last three sessions. 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. Our Level 4 and 5 SQA results for students in S4, across almost all key indicators are the best in the five year timeframe. Our Insight data shows that in 2018 our S4 students outperformed our virtual comparator in most key measures. Our Level 5 and 6 SQA results for students in S5 across almost all key indicators continue to make progress within the five year timeframe. Our Insight data shows that in 2018 our S5 students performed better in Level 6 than Level 5 qualifications when compared against our virtual comparator. Work remains in terms of securing improvements in attainment for our S5 and S6 students. Whole school tracking and monitoring systems are continuing to evolve and support progression in student learning.

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.

We have developed a range of systems and approaches to promote equity of success and achievement for our students. A series of interventions were planned and/or implemented in 2017/18 that are intended to impact on; student attendance, attitude/aspiration and engagement as well as improving levels of literacy and numeracy. 2018 Attainment for our most disadvantaged S4 students shows we outperformed our virtual comparator in most key measures. Analysis of data across a three year timeframe shows that the attainment gap between our 'most deprived' 30% and the entire cohort is narrowing across most key measures. Work remains in terms of securing improvements in attainment for our most disadvantaged S5 and S6 students.

2017 School Leavers Destinations showed that 96.67% of leavers were in a positive destination. This figure is above our 'virtual school' comparison, the Midlothian and National average and has been the last three sessions.

Areas for Improvement

- Embed our Relationships to Support Learning policy and practice
- Demonstrate consistent improvements over time in Level 6 attainment for all students by the end of S5
- Reduce levels of exclusion
- Improve student attendance levels
- Develop a coherent approach to digital skills development for students in the BGE
- Increased student involvement in community related curricular experiences *

*Area for Improvement also identified in School Priority 2

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	Good		
1.3 Leadership of Change	Good		
2.3 Learning, teaching and assessment	Good	Good	
3.1 Ensuring well being equity and inclusion	Good		
3.2 Raising attainment and achievement	Good		
2.2 Curriculum – Theme: Learner pathways	Very Good		
2.7 Partnerships – Theme- Impact on learners	Good		

6. School Improvement Plan for Session 2018-19

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 learning, teaching and assessment. We can show clear evidence of improvement that impacts on students, based on our quality improvement practices.				
Areas for Development Identified in our S&Q				
<ul style="list-style-type: none"> • Develop a Quality Improvement Policy and Practice paper that focuses on learning, teaching and assessment and reflects the best aspects of our collegiate approaches 				
<ul style="list-style-type: none"> • Develop systems and procedures to monitor and evaluate student achievement to inform improved curricular provision 				
<ul style="list-style-type: none"> • Improve our approaches to CLPL to support professional learning, improved practice and ensure staff actions impact on student progress in learning 				
<ul style="list-style-type: none"> • Further develop a shared understanding of the school's social, economic and cultural context 				
<ul style="list-style-type: none"> • Improve our approaches to using outdoor spaces and community contexts to support learning 				
Desired Outcomes	Implementation Process (actions) <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
Students can self-evaluate for self and school improvement	Develop a QI Policy and Practice paper	CH	by May 2019	Student Support/SLT discussion
Stakeholders are actively involved in the quality improvement process.				Student Voice discussion and minutes discussion
Staff and students have a consistent understanding of wider achievement	Develop a system to track and monitor the wider achievement of students	SY/GP/CM	by May 2019	ELT/SLT professional discussion
	Develop implementation plans for associated curricular improvements			

Desired Outcomes	Implementation Process (actions) <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
Staff's professional learning results in improved practice	Introduce CLPL opportunities and practices, within an Investors in People context, that impact positively on the student experience	LS/GP	By May 2019	SAT/WTA Group Discussion
Students are fully engaged in learning through a range of planned opportunities	Improve our outdoor spaces and community context to support learning	SY/CM	by May 2019	Curricular Team 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 student demographic and unique context.	GP	by December 2018	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?

Current Position: 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.

Areas for Development Identified in our Self Evaluation Statement

- Improve the S3 curricular experience to better reflect CfE entitlements
 - Embed revised safeguarding practices through a coherent curricular approach
 - Introduce a programme of events to raise the profile of our House system
 - *Develop a Quality Improvement Policy and Practice paper that focuses on learning, teaching and assessment and reflects the best aspects of our collegiate approaches **
 - *Develop systems and procedures to monitor and evaluate student achievement to inform improved curricular provision **
 - *Further develop a shared understanding of the school's social, economic and cultural context **
- *See Section 1 of School Improvement Plan
- Ensure staff are consistently applying 'Learning @ Lasswade' in their classroom practice
 - Develop a partnership model that supports a targeted family learning programme
 - Increased student involvement in community related curricular experiences

Desired Outcomes	Implementation Process (actions) <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
Our students are fully engaged in learning through a range of planned opportunities	Review and adapt our S3 Curriculum to better reflect our Curriculum Rationale	GP/CH	by December 2018	Curricular team discussion
	Introduce a series of House related curricular experiences and events	NC	May 2019	SLT led Student Focus Groups
	Audit our DSYW provision against national expectations, our Curriculum Rationale and Learning @ Lasswade Policy and Practice	GP	by December 2018	

Desired Outcomes	Implementation Process (actions) <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
<p>Students are able to build and sustain positive relationships with their peers</p> <p>Students are safe and feel safe in school</p>	<p>Embed Safeguarding practices into a coherent curricular experience</p>	<p>NC/KH</p>	<p>by May 2019</p>	<p>Student Support/SLT discussion</p>
<p>Students make continuous progress in attainment from prior levels</p> <p>Students can explain their strengths and areas for improvement.</p> <p>Staff consistently apply 'Learning @ Lasswade' in their classroom practice</p>	<p>Subject Teams implement 'Learning at Lasswade' through a cross curricular and supported Teacher Learning Community model</p>	<p>LS</p>	<p>by May 2019</p>	<p>Student Focus Groups</p> <p>ELT/SLT/SAT Group professional discussion</p>
<p>Parents/carers play an active role in the learning of their children</p>	<p>Introduce a targeted partnership based Family Learning programme</p>	<p>GP</p>	<p>by May 2019</p>	<p>Parent and Parent Council Discussion</p>
<p>Students are positively engaged in learning through a range of community based opportunities</p>	<p>Curricular experiences are developed to allow a range of students to learn in a community context</p>	<p>NC/SY/CH</p>	<p>by May 2019</p>	<p>Professional dialogue with partner agencies</p>
Evaluation (Challenge Questions taken from HGIOS4)			Evidence (How do we know?)	
<p>How confident are we that all students experience activities which are varied, differentiated, active, and provide effective support and challenge?</p>			<p>Analysis of qualitative and quantitative data indicate improvement in student attainment and achievement</p>	
<p>How effectively do we involve students and parents in planning and evaluating learning?</p>				

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

- Embed our Relationships to Support Learning policy and practice
- Demonstrate consistent improvements, over time, in SQA measures in relation to our Virtual Comparator
- Reduce levels of exclusion
- Improve student attendance levels
- Develop a coherent approach to digital skills development for students in the BGE
- *Increased student involvement in community related curricular experiences*

*See Section 2 of School Improvement Plan

Desired Outcomes	Implementation Process (actions) <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
Students are able to build and sustain positive relationships with their peers. Students respect the right for their, and others, learning to take place	Embed Relationships to Support Learning Policy and Practice into a coherent curricular experience	SY	by May 2019	ELT/SLT professional discussion
Improved Senior Phase attainment for all students with gap to VC closed.	Teams review and improve intervention strategies to improve student attainment in the Senior Phase	LS/GP/NC	by May 2019	Student Support/SLT discussion Data Analysis
	Teams review and implement SQA course changes	LS	by May 2019	
Students are fully engaged in learning through a range of planned opportunities	Bespoke curricular packages are agreed, designed and implemented for identified students at risk of repeated exclusion	NC	October 2018	

Desired Outcomes	Implementation Process (actions) <i>SLT/ELT to ensure implementation applies principles of 'Tackling Bureaucracy'</i>	SLT Lead Responsibility	Timescale	Monitoring
Students are fully engaged in learning through a range of effective interventions	Implement revised attendance and late-coming practices	NC	by May 2019	SLT led Student Focus Groups Curricular Team discussion
Students understand and confidently apply their digital skills for learning, life and work	Develop a digital skills strategy for BGEEd students that supports entitlements within our current staffing model	GT/LS/CM	by May 2019	
Improved achievement and attainment for our most disadvantaged students	<i>See Lasswade High School Pupil Equity Plan</i>	CH	by May 2019	
Evaluation (Challenge Questions taken from HGIOS4)			Evidence (How do we know?)	
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?				