Inveralmond Community High School
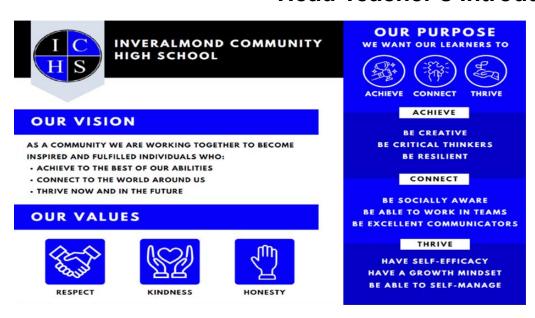
School Improvement Plan

2024-2025

Head Teacher's Introduction

Inveralmond Community High School is a comprehensive non-denominational school situated in the Ladywell area of Livingston. The school roll in 2023-2024 comprised approximately 1049 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 27% of our young people from quintile 1 and 68% of our young people from quintile 1 and 2. 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 3 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. The school has made significant progress in these areas in session 2023-2024 and continues to work towards the next level in both.

Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion & Attendance Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

West Lothian Raising Educational Attainment Strategy 2023-2028
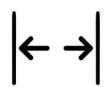
National Improvement Framework Priorities 2024

1 Placing the human rights and needs of every child and young person at the centre of education

HUMAN RIGHTS

2 Improvement in children and young people's health and wellbeing

3 Closing the attainment gap between the most and least disadvantaged children and young people

4 Improvement in skills and sustained, positive school-leaver destinations for all young people
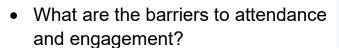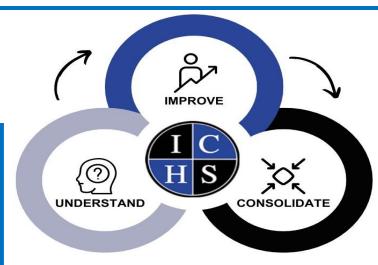
5 Improvement in achievement,

Summary of Inveralmond Community High School Priorities 2024-2025

- Supporting wellbeing and inclusion
- Working towards Very Good for Learning, Teaching and Assessment
- Improving Literacy and Numeracy for all
- Improving our S3 Curriculum Experience - Career Education
- Continuing to raise attainment across all measures
- Developing Employability skills (including School Leaver Destination Return)

- What are the barriers to attendance and engagement?
- How effective is our SCQF and Wider Achievement offer?
- How can we make Assisted Arrangements more efficient?

- Embed consistency of classroom routines
- Refine learner pathways process
- Continue to refine tracking and monitoring procedures
- Continue to build positive relationships in line with our Rights Respecting School status

West Lothian Council

I C H S

Priorities for Improvement

Learning, Teaching and Assessment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Almost all young people experience learning which is differentiated, and experience pace and challenge.	2.3	CLPL provides depth of learning in differentiation by process, content, outcome and environment. Staff are supported through subject networks to develop pedagogy.	Inset and CT Networks	HS, KV, KM, PTCs, all staff All Staff	Classroom observations Pupil focus groups Staff feedback on CLPL/networks	
Almost all young people are confident to take ownership of inclusion strategies.	2.3	CLPL on digital tools for inclusion.	Term 1	RC, PTC ASN	Classroom observations Pupil focus groups Staff feedback on CLPL	
		Pupil training on CLPL tools for inclusion.	Term 1	RC, OTC ASN	Classroom observations Pupil focus groups Pupil feedback on training	

Wellbeing and Inclusion

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Data from the HWB survey is used to inform wellbeing conversations, interventions and support as well as inform the PSE programme.		Complete HWB survey in PSE	September and March	House Teams	Increased percentage of completion of HWB survey	
		Analyse HWB survey data and identify areas of focus from HWB survey to inform wellbeing conversations/targeted support/PSE Programme.	September and March	House Teams	An improvement to be shown between September 2024 and March 2025 in HWB results after interventions/support.	

Raising Attainment and Achievement for All

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update

West Lothian Council

Continue to develop Literacy and Numeracy skills from P7 transition to SP, ensuring that every young person is supported to develop Literacy and Numeracy skills at the highest possible level.	3.2	Enhance the data-driven system to identify baseline literacy and numeracy levels (Primary data, CAT, SNSA) embedded within a clear tracking and monitoring system.	Sept 2024	All Staff	Whole school Literacy and Numeracy tracker Staff Feedback Staff reporting increased confidence of student levels and data usage.	
		Integrate the development of Literacy and Numeracy skills across all curricular areas.	May 2025	All staff	Literacy and Numeracy skill development embedded within course plans. Student performance in literacy and numeracy tasks within different subject areas Feedback from teachers and students.	
		Implement targeted support programs for students identified as below expected levels	August - Ongoing	LG/VL/DMcC/WL/RT/JW/Maths and English staff	Attainment of identified levels Attendance data Student and Teacher feedback on the effectiveness of interventions	
Improve S4 SQA Attainment in line with the WL RAISE Plan	3.2	Utilise learner pathways data to ensure all young people can attain at the highest level.	August 2024	All staff	SQA Prior Attainment Data BGE Tracking Coursing Data – Teacher Judgement CAT Data/SNSA 16+ Data SP Tracking Data UCAS/LEAPS Data	

		Review and adapt the curriculum to ensure alignment with SQA requirements and areas for improvement.	September 2024	All staff	Updated Curriculum plans built on SQA course documentation Department Improvement Plans Staff feedback Tracking and Monitoring	
		Continue to improve learning, teaching and assessment.	August - Ongoing	All staff	Attendance rates Professional development feedback Observation Feedback Pupil Voice	
		Introduction of mentoring Programme	October 2024	ELT/invite to all staff/partners	Mentor and Mentee Feedback 16+ data Tracking data Attainment data Attendance – Frequency of meetings Case studies of successful mentoring relationships	
		Parental engagement and communication – including exam preparation and study skills workshops	August-May 2024	SLT/ELT	Number of parent – teacher meetings Feedback from parent council and other school events School app metrics Parent ethos survey Staff feedback on engagement events.	
		Continue to develop our model of personalised support to maximising engagement and attainment.	August - Ongoing	All Staff	Targeted support referrals and progress PowerBi data Attendance data Engagement Data Tracking and monitoring.	

West Lothian Council

ICHS

S3 Curriculum Experience

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Almost all young people experience pace and challenge in S3. S3 experiences and outcomes offer strong progression to the SP.		Subject Focus on S3 curriculum development.	All Session	All staff	Number of pupils achieving L3 and L4 by the end of S3 increases.	
		Curriculum development is strategically informed by the principles of curriculum design.	CT/INSET	All staff	Number of pupils able to progress to N5 improves.	
		VSE Programme looks at progress with S3 curriculum	As per calendar	Faculty Approach	Good practice in curriculum is shared.	

Employability Skills

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Almost all young people are aware of and can articulate the skills they are learning in their curriculum.	2.2 2.3	Relaunch skills framework with staff and pupils.	Oct/Jan inset		Pupil focus groups evidence awareness of skills	
		Focus on skill development through career education as part of S3 curriculum changes	Ongoing	KV/PTC Curr/ all staff	LTA visit template evidences skills in lessons	

Priorities for Consolidation ⟨⟩

Learning Teaching and Assessment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Almost all young people experience a consistency of approach to questioning.	2.3	Differentiated CLPL supports staff implementation of approaches to questioning.	Ongoing – Inset and CT	HS/KV/KM/PTCs/all staff	Classroom observations Pupil focus groups Staff feedback on CLPL	
		PTC focus on questioning at subject level.	LTA focus in DM/FM	KV/PTCs/all staff	PTC observation data.	
All staff are supported to develop consistency of LTA approaches in line with the school's LTA policy through adapted professional enquiry programme.	2.3	Refine professional enquiry process enabling staff to demonstrate outcomes of professional learning in their chosen way.	Ongoing throughout the year	KV/KM/PTCs/all staff	Classroom observations Pupil focus groups Professional enquiry findings Staff feedback on professional enquiry programme	
ICHS Style guide is used consistently in all classroom and pupil resources.	2.3	Revisit style guide	Inset and CT	KV/RC/WL/PTCs/all staff	Classroom observations Pupil focus groups	
		Signpost CLPL for ICHS style guide	DM/FM focus on LTA	KV/PTCs/all staff	Classroom observations Pupil focus groups Staff feedback on CLPL	
Re-establish consistency of approach to classroom routines.	2.3	Revisit classroom routines as a whole staff.	Inset/CT		Classroom observations Pupil feedback	
		PTC focus in DM/FM.	Ongoing DM/FM	All staff	Almost all observations and focus groups show consistency of: - One-way system - Meet and greet - Jackets, phones and uniform - Dismissal procedure	

Refine Learner Pathway Processes

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update

West Lothian Council

ICHS

| Continue to refine pathways using attainment data | 2.2 | Post results analysis looking at progression. | August April | SLT/ELT | More young people are coursed into areas of strength. | |
| | | Extended Leadership Team training on the use of data and pathway conversations | August April | SLT/ELT | Increased staff confidence in data-informed approach to coursing students. | |

Tracking and Monitoring Procedures

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Continue to refine TM processes to reduce bureaucracy	2.3 3.2	Continue to develop TM system to ensure that data is useable for purposes of raising attainment	Aug - Dec	KV	Workload is reduced at TM points. Data is more readily available for analysis.	

Positive Relationships

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Imbed consistent approaches to promoting positive relationships.		Staff training around Bill Rogers and Paul Dix on positive correction, prevention, consequences and repair and rebuild.	Inset and CT throughout year	HS, RC/R McF, All staff	Increased staff confidence in promoting positive relationships. Reduction in school truancy.	
		All staff to attend trauma informed training.	August 2024	L Moore	All staff have undergone training around Trauma.	
		Consolidate systems and processes.	From August 2024	All staff	Staff feedback on systems and processes for managing behaviour. Reduction in Reflection Room referrals/change of Reflection Room use.	

Priorities for Understanding

Barriers to Attendance and Engagement

West Lothian Council

ICHS

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Increase number of pupils with 70%+ attendance.		FLW to focus on improving attendance rates for those at 50-70% attendance.	From August 2024	FLW	Increased percentage of school roll above that has 70% attendance.	
		Use weekly data to target interventions.	From August 2024	House Leaders	An improvement in pupil attendance rates.	
		Use monthly tracking from departments to identify areas of truancy and address concerns.	From August 2024	All staff	Reduction in truancy levels.	
Pupils accessing Interrupted Learners Service will achieve appropriate and stage appropriate qualifications.		FLWs to liaise with faculties regarding appropriate work for young people attending.	From August 2024	All staff	Increased qualifications for those attending Interrupted Learners Service.	
		Pupils with barriers to attending school will be invited to learn off campus with FLWs in a small group.	From August 2024	FLWs	Increase in the participation/ engagement levels of those invited to attend versus those attending.	
Parents to engage in family learning around managing school refusal.		FLWs to deliver sessions to targeted parents on managing school refusal.	December 2024	FLW	Parental feedback

Improved attendance/ engagement | |

How can our SCQF and Wider Achievement offer be further improved?

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our SCQF programme has a balance of universal and targeted qualifications.	2.2	Analysis of SCQF	Aug - Sept	KV	Attainment data analysis

Increased 5@3, 5@4, 1@5 | |
		Consideration of links to PSE	Aug - Oct	KV/RC	Staff feedback	
		Identification of good practice looking outwards	Aug - Oct	KV	Minutes of Meetings	
		Development of progressive 'skills pathway'	Aug - April	KV/RC/ELT	Increased engagement in PSE	

Learning Teaching and Assessment

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
What staff development needs can be met through a bespoke in-house CLPL/sharing practice programme?	2.3	Collate and analyse section 5 of PRD document.	June 2025	KV	Effective school planning for 25/26 in this area.	
How can we continue to develop our professional enquiry process to ensure that it brings about consistency or approaches to LTA across the school?	2.3	Use all LTA data to reflect on effectiveness of professional enquiry.	Term 4	KV/KM	Effective planning for 25/26 in this area	

West Lothian Council

ICHS

Support

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our understanding of attendance and engagement allows us to plan effectively for young people at risk of disengaging.	3.2	BGE HUB model adapted with engagement and attainment focus.	From August 2024	WH/all staff	5@3, 5@4, 1@5 improvements	
Our understanding of pupil needs and AAR continues to develop allowing us to refine our processes.	3.2	Feedback on revised AAR approach	ongoing	RC/WH/ASN	Workload for AAR is reduced	
		Invite partners to collaborate and feedback on processes.		RC/WH/ASN	Increased use of digital solutions relieves pressure on staffing and cover.	

West Lothian Council