Inveralmond Community High School
SCHOOL IMPROVEMENT PLAN

2023 / 2024

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Priorities

Equity Priorities

Local Authority Factors

Moving Forward in Your Learning priorities

West Lothian Raising Attainment strategy 2023-28

Transforming Your Council

[Corporate Plan](#)

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

Equity strategy – WL guidance on Closing the Poverty Related Attainment Gap 2023-24

Secondary annual Raising Attainment plan (to follow)

National Factors

Equity Audit

Moderation Cycle and Assessment

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refreshed Narrative

Developing Scotland's Young Workforce

Child Protection Procedures

GTCS professional standards and professional update 2021

Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

UNCRC

Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020
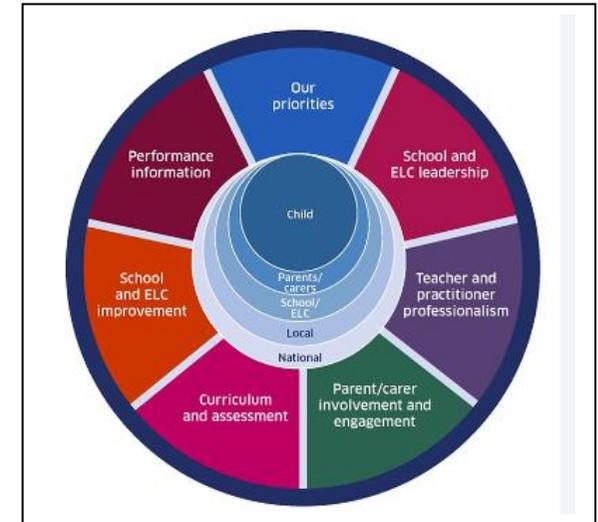
Courage   **Relationships**   **Relevance**   **Values**

Vision, Values and Aims

Courage   Relationships   Relevance   Values

Curriculum Rationale

Inveralmond Community High School

Curriculum Rationale

INVERALMOND COMMUNITY HIGH SCHOOL

OUR VISION

AS A COMMUNITY WE ARE WORKING TOGETHER TO BECOME INSPIRED AND FULFILLED INDIVIDUALS WHO:
- ACHIEVE TO THE BEST OF OUR ABILITIES
- CONNECT TO THE WORLD AROUND US
- THRIVE NOW AND IN THE FUTURE

OUR VALUES

RESPECT   KINDNESS   HONESTY

OUR PURPOSE
WE WANT OUR LEARNERS TO

ACHIEVE   CONNECT   THRIVE

ACHIEVE

BE CREATIVE
BE CRITICAL THINKERS
BE RESILIENT

CONNECT

BE SOCIALLY AWARE
BE ABLE TO WORK IN TEAMS
BE EXCELLENT COMMUNICATORS

THRIVE

HAVE SELF-EFFICACY
HAVE A GROWTH MINDSET
BE ABLE TO SELF-MANAGE

Courage   Relationships   Relevance   Values

Contextual Data Analysis and Rationale for 2023-4 School Improvement Plan

a)   Background - The context for the learners in your school

Inveralmond Community High School is a comprehensive non-denominational school situated in the Ladywell area of Livingston. The school roll in 2022-2023 comprised approximately 1055 pupils and the school's free meal entitlement (FME) for the session was around 27%. Our young people come from a wide SIMD profile, with almost 59% of our young people from SIMD 1-3. The Senior Leadership Team (SLT) consists of the Head teacher and 2 Depute Head teachers and an Area Business Manager. The Extended Leadership Team (ELT) consists of 6 Principal Teachers Curriculum each with responsibilities for Curricular Areas and 3 Principal Teacher Curriculum (Pupil Support) with House responsibilities. House Principal Teachers are supported by an additional 2 Principal Teachers (Pupil Support) with a targeted support caseload. The school supports leadership at all levels and opportunities exist for development in various areas. The school has 6 associated primary schools drawing a comprehensive mix of students. There is a close relationship among the schools in the cluster. The Head teachers meet regularly to plan shared curricular progression, discussing areas of commonality and reviewing curricula to aid our transition programme.

At Inveralmond we have a wide range of approaches to achievement both in and out of school. These are enabling young people to achieve very well and develop important skills, attributes, and capabilities in preparation for a successful life beyond school. We believe in celebrating not only success in relation to attainment but also wider achievements. We encourage our young people to flourish, to have high expectations and self-esteem in order to prepare them for life and work. Our key purpose is to provide all our young people with a coherent curriculum, high quality learning and teaching, rich opportunities for achievement and attainment and a strong sense of community and shared values. We are committed to preparing our young people for successful futures and life in the 21st Century. We are an inclusive school, and we adopt a collegiate approach, working well together to ensure we inspire the best possible outcomes for our young people.

The school was inspected in Session 2022-2023 and HMIe gave the school a rating of 'good' for Quality Indicator 2.3: Learning, Teaching and Assessment, and a rating of 'good' for Quality Indicator 3.2: Raising Attainment and Achievement.

b)   Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

BGE
Roll - 582
Quintile 1 - 177, Quintile 5 - 69
Female - 301, Male - 281
Free meal entitlement - 166
Care experienced - 25
Individualised educational plan - 17
Additional support needs – 257
Continuum of support Level 1 - 389, Level 2 - 135, Level 3 - 38, Level 4 - 7.

Senior Phase
Roll - 472
Quintile 1 - 119, Quintile 5 - 561
Female - 291, Male - 253
Free meal entitlement - 102
Care experienced - 14
Individualised educational plan - 13
Additional support needs - 155
Continuum of support Level 1 - 303, Level 2 - 121, Level 3 - 34, Level 4 - 3.
Positive Destinations – 94.36

c)   What are our improvement priorities? - Identified SIP priorities informed by the above data
- To ensure young peoples' wellbeing is at the centre of our collaborative approach to ensuring that all young people achieve their true potential.
- To ensure young peoples' attainment improves particularly in Literacy and Numeracy.
- To ensure that we have strategies in place to identify and address the attainment gap.
- To ensure that we have strategies in place to support the employability skills of learners and prepare them for future positive destinations.

Courage   **Relationships**   **Relevance**   **Values**

Inveralmond Community High School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page. *Ensure young person at the centre in all priorities, in line with UNCRC*	**NIF Driver**	**Proposed actions**	**Timescale**	**Measures of Success**
Improvement in all children and young people's wellbeing: To ensure young peoples' wellbeing is at the centre of our collaborative approach to ensuring that all young people achieve their true potential.	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Continue to develop our model of personalised support, maximising engagement, and attainment • To continue to develop our whole school approach to promoting positive relationships, including rights respecting school status. • We • Continue to implement the ICHS attendance strategy to include family link workers working with target families to support increased attendance of identified groups. • Review our HWB curriculum ensuring that our young people experience high a quality and responsive PSE programme in all yeargroups. • Continue to track and monitor health and wellbeing, using data to support timeous intervention planning to improve young people's wellbeing. • Continue to promote participation across the school including in pupil parliament and participation in extracurricular activities. • Continue to work with parent council to improve engagement and attendance at events.		• Using the lost learning data to identify pupils who require a targeted package of support. • Peer mediation and Kindness evaluative questions to reflect improved scores for bullying questions to above 80% for those opting to agree or strongly agree that, if experienced and reported, bullying is dealt with effectively in school. Achieve the Bronze LGBT+ Charter Award. Staff and pupils report an improvement in pupil engagement as a result of consistent mobile phone procedures. • Overall attendance above 90%. Improved attendance of students in 50-80% bracket. • Pupil feedback on PSE. Observation of PSE lessons. • At least 90% of the school to complete the Wellbeing Survey three times a year where support and interventions required can be identified and recorded. • Parents report increased levels of engagement such as increased numbers attending parent's nights, focus groups and parent council

Raising attainment for all
 	
To ensure young peoples' attainment improves particularly in Literacy and Numeracy.
	☒School and ELC Improvement
	☒School and ELC Leadership
	☒Teacher and Practitioner Professionalism
	☒Parental Engagement
	☒Curriculum and Assessment
	☒Performance Information
		• Continue to increase the quality of learning, teaching and assessment taking account of feedback from HMIe. Staff will participate in high quality CLPL as part of our whole school approach:
		  - Learning, teaching and assessment project
		  - Whole school spotlights on questioning, inclusive pedagogy and pace & challenge
		  - Practitioner enquiry
		  - Enhanced support staff professional learning programme
		• Continue to develop literacy and numeracy skills, ensuring that every young person is supported to develop Literacy and Numeracy skills at the highest levels across the curriculum.
				• Observations show improved consistency and quality in questioning, inclusive pedagogy, and pace and challenge. Young people comment positively on these aspects of pedagogy.
				
				• 75% of S3 learners achieving Level 4 Literacy.
				• 75% of S3 learners achieving Level 4 Numeracy
				• Attainment at S4 level 5 and SP level 6 lit and num improves.
				.
				• Pupils are given the opportunity to contribute to this discussion.

Courage   **Relationships**   **Relevance**   **Values**

		• Ongoing curriculum review of the S3 and Senior Phase to raise attainment, particularly of the highest attaining 20%. • Continue to develop our approach to tracking and monitoring to include target-setting to raise aspirations in the Senior Phase, Enhance learner pathways procedures to ensure that all young people can attain at the highest level • Review the SCQF and Wider Achievement offer to ensure all young people attain and achieve. • Review of passport to success documentation and procedures.		• Attainment in key SQA measures improves. Improvements in quality of pass • Attainment in key SCQF measures improves. • 95% of staff report to be extremely confident in implementing pupil passports.
Ensuring Equity and Tackling the poverty-related attainment gap To ensure that we have strategies in place to identify and address the attainment gap.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions. Please follow this link: https://inveralmondchs.westlothian.org.uk/article/20773/Parent-Information to view our PEF Summary and find out more about our use of Pupil Equity Funding.		• Reduce the 31% gap in Literacy at Level 4 in S3 CfE • Reduce the 34% gap in Numeracy at Level 4 in S3 CfE • Reduce the 24% gap in Literacy at Level 5 in S4 • Reduce the 59% gap in Numeracy at Level 5 in S4
Improvement in employability skills and sustained, positive school leaver destinations for all young people: To ensure that we have strategies in place to support the employability skills of learners and prepare them for future positive destinations.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Continue to implement ICHS vision, values and purpose within the curriculum and the ACT Skills Framework to help prepare young people for learning, life, and work • Review DYW strategy in line with Scotland's Youth Employment Strategy Recommendations to ensure all young people have the opportunity to progress to a positive destination • Continue to develop our learner progression pathways, enabling young people to progress to the highest possible level. Our curriculum offer takes account of WL labour market intelligence • Continue to embed the Career Education Standard including Career Management Skills across the curriculum. • Enhance employer engagement to provide career insight sessions, opportunities for co-creation of the curriculum, ICHS Careers Fair and a Careers Week to inspire and engage students as part of the learner pathways process. • Recruit and engage DYW Ambassadors to promote career education across the school community and the SCQF Framework		• Almost all young people enter a positive destination. Increase in numbers eligible for Higher Education. • Almost all young people will have had the opportunity to further develop their employability skills • Pupil focus groups reporting improvement in understanding of skills framework and careers management skills • High-quality learning experiences are co-created/supported by with our business partners in each curricular area. • Almost all young people have had opportunities to engage with employers and partners to explore routes into employment.

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