



Inveralmond Community High School SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN

2021 / 2022



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
HMle inspection report 2011
Authority VSE (full school) Oct 2017
BGE Curriculum VSE Nov 2018
Improving learners attainment and achievement
The Inveralmond Learning Community cluster improvement plan
The implementation of Curriculum for Excellence
VSE Cycle (including class observations cycle)
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Local Authority Factors

Moving Forward in Your Learning Secondary strategy: Agile Curriculum Pathways, Agile Pedagogies, Agile Renewal (Literacy, Numeracy, Health & Wellbeing)
Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council [Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools
Equity Audit
Realising the Ambition
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
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Developing Scotland's Young Workforce
Building the Ambition
Child Protection Issues / Guidance
GTCS standards and professional update 2021
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
Effective moderation processes (internal and external) to inform the achievement of a CfE level
Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



Moving Forward in Your Learning: Secondary Strategy 2021-22

Agile Curriculum Pathways Vision Statement:

A learner centred curriculum, co-designed and co-delivered together with partners, to provide unique inspirational pathways.

Agile Pedagogies Vision Statement:

Young people are empowered to have agency in their learning, enabled by teachers who are highly skilled in a range of agile pedagogical approaches, in order to nurture the four capacities.

(focus for 2021-22 will be meeting learners' needs through differentiation strategies, and effective feedback)

Agile Renewal Vision Statement

Inspiring and supporting all our young people to prioritise their wellbeing, recover and engage in their learning and accelerate their progress in literacy and numeracy across all areas of their learning.



**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**

Curriculum Rationale

The graphic is a curriculum rationale poster for Inveralmond Community High School. It features a central title 'Curriculum Rationale' and three main sections: 'OUR VISION', 'OUR VALUES', and 'OUR PURPOSE'. The 'OUR PURPOSE' section is further divided into three sub-sections: 'ACHIEVE', 'CONNECT', and 'THRIVE', each with specific learning goals. The design uses a blue and white color scheme with icons representing each concept.

Inveralmond Community High School

Curriculum Rationale

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

- 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

Click on image above to access Inveralmond Community High School's Curriculum Rationale.

Contextual Data Analysis and Rationale for 2021/22 School Improvement Plan

a. Background

Inveralmond Community High School is a comprehensive non-denominational school situated in the Ladywell area of Livingston. The school roll in 2020-2021 comprised of 1038 pupils and the school's free meal entitlement (FME) for the session was around 25%. Our young people come from a wide SIMD profile, with almost 54% of our young people from SIMD 1-3. The Senior Leadership Team (SLT) consists of the Head teacher and 3 Depute Head teachers (2 acting) and an Area Business Manager. The Extended Leadership Team (ELT) consists of 5 Principal Teachers Curriculum each with responsibilities for Curricular Areas and 4 Principal Teacher Curriculum (Pupil Support) with House responsibilities. 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

B Data to identify the universal (SIP) and targeted (PEF) support

BGE

Roll - 586

Quintile 1 - 156, Quintile 5 - 80

Female - 284, Male -302

Free meal entitlement - 140

Care experienced - 17

Individualised educational plan - 17

Additional support needs - 494

Continuum of support Level 1 - 373, Level 2 - 164, Level 3 - 37, Level 4 - 6.

Senior Phase

Roll - 452

Quintile 1 - 117, Quintile 5 - 70

Female - 219, Male - 233

Free meal entitlement - 74

Care experienced - 13

Individualised educational plan - 8

Additional support needs - 354

Continuum of support Level 1 - 320, Level 2 -104, Level 3 - 24, Level 4 - 1.

Positive Destinations – 95%

- Wellbeing self-reporting analysis occurs 4 times throughout the academic session.
- Engagement is tracked as part of our whole school tracking procedures. In addition, throughout periods of lockdown engagement was tracked once per week. Average engagement in the Broad General Education (BGE) and Senior Phase (SP) was 91% (BGE Quintile 1 – 90, BGE Quintile 5 – 95%, SP Quintile 1 – 92%, SP Quintile 5 – 93%).
- There are no digital barriers at ICHS as we have a range of devices available to enable students to learn anytime, anywhere in line with the West Lothian vision. This includes, WIFI dongles, data SIMs and connections with local companies that supported with hardware issues quickly and cost effectively to ensure that access to learning is not interrupted.

• What are our universal priorities?

- To ensure young peoples' wellbeing is at the centre of our collaborative approach to recovery throughout the pandemic.
- To ensure young peoples' attainment improves particularly in Literacy and Numeracy.
- To ensure that we have strategies in place to identify and address the impact of the COVID – 19 pandemic on 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.

• What are our targeted priorities?

- To ensure an improvement in the literacy attainment of pupils within target groups resulting in a narrowing of the gap.
- To ensure an improvement in the numeracy attainment of pupils within target groups resulting in a narrowing of the gap.
- To ensure an improvement in the health and wellbeing of pupils within a target groups of S1 - 3 and S4-6 pupils.
- To ensure that pupils feel safe in school to support attendance, and tackle bullying and discrimination.

Inveralmond Community High School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

X			
<p>Improvement in all children and young people's wellbeing:</p> <p>To ensure young peoples' wellbeing is at the centre of our collaborative approach to recovery throughout the pandemic.</p>	<p>Inveralmond CHS planned actions for next session include:</p> <ul style="list-style-type: none"> - Creation of a Mental Health strategy built upon a values based collaborative approach and partnership working. This will include improved signposting of available support. - Regular analysis of the self-reporting wellbeing indicators to support all young people - Family link workers will work with targeted families to support increase attendance of identified group. - Review of learner voice process to include pupil parliament and focus on Gold Rights Respecting School Award - Continue to review universal support and focus on review of HWB Responsibility of All within our Curriculum 	<p>Dec 2022</p> <p>Ongoing</p> <p>May 2022</p> <p>Sept 2021</p> <p>May 2022</p>	<p>Pupil/staff wellbeing surveys will capture feedback on MHWB, behaviour and bullying. Improved scores for behaviour and bullying questions to above 60% for those opting to agree or strongly agree.</p> <p>Overall attendance is over 90%</p> <p>Achievement of the gold rights respecting school award and LGBT charter.</p>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>To ensure young peoples' attainment improves particularly in Literacy and Numeracy.</p>	<p>Inveralmond CHS planned actions for next session include:</p> <p>Agile curriculum pathways</p> <ul style="list-style-type: none"> - BGE and learner pathway procedures reviews to be undertaken <p>Agile pedagogies (including digital learning)</p> <ul style="list-style-type: none"> - Further develop approaches to the learning, teaching and assessment cycle to develop consistency in professional judgements across the learning community. - All staff participating in professional enquiry leading to improvement in learning and teaching - Clear actions plans are created in order to ensure all young people have access to digital learning. - Contingency planning to be undertaken in respect of assessment evidence and coursework. - All young people are given opportunities to reflect on their progress and confidently share their strengths and next steps in learning <p>Agile renewal: literacy and numeracy</p> <ul style="list-style-type: none"> - Digital tracking system for literacy and numeracy for pupils in the BGE with data to support the recovery of learning. - Clear actions plan are created in order to ensure literacy and numeracy responsibility of all is a part of all curricular planning. 	<p>May 2022</p> <p>May 2022</p> <p>May 2022 June 2022</p> <p>June 2022 June 2022</p> <p>Dec 2021</p> <p>Ongoing</p>	<p>Review feedback from a consultation involving all stakeholders on:</p> <ul style="list-style-type: none"> - BGE structure & Learner pathways procedures <p>Increased confidence levels of staff in using the learning, teaching and assessment cycle leading to exemplification of all curricular areas</p> <p>Departmental VSE process which entails; observations, focus groups, engagement levels and attainment data. Target is for 60% of lessons to be Very Good or above.</p> <p>All courses available in a digital format via Office 365</p> <p>Almost all learners are taking part in reflection and will be able to confidently share strengths and next steps in learning.</p> <p>All curricular plans take account of literacy and numeracy skills which can be observed during classroom visits and pupils focus groups.</p> <p>Gaps in pupils learning particularly in numeracy and literacy are identified and interventions are in place to support learning.</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>To ensure that we have strategies in place to identify and address the impact of the COVID – 19 pandemic on the attainment gap.</p>	<p>Inveralmond CHS planned actions for next session include:</p> <ul style="list-style-type: none"> - Improved communication with parents/pupils of the purpose of homework and the digital platforms used - The transition team will support the improved access and analysis of transition information from P6 – S2 specifically literacy and numeracy levels led by cluster DHT pedagogy posts in numeracy and literacy. - All staff have a shared understanding of the analysis of data coming from primary schools. 	<p>June 2022</p> <p>Oct 2021</p> <p>Oct 2021</p>	<p>Increase in the number of pupils attaining level 3 green, in all literacy and numeracy measures, with an increase in uptake in the one year or two-year N5 English course and an increase in the pupils selecting N5 Maths or Applications at L5 via the pathways process.</p> <p>Almost all staff have a shared understanding of transition data and are confident in using this data to support learning in the BGE</p> <p>Create and implement plan to include the recording and tracking of engagement.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To ensure that we have strategies in place to support the employability skills of learners and prepare them for future positive destinations.</p>	<p>Include planned actions around Agile curriculum pathways and Agile pedagogies</p> <ul style="list-style-type: none"> - Implement, vision, values and purpose of the school and how it is preparing young people for learning, life and work by engaging with all stakeholders. - Curriculum planning to be updated and implemented to reflect the skills, values and purpose young people need to succeed. - Staff will continue to review progression pathways to include links to foundation apprenticeships and other appropriate learning opportunities 	<p>June 2022</p> <p>June 2022</p> <p>Ongoing</p>	<p>Stakeholders have an awareness of the purpose of the school and the key employability skills required for 21st century learners. Pupils and staff have an awareness of the skills framework.</p> <p>Pupil's engagement levels, across the curriculum, will have increased due to the increased range of career relevant opportunities.</p> <p>Positive destinations target is 95%</p>

PEF Priority	Proposed Actions & Resources	What is the expected impact on reducing the gap in your context of your proposed actions?	How will you measure the impact?
Literacy	Reading intervention using reciprocal reading – teacher development post for literacy and full-time pupil support worker to support literacy	An increase in pupil reading age of a targeted group of S1-S3 pupils to a minimum of 11 years, as well as increased reading confidence, so that pupils can access National 5 qualifications in S4	NGTR 2A Reading Test and other CfE literacy measures Qualitative questions to gauge pupil confidence in reading
	DHT Literacy for the cluster Through data analysis and interpretation of literacy levels, help to identify gaps in literacy learning and support planning for interventions to meet the needs of all. Work with team to support a more co-ordinated approach to targeted literacy interventions. Support professional learning of staff in relation to literacy pedagogy and effective differentiation, including the use of digital tools. Engage in collaborative practitioner enquiry. Support the development of the school's reading culture. Support literacy across learning, for example by developing our approach to profiling, supporting literacy elements of ILP programme and promoting LAL through the school's LTA website.	An improvement in the literacy attainment of pupils identified. An improvement in pupils' experience of literacy, e.g. enhanced sense of self-efficacy Increased staff confidence in aspects of literary pedagogy and approaches to differentiation. More equitable learning experiences in literacy and a narrowing of the literacy gap for identified pupils. Higher levels of engagement with reading and enhanced opportunities to participate, share and celebrate positive experiences of reading. Learners more able to reflect on their literacy learning, identifying strengths, next steps, and connections across the curriculum.	Tracking and Monitoring information Tracking of learner progress against individual/group targets Literacy assessment materials e.g., NGRT, YARC as appropriate to intervention Staff and pupil questionnaires and focus groups Classroom observation Evidence of pupil learning Digital portfolio of evidence and external accreditation of our work by partners in Scottish Book Trust Evidence of pupil profiles Staff engagement with literacy materials
Numeracy	Numeracy Pupil Support Worker delivering targeted numeracy support, including use of the Maths Recovery Programme	Increased numeracy in the lower level students through targeted numeracy support by May 2022.	Tracking attainment in numeracy levels using SEAL stage markers Pupil confidence measures
	Numeracy DHT for the cluster 2 nd /3 rd level training to inform universal and targeted intervention and pedagogical approaches, focus on differentiation Embedding progression pathways into practice Supporting numeracy pupil support worker & chartered teacher Using tracking & monitoring to identify numeracy gaps Supporting learner profiling and reflection	An increase in staff confidence with pedagogy and progression pathways A reduction in numeracy gaps, as identified using tracking and monitoring Differentiation in place to support an increase in numeracy levels Pupil engagement with learner profiles	Numeracy levels - tracking and monitoring spreadsheet Staff confidence with progression pathways and pedagogy, minutes of department meetings Learner voice focus groups Learner profiles on OneNote – sample reflections
Health and Wellbeing	Employability Hub: 3 Family Link Workers Working with pupils in the Employability Hub Supporting families and building relationships with families Supporting the attendance procedures in school Organising and running the summer holiday programme Supporting wellbeing through one-to-one interviews with pupils, focusing on well-being indicators	An increase in pupil engagement and involvement in school for a target group of S4-6 pupils, through the employability hub. Ensuring all pupils are attaining 5 qualifications by the end of S4, including skills development through qualifications Continuing to build on attainment for S5-6. Ensuring wellbeing for all	Attainment Attendance in school Referrals Health and wellbeing surveys Attendance at summer programme
	Campus Cop: Working with vulnerable pupils (based on risk assessments) in the Loft and employability Hub, building relationships with pupils Building partnerships between the school, local community and parents Crime prevention, detection and investigation in school Restorative practice and conflict resolution Promoting messages around equity, safety and wellbeing	Ensuring pupils feel safe in school to support attendance An increase in engagement and positive relationships with the police Supporting the school in tackling bullying and discrimination Providing a positive role model	Health and wellbeing survey Stakeholders focus groups Case studies
Across Learning	Pupil Equity Fund Manager Development Post To manage resources, organise training and oversee measuring impact of the interventions at school level To update stakeholders on PEF interventions To liaise with PEF development post holders at ICHS and central PEF post holders for WLC Increase learner participation and lead on establishing an ICHS Pupil Parliament	All interventions have measurable impact recorded regularly Staff, pupils, parents and external partners aware of the improvement in equity and excellence Learner participation levels increasing through Pupil Parliament opportunities	Learner participation levels – number of pupils involved in pupil parliament