

Dream, Believe, Achieve @Lasswade



LASSWADE HIGH SCHOOL



2019/2020

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 School Review
- 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 2018-19

School priority 1: Developing leadership and our approach to improvement	
<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver (s)</p> <ul style="list-style-type: none"> • School Leadership • School Improvement 	<p>HGIOS 4 Quality Indicator(s)</p> <ul style="list-style-type: none"> • 1.1 Self-evaluation for self-improvement • 1.2 Leadership of learning • 1.3 Leadership of change <p>Midlothian Priorities (see PPP 69)</p> <ul style="list-style-type: none"> • Grow our ASG into Learning Communities • Build professional networks and groups • Build independence in self-evaluation for self-improvement
<p>School Priorities</p> <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 • Develop systems and procedures to monitor and evaluate student achievement to inform improved curricular provision • Improve our approaches to CLPL to support professional learning, improved practice and ensure staff actions impact on student progress in learning • Further develop a shared understanding of the school's social, economic and cultural context • Improve our approaches to using outdoor spaces and community contexts to support learning 	
<p>Progress in Session 2018/2019</p> <ul style="list-style-type: none"> • QI Policy and Practice paper developed that reflects best practice in a local and national context. Policy has been developed collegiately with our PT group playing a significant role. Practice seeks to ensure impact on improving student outcomes and address teacher workload. • Improved practices in Student Support and Personal Support to support S3 Profile. Decision taken to move from Didbook to Google Classroom. New curricular provision through introduction of SCQF Level 6 award in First Aid as part of S6 Induction and Leadership through PSE in session 2019/2020. Successful introduction of Bronze Duke of Edinburgh Award in S3 for targeted group. • Successful introduction of Teacher Learning Communities concept. This is built upon through PLaCE partnership with Edinburgh University for session 2019/2020. Engagement with Investors in People underway. • Engagement with Insight Advisor has improved our use of data for improvement. DHT engagement with community groups has improved our capacity to understand our context. • Creative Learning appointment and PEF investment has significantly improved our capacity to deliver high quality outdoor and community based learning to targeted groups. 	

Areas of Strength

Our collaboratively developed DREAM values are at the heart of our school and underpin the high standards and aspirations we have to continuously develop and improve our students through the experiences we offer. Most students at all levels positively demonstrate these values in their day to day behaviours. Our teams show a very good level of commitment to support the development of the four capacities in our students through a range of planned curricular experiences. Senior leaders provide strong leadership and a clear sense of direction. Our continuous improvement agenda at school has a clear rationale for the improvements we are facilitating with effective management of resources and clear strategic focus on raising aspirations, achievement and attainment and maximising each young person's skills, qualities and achievements. The DREAM values underpin this. Recent developments have helped to embed our values into the curricular experience we plan for students. There is a very good level of stakeholder awareness and student understanding of what our values mean in practice. Leaders at all levels, through partnership working, are increasingly aware of our social, economic and cultural context. Our school is particularly data rich and this information is being well used at classroom, subject and cohort level to inform and measure the outcomes of change.

Our school has well established improvement planning processes at all levels that allow collaborative working to initiate well-informed change that impacts positively on the student experience. Planning for continuous improvement is at all levels clearly linked to effective evidence-based self-evaluation. Student voice at all levels is an increasing feature of our improvement cycle. This helps to ensure desired outcomes are student focused. Senior leaders are now able to effectively manage the pace of change and ensure follow through on planned changes. Senior leaders provide a consistent approach to strategic leadership that is responsive to the needs of our school and improving outcomes for students. The range of strategic improvement priorities are now being consolidated through policy and practice to give our school a very good foundation to move forward.

Collegiate time reflects strategic plans with a very good level of interconnectedness. Leaders at all levels are beginning to establish a learning culture that allows school and community stakeholders very good opportunities to work collaboratively to plan, implement and review a range of curricular initiatives.

Almost all teams demonstrate a positive attitude and embrace the opportunities and responsibilities associated with implementing change. This has resulted in a very good level of impact on the student experience and outcomes across a range of contexts. Senior leaders are increasingly able to work strategically to support innovative and creative practice at all levels with an associated measureable impact on the student experience and outcomes. Our school is committed to developing leadership capacity at all levels and has put systems in place to deliver this. This includes structures to develop middle leaders to have a stronger voice and role in shaping school improvement. This remains an ongoing priority

A range of established systems allow teams opportunities to reflect upon and improve practice. This includes the establishment of a learner conversation process that supports the ability of our students to reflect upon and act to improve outcomes. Our Teacher Learning Communities (Practitioner Enquiry) is central to our work to secure improvement, change and improved outcomes for students. All teachers are involved in this process with a collegiately developed process that allows impact on students to be assessed as the model is embedded.

Areas for Improvement

- 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
- Extend opportunities for our students to develop their leadership skills and qualities
- Ensure the enhanced leadership of our Complex Needs Provision is fully integrated with the wider strategic leadership of the school.
- Further improve the use of shared analysis of trends and emerging intelligence from the community in informing planning for improvement as well as the development of a framework for joint self-evaluation based on the nature and culture of the partner organisation.
- Extend opportunities for Senior and Middle Leaders to work closely and consistently to build capacity to implement improvement.

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

- 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
- 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

Progress in Session 2018/19

- Curricular experience of almost all S3 students now based on all eight CfE Curricular Areas
- Safeguarding practices reviewed and revised to reflect statutory requirements and HGIOS 4 principles. Practices evaluated positively by Midlothian Review personnel.
- House profile improved through introduction of a few events by House Captains. BGEEd Sports Day and House based Celebration of Achievement Ceremonies introduced.
- Teacher Learning Communities model helping to embed Learning at Lasswade. Agreement through School Review process, SLT/PT discussion and PLaCE planning that Feedback, Autonomy, Challenge and Engagement (FACE) approach would help to simplify Learning at Lasswade and better enable the school to improve the quality and consistency of teaching and learning. Policy and Practice Paper updated accordingly.
- Five part Family Learning programme developed and implemented in partnership with LLE staff. Reviewed positively by targeted group involved.
- Range of opportunities introduced through Creative Learning and Pod Teams. First targeted cohort achieving John Muir and Bronze Duke of Edinburgh Awards. Introduction of School of Football in partnership with SFA and Bonnyrigg Rose.

Areas of Strength

Our school has clear, appropriate and up-to-date policies and procedures in place to ensure the safeguarding of students including child protection. Senior leaders ensure that they comply with their child protection duties under legislation.

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 DREAM values and reflects the uniqueness of our school. Our curriculum is regularly reviewed to promote improved attainment for all students. Almost all S1 and S2 students have a very good understanding of our 4Cs Skills Framework.

The ethos and culture of our school is underpinned by our DREAM values, which promote the school's vision for positive relationships, behaviours and student achievement. Almost all stakeholders are aware of our values base. The majority of students are fully engaged in their learning and experience appropriately challenging and enjoyable lessons in a calm and purposeful environment. In the majority of lessons, students' learning is enriched by the opportunity to work on planned activities that allow them to collaborate with one another, ensuring they are active in their learning. Students benefit from good use of appropriate technology. The majority of students understand the purpose of planned classroom experiences. There are good opportunities for students at all stages to contribute to the wider life of the school and plans have been developed to ensure student's views are increasingly sought, valued and acted upon.

Our vision for effective teaching and learning is outlined in our policy and practice paper. Most students benefit from planned learning opportunities that are engaging and creative. Most teachers provide clear explanations and define the purpose of the learning. The majority of lessons employ a range of approaches designed to support students, including effective questioning, peer and self assessment, use of whole school literacy strategies, and use of digital technologies, where appropriate. All teachers engage with tracking and monitoring of students progress. In particular, a range of very good support is provided to support progress in the Senior Phase. The majority of students are aware of their strengths and next steps and feel they are supported effectively. Our ability to meet the needs of our Pod students is enhanced by our creative and collaborative approaches by teaching and non-teaching staff.

Teams across the school use a variety of assessment approaches to make reliable and robust judgements on students' progress. By the end of the BGE^d almost all students achieve the appropriate level or better in literacy and numeracy. The use of benchmark rubrics, as an assessment and feedback tool, is increasing students' involvement in the assessment of their progress and next steps. Most teams engage effectively with SQA to enhance their understanding of Senior Phase course requirements. This allows most students to benefit from very good attainment orientated feedback to support their progress.

Our DREAM values are integral to our tracking and monitoring process. Using 'On the Button', we measure students against our collaboratively developed DREAM rubric and provide guidance on their targets, progress and next steps in learning. Most teachers employ learner conversations to ensure that students are fully involved in planning their learning. Most students in the Senior Phase speak highly of this process and feel strongly that this supports their attainment. Our processes are manageable and proportionate, and provide us clear information on students' attainment across all curricular areas. This data is increasingly used to plan learning and evaluate the impact of interventions used to support students facing additional challenges. Our IEP processes for Pod students are manageable and allow all stakeholders the opportunity to monitor progress at an individual level.

Areas for Improvement

- Introduce a programme of events to raise the profile of our House system
- Ensure that opportunities are planned across the curriculum for students to be more active and engaged participants in their learning, especially in the BGEd.
- Teaching approaches, tasks, activities and resources should be better differentiated to provide appropriate support for those students who face barriers to learning and to maximise the progress of higher attaining students.
- Streamline the key teaching and learning strategies that make a lesson successful in our policy and practice to improve alignment with our practitioner enquiry model.
- Ensure teacher planning and use of assessment is consistently and effectively integrated into learning and teaching approaches in the classroom. Subject teams should further develop moderation activities, including with primary colleagues.
- Increased student involvement in community related curricular experiences

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

- 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

Progress in Session 2018/2019

- Regular collegiate sessions to improve and clarify our Relationships to Support Learning practices. Data gathering to measure impact and inform practice. Engagement through working group and SLT with Pivotal to inform future work.
- 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. Leavers data shows our Level 3-6 Literacy and Numeracy levels are in line with or ahead of our VC across a five year timeframe. Our 2018 Tariff Points totals for our lowest 20% and middle 60% are above our five year average and ahead of our VC.
- Data analysis shows our levels of exclusions have reduced by over 20% in session 2018/2019 compared to the previous session.
- Attendance levels have not improved and are broadly in line with the previous session. Our Attendance and Latecoming procedures have been reviewed and updated.
- There has been a significant investment in desktop and mobile hardware. Teams are beginning to engage with Google Classroom. We are engaging with the Digital Schools Award Framework to shape our strategic approach.

Areas of Strength

Our approaches to providing universal and targeted supports for students and their families are improving outcomes for members of our learning community. Almost all staff and partners are proactive in promoting positive relationships in the classroom and wider learning community. Our staff know students very well. The relationships and knowledge of students begins through our P7 transition programme and has been enhanced through our PSE and Personal Support. Most staff consider each young person as an individual with their own needs, risks and rights. We take account of their views on a regular basis through our quality improvement processes, Student Voice, House Take 10 sessions, and via our reviewed Student Support structure to plan for any targeted supports required. All students are made aware of and analyse their rights in relation to the UN Convention on the Rights of the Child. Almost all staff have high expectations of all of our young people. We promote these through assemblies and in the classroom as well as closely monitoring and tracking their progress in learning providing appropriate and timely interventions at all levels as required. Students benefit from a high-quality learning experience underpinned by the framework provided by our collaboratively constructed Relationships to Support Learning Policy. We are working closely with our partners to address the priority support needs of our learning community. Our focus is currently on improving Mental Health outcomes. Consideration of the individual needs and risks associated with our Pod students are a very strong feature of our planning of experiences to support the progress of students.

We track and support our students' progress towards a positive and sustained destination via universal and targeted means, with almost all leavers entering a positive, sustained destination. We identify target groups of young people to track their progress and provide appropriate supports and interventions through our Student Support and Pod teams monitor trends in attendance at individual, class, house and year-group levels to target priority supports as required.

Our approach to ensuring inclusion and equality leads to improving outcomes for all learners. The majority of students feel well-supported to do their best in school and feel that they are treated fairly and with respect. The majority of students feel safe and well-supported in school. We monitor instances and any resulting trends of bullying and proactively challenge discrimination to ensure that there are no barriers to succeeding across the school predominantly through our PSE and Social Studies curricula working with partners such as Police Scotland and ELREC. We have an active Equalities Group who are leading on improving our understanding of how diversity can be celebrated and are working towards LGBT Youth Scotland chartership status. We have effective strategies to support the improvement of attainment, achievement and outcomes for most young people facing challenges such as those from the most deprived areas, young carers, those who are looked after and those with additional support needs.

2018 School Leavers Destinations data showed that 95.24% of leavers were in a positive destination. This figure is above our 'virtual school' comparison, the Midlothian, SEIC and National average and has been the last five sessions. In terms of Literacy and Numeracy data showed that at SCQF levels 3, 4, 5 and 6 we outperformed our 'virtual school' comparator. In attainment related Tariff Points most of our students outperform our 'virtual school' comparator.

We have effective strategies in place which are improving literacy, numeracy, engagement, attitude and aspiration for students facing socio-economic challenges. When comparing the attainment of our S4 students against measures of socio-economic deprivation our students attainment is 'in line' with our statistical 'Virtual Comparator'. When comparing the attainment of our S5 and S6 students against measures of socio-economic deprivation our student's attainment is below our statistical 'Virtual Comparator'. It should be noted that over a 3 year timeframe there are no clear trends in terms of the attainment of year groups when compared against measures of socio-economic deprivation.

2019 Attainment and Achievement for our Senior Phase students continues to improve. In S4 our students outperform our statistical 'Virtual Comparator' in terms of achieving at least 5 qualifications at SCQF Level 4 and at least 5 qualifications at SCQF Level 5. This builds on similar data from the 2018 data.

In S5 our students outperform our statistical 'Virtual Comparator' in terms of achieving at least 3 qualifications at SCQF Level 6 and are 'in line' with achieving at least 5 qualifications at SCQF Level 6. This builds on the prior attainment of the same cohort results in 2018, i.e., when the students were in S4.

In S6 our students performed across SCQF Level 6 and 7 qualifications and awards in line with our 5 year average. However, this is an area of improvement for the school as we are outperformed by our statistical 'Virtual Comparator' in terms of achieving at least 3 and 5 qualifications at SCQF Level 6 and in achieving at least 1 qualification at SCQF Level 7.

Areas for Improvement

- Continue to reduce levels of exclusion
- Improve student attendance levels
- Develop a coherent approach to digital skills development for students
- Continue work to ensure that all students have awareness of and understand the Wellbeing Indicators and have opportunities to self-evaluate their progress with them
- Raise awareness and understanding of all staff of their responsibility for HWB across learning.
- Further develop approaches to inclusive practice and that all staff are supported to ensure barriers to learning are removed at classroom level
- Agree strategies to improve attainment amongst our highest achieving students
- Embed strategies to improve attainment amongst our students living in a more challenging socio-economic context
- Agree strategies to improve the 'added value' element of S6 attainment for our 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	Good		
1.3 Leadership of Change	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	
3.1 Ensuring well being equity and inclusion	Good	Good	
3.2 Raising attainment and achievement	Good		
2.2 Curriculum – Theme: Learner pathways	Very Good		
2.7 Partnerships – Theme- Impact on learners	Good		

Contents – School Improvement Planning

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1. Overview of Midlothian High Level National Improvement Framework Priorities 2019/2020 (Secondary Schools)

<p style="text-align: center;">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p style="text-align: center;">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p style="text-align: center;">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p style="text-align: center;">Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>
<p>1a) <i>Primary Schools only.</i></p> <p>1b) All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> • Level 3 Numeracy 98% Literacy 98% • Level 4 Numeracy 90% Literacy 90% <p>1c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p> <p>1e) Maximising the tariff scores for all learners in the Senior Phase</p>	<p>2a) Interrupt the cycle of poverty (PEF). CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2b) Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator eg looked after, particularly those looked after at home.</p> <p>2c) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2d) Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p>	<p>3a) <i>ELC settings and EY services only</i></p> <p>3b) The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p>3c) Achieve attendance targets</p> <ul style="list-style-type: none"> • Secondary 91.5% overall with a reduction in unexplained absences <p>3d) Reduce exclusions:</p> <ul style="list-style-type: none"> • Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager <p>3e) Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding</p>	<p>4a) Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4b) Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p> <p>4c) Deliver adult literacy & numeracy and family learning services</p>

2. School Improvement Plan: Priority Summary and High Level Strategic Targets for Session 2019-20

Priority 1: Improving learning and teaching; with a focus on Feedback, Autonomy, Challenge and Engagement (FACE) to ensure a consistently high quality student experience across all curricular areas					
NIF Priority	Links to HGIOS4?	Key Actions	SLT Lead	Timescale	Expected Measurable Outcomes
Priority 1	QI 1.2	<ul style="list-style-type: none"> Engagement with PLaCE Programme in partnership with Edinburgh University 	LS	June 2020	All staff can show evidence of clear and measurable impact of professional learning on students.
Priority 2	QI 1.3				
Priority 4	QI. 2.2	<ul style="list-style-type: none"> Improve learning and teaching through a Subject Team Practitioner Enquiry approach based on one FACE focus area per session 	LS	June 2023	Almost all students regularly engage in challenging dialogue with staff about their learning and progress and use this to set themselves clear targets in learning.
	QI 2.3				
	QI 3.2				
	QI 3.3	<ul style="list-style-type: none"> Develop collective understanding of what 'Very Good' learning looks like at Lasswade 	LS	June 2020	Most students report increased engagement, appropriate challenge, effective use of feedback and increased opportunities to be more autonomous in their learning.
			LS/GT	June 2021	
		<ul style="list-style-type: none"> Improve use of ICT to support student learning using Digital Schools Award Framework 			Most students understand the importance of developing their own digital skills for learning, life and work.
		<ul style="list-style-type: none"> Audit of practice using the entitlements and expectations in the Career Education Standard 	DHT Curriculum	June 2020	

Priority 2: Improving relationships between and within all stakeholder groups; students, staff, parent/carers and our community to ensure our school culture and climate fully supports learning.

NIF Priority	Links to HGIOS4?	Key Actions	SLT Lead	Timescale	Expected Measurable Outcomes
Priority 2	QI 1.2	<ul style="list-style-type: none"> Engagement with ‘Pivotal’ approach to improve the quality and consistency of staff/student interactions to support learning Develop and implement key features of a Lasswade HS Communication Strategy Improve ‘Student Voice’ to inform improvement practices and outcomes Improve our school ethos through the further development of the House System 	NC	June 2022	Almost all students and staff believe our school culture and climate is built on positive, nurturing and appropriately challenging relationships which lead to high quality learning experiences and outcomes.
Priority 3	QI 1.3		CH	June 2020	All stakeholders promote a culture and climate where students feel safe and secure.
Priority 4	QI. 2.3		NC/JN	June 2021	Most students play an active role in the school and the wider community and regularly take on leadership roles.
	QI 2.4		SY	June 2020	All staff reflect on their practice and work positively and collaboratively with others, including stakeholders, to meet the needs of all students.
	QI 3.1				

3. Interrupting the Cycle of Poverty - Pupil Equity Fund Plan

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.

Total Funding Received: £106,800.00

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
Attitude/Aspiration	Involvement of 10 classroom teachers in Osiris Teacher Intervention programme. Allowing teachers to reflect upon their practice and be supported to learn and improve through an evidence based coaching model. Consideration of approaches to support those students from a more disadvantaged background.	DHT: Learning Teaching and Assessment	£20000	Dialogue with CTs involved. CTs expected to report on their learning at May 2020 LHS Learning Festival.	OTI evaluation process shows those teachers involved more aware and confident of meeting the needs of students from a more disadvantaged background
Engagement	Further development of outdoor education programme for targeted students. Preparatory work around embedding Silver DofE Award into Senior Phase Curriculum for Session 2020/2021	DHT: Excellence, Engagement and Equity	£30000	Data analysis of attendance, exclusion trends and patterns, as well as analysis of students attitudes to learning through GL PASS.	Increased accreditation of personal development and leadership activities by targeted students. SIMD filtered Tariff points increase.
Literacy	Further development into S1 and S2 of data driven literacy intervention programme.	PT BGE: English and Literacy	£3000	Data analysis of literacy based standardised assessments. Targeted moderation of student work	5% increase in the number of s targeted students including SIMD 1-3 achieving the expected CfE level in Reading, Writing, Listening and Talking, by the end of S3 by 2021

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
Engagement	Introduction of HumanUtopia initiative with S6/S4/S2 students with associated mentoring programme targeted at S4 and S2 students. Designed to support attainment and wellbeing.	DHT: Excellence, Engagement and Equity	£15000	Data analysis of attendance, exclusion trends and patterns, as well as analysis of students attitudes to learning through GL PASS and of OTB based DREAM ratings.	Improvement in baseline data around attendance, OTB, and GL PASS of at least 10%
Engagement	Maintenance of counselling service through Your Space	DHT: Student Support	£10000	Professional dialogue, Your Space Reports.	
Numeracy	ASG funding of Numeracy Development Post. Remit to <ul style="list-style-type: none"> Promote the delivery of effective learning and teaching in a numeracy context Develop a shared understanding of excellence in the learning and teaching of numeracy Coordinate the quality improvement of numeracy 	DHT: Learning Teaching and Assessment	£4549	Data analysis of numeracy based standardised assessments. Targeted moderation of student work	5 % increase of targeted students including SIMD 1-3 achieving Level 3 and 4 numeracy by the end of S3 by 2021
Attitude/Aspiration	Maintenance of Leadership development programme for classroom teachers and identified S2 students: Cohorts of circa fifteen S2 students working with Columba 1400 and LHS staff.	DHT: Excellence, Engagement and Equity	£15000	Students will be involved in individual target setting conversations with NS who will mentor the students. Progress will be monitored through mentor conversations. Data analysis through school T&M systems and OTB.	Improvement in baseline data around attendance, OTB, and GL PASS of at least 10%

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
Attitude/Aspiration	Leadership development programme identified S1 students working with Friends of the Award. Students and will be expected to undertake a leadership related project that impacts on other students following their return from the residential experience. Timetabled input.	Excellence and Equity DHT	£10000	Students will be involved in individual target setting conversations with Creative Learning Staff who will mentor the students. Progress will be monitored through mentor conversations. Data analysis through school T&M systems and OTB.	Improvement in baseline data around attendance, OTB, and GL PASS of at least 10%

4. ASG Plan: Lasswade ASG Improvement Action Plan for Session 2019-20

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.2	Construction of a consistent and coherent BGE Science Curriculum; working collegiately to develop Science resources.	Experience of consistent skills development within the Science curriculum. Learners will accurately know which level they have achieved in Science and what their next steps in learning are. There will be a smooth and coherent transition into S1 from P7 in the Lasswade ASG primaries.

Following on from last session's Science plan, we have revised the tasks and aim. A coherent experience, relating to knowledge, is no longer the desired outcome; learners' skills are now the focus of development and consistency across the BGE.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
SSERC mentors attend part 1 of the residential programme.	June 4 th – 6 th 19	Identified SSERC mentors	
SSERC mentors meet with A. McGinty	By end of June 19	A. McGinty/ SSERC mentors	Sharing of experience and planning for cluster professional learning
Assessment & Evidence gathering <ul style="list-style-type: none"> Identifying the level of engagement with benchmarks per establishment Moderating common approaches to assessing the achievement of a level/ progress within a level Focus on Skills <ul style="list-style-type: none"> Identification of key skills and how these are assessed Moderation of how skills are planned and taught Key skills for development identified 	September 19	Working Group	Meeting to be held with one representative from each primary school. Meeting should last 1 day – A Friday might be the most suitable day for this. Friday 27 th September
Creating Resources <ul style="list-style-type: none"> Development of resources to support skills development Development of rubrics to assess skills 	November 19	Working Group	1 day - Friday 22 nd November Key development tasks decided and delegated.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
KU Science Master class <ul style="list-style-type: none"> Science master classes delivered at LHS by subject specialists to ensure consistency and improve confidence in delivering scientific skills and content 	December 19	Primary Staff/ Science Faculty at LHS.	½ day – 6 th December 'open house' approach, using materials primary staff have access to through SSERC finding.
SSERC residential part 2	21 st -22 nd February	Mentors/ A.McGinty	Showcase/ planning for development
Twilight meeting to discuss next steps following SSERC sessions	28 th February	Mentors/ A.McGinty	PTC BGE Science then to report to ASG group on 2 nd March.
KU Identifying and Evaluating Practical Resources (experiments) <ul style="list-style-type: none"> Existing practical resources identified and issues relating to equipment identified Sessions delivered by Royal Society of Chemistry. 	March 20th	Working Group/ Science Faculty at LHS/ Royal Society of Chemistry	13 th March (1 full day/ twilight)
Evaluation <ul style="list-style-type: none"> Discussion of progress and identification of next steps. 	April 20th	Working Group/ ASG Group	Evaluation to be shared at ASG meeting, in line with improvement planning for session 20-21.
Evidence of Impact on learners – How do we know?			
Feedback of opinions from primary school staff regarding the consistency and coherence of the curriculum and confidence within this including use of the scientific resources, and benchmarks and assessment strategies to gauge progress.			

Link with Dalkeith and Newbattle to be explored – as both are also taking part in the SSERC programme.

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.3	Create a shared understanding and consistent approaches to the learning and teaching of numeracy across the Lasswade ASG	A wide range of creative approaches and strategies used to develop, increased engagement, appropriate challenge, effective feedback and increased learner autonomy in numeracy

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Establish the role and remit for our ASG Numeracy Development Officer and Numeracy Co-ordinators	April 2019	Sub Group of primary HTs & LHS DHT Learning & Teaching	The ASG will fund this post – approximately £18,000 (2 day post) Supporting the further development of creative and effective approaches to support numeracy.
Numeracy Coordinators meet to discuss plans for this session	September 17th	C. Hadden/ Numeracy Coordinators	September 17 th (1/2 day)
<p>Lesson Study – Round 1</p> <ul style="list-style-type: none"> Lesson study approach used to enhance teachers understanding of planning a numeracy lesson. Staff session 1 used to plan the lesson together Lesson is then taught by one member of staff Lesson is then evaluated and changed, as appropriate. Lesson is then delivered by second member of staff Staff then discuss their approaches and share their learning. 	<p>4th October (launch event)</p> <p>To be completed by 29th November</p>	Primary Teaching Staff/ Maths Department/ C. Hadden	<p>To be arranged by C. Hadden. Each primary to take a 'stage'.</p> <p>Numeracy coordinators will lead this event.</p> <p>30 minutes from balance time agreement allocated for post-lesson discussion.</p> <p>C. Hadden will feedback to ASG</p>
<p>Lesson Study – Round 2</p> <ul style="list-style-type: none"> Lesson study approach used to enhance teachers understanding of planning a numeracy lesson. 	24 th April	Primary Teaching Staff/ Maths Department/ C. Hadden	To be arranged by C. Hadden. Each primary to take a 'stage'.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Staff session 1 used to plan the lesson together Lesson is then taught by one member of staff Lesson is then evaluated and changed, as appropriate. Lesson is then delivered by second member of staff <p>Staff then discuss their approaches and share their learning.</p>	<p>(launch event 2)</p> <p>To be completed by 29th May</p>		<p>Numeracy coordinators will lead this event.</p> <p>Staff to work with a different partner.</p> <p>30 minutes from balance time agreement allocated for post lesson discussion.</p>
<p>Evaluation</p> <ul style="list-style-type: none"> Staff evaluations to be collated and shared at ASG. 	<p>8th June</p>	<p>ASG Group</p>	

Evidence of Impact on learners – How do we know?

Lesson observations detail the use of effective strategies to engage learners and revisions how staff have reflected on their choices. Increased skill in using SEAL and other methodologies to provide learners with support and challenge, at an appropriate level, are evident in planning and evaluations.

Other actions to be added, in discussion with numeracy development officer. These will focus on the following areas:

- SEAL training: continued roll out of SEAL training and the development of resources to build confidence in delivering numeracy.
- Moderation: planning for robust assessment judgements. By October a plan to improve moderation and share good practice should be devised by C. Haddon.