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School Improvement Planning Template



<b>School: Lochend Community High School</b>			
<b>Learning Community: Lochend Community High School Learning Community</b>			
<b>Link Officer: James Kerr</b>			
<b>Head of Service: Jean Miller</b>			
<b>School Roll - 474</b>			
<b>Attendance Rate – 85.11%</b>			
<b>Pupils affected by the poverty related attainment gap</b> (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed <b>OTHER</b> – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.			
<b>PEF allocation 23-24:</b>	<b>£138,000</b>	<b>SIMD Quintile 1 (% and Number)</b>	<b>302 64%</b>
<b>Carry Forward:</b>	<b>£0</b>	<b>SIMD Quintile 5 (% and Number)</b>	<b>1% 8</b>
<b>Total Allocation 24-25:</b>		<b>Other</b>	Band 2 73 Band 3 54 Band 4 2 Band 5 8 Band 6 3 Band 7 7 Band 10 Band 11 3 Band 13 1 Band 14 3 Band 15 2
<b>FME (number and %)</b>	<b>305 64%</b>	<b>Total No Pupils</b>	<b>474</b>
<b>Grand Challenges 2023-26</b> ( <i>Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy'</i> )			
<ol style="list-style-type: none"> <li>1) Ensuring Young People’s Mental, Health &amp; Wellbeing, Equality and Inclusion of stakeholders</li> <li>2) To improve the quality of Learning, Teaching and assessment through collegiate professional learning and effective self-evaluation.</li> <li>3) Further develop our BGE curriculum to meet the entitlement of developing the 4 capacities and skills across the 4 contexts of learning, with a particular focus of embedding Interdisciplinary Learning into curriculum to enable and enhance the capacity of learners to transfer and apply disciplinary knowledge, skills and understanding.</li> </ol>			

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## 1) Challenge: Ensuring Young People’s Mental, Health & Wellbeing, Equality and Inclusion of stakeholders, with particularly focus in literacy, numeracy.

Mission 1: Embed the use of our LC (Learning Community) Self-Harm policy, Equalities and Nurture Provision					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
<ul style="list-style-type: none"> <li>Further embed the use of our Learning Community self-harm policy, which we developed in collaboration with Early years, Primary, HSCP (Health and Social Care Partnership) and EP colleagues within our learning community.</li> </ul>	Revised the Self-harm Policy referrals actions across the Learning Community Measure trends?	Updated Self-Harm Policy allows data to be collated from YP 3-18. Staff have increased understanding of Nurture Principles. Staff Meeting agendas. Staff have increased understanding of Self Harm Policy through staff survey.	V Lockhart	December 2024		
<ul style="list-style-type: none"> <li>Nurture group for targeted group of S1 Pupils –Safe space and group work</li> <li>Establish joint working group to explore the school’s Nurture Principles focus</li> </ul>	Analyse return from EP and establish joint working group to explore the school’s and Learning Community Nurture Principles focuses. All stakeholders know and understand this. Staff have greater understanding of the Nurture Principles.  All stakeholders have a deeper understanding of the Nurturing Principles.	GMWP Pupil voice throughout group Parent voice	V Lockhart T Reilly L Neil	June 2025		
<ul style="list-style-type: none"> <li>Develop consistent understanding across all staff of the nurturing principles.</li> </ul>	Structures established to ensure that supports are allocated equitably and equally.	Staff surveys and engagement in related collaboration sessions	V Lockhart T Reilly L Neil	June 2025		
<ul style="list-style-type: none"> <li>Further development of Promoting Positive Relationships Policy including working towards UNICEF Rights Respecting Schools (RRS) Award</li> <li>Review of Bullying and Equalities Policy in line with recent changes to legislation</li> </ul>	<ul style="list-style-type: none"> <li>Achievement of Silver Charter Award from LGBTQ+ Youth Scotland</li> <li>Achievement of UNICEF RRS Silver Award</li> <li>Robust approach to identifying and recording Bullying incidents using SEEMiS.</li> <li>Revised Promoting Positive Relationships Policy in accordance with Children’s Rights.</li> <li>Development of a School Charter and review of Vision, Values.</li> <li>Parental engagement in supporting PPR logged.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement in LGBTQ+ Strategy Group meetings/minutes of meetings.</li> <li>RRS and PPR Strategy Group established and minutes of meetings saved.</li> <li>Consultation data and feedback from all stakeholders retained.</li> <li>Reduced referral and exclusions</li> <li>New Policies visible across school</li> <li>Data regarding parental engagement relating to PPR.</li> </ul>	Promoting Positive Relationships and Rights Respecting Strategy Group (EL)  Equalities Strategy Group (VL/MG)	June 2025		

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	<ul style="list-style-type: none"> <li>All stakeholders consulted and agree on appropriate approaches to use of Mobile Phones in school to maximise learning for young people.</li> <li>Promoting Positive Relationships, Equalities and Rights Respecting Schools Strategy groups established where staff feel valued in supporting school improvement through collaboration.</li> <li>Consistent approaches to PPR, Mobile Phone Management, use of school toilets and energy drinks in class agreed.</li> <li>Increased communication following outcome of actions related to bullying incident.</li> <li>Ensure young people are aware of the impact of bullying and supports available.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil survey</li> </ul>				
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**Challenge: Ensuring Young People’s Mental, Health & Wellbeing, Equality and Inclusion of stakeholders, with particularly focus in literacy, numeracy.**

**Mission 2: Focus on Mental Health & Wellbeing with focus on Literacy and Numeracy**

**Cost**

Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
<ul style="list-style-type: none"> <li>Staged Intervention / Partnership working. Development of Internal Support Directory and structures which ensure fair and equitable distribution of supports.</li> <li>Improvement in attainment, with a specific focus on literacy and numeracy</li> <li>Improved attainment outcomes for a wider group of targeted pupils (S1-6)</li> <li>Rigorous approaches to tracking and monitoring. Strategic approaches to raising attainment.</li> </ul>	<ul style="list-style-type: none"> <li>SLT and Pastoral Care to Audit use of SEEMIS - Latest Pastoral Notes / Bullying and Equalities Module and Wellbeing Assessment Plans.</li> <li>Development of Internal Support Directory</li> <li>Fair and equal distribution of supports to young people.</li> <li>LCHS Inclusion meetings established to distribute supports through collaboration.</li> <li>Improved and consistent development of targeted and whole school literacy and numeracy supports. Embedding SEAL, RWI and Reciprocal Reading programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Audit Data reviewed monthly.</li> <li>Monitor input from School of Hard Knocks to build resilience for BGE pupils.</li> <li>Monitor input from Street Soccer to build engagement for BGE pupils.</li> <li>Develop role of BBSSIO to support targeted groups of pupils. (Basketball Scotland)</li> <li>All staff will be aware of young people who are engaging with the PEAL and RWI programmes. The strategies they can use within their classes to support, Pupil Focus Groups, Departmental Meeting Minutes</li> <li>Reciprocal Reading will be introduced to support an identified group of young people</li> <li>Minutes of JEM (Joint Equity Meeting) meetings.</li> </ul>	V Lockhart J McGovern	June 2025		

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Continue to review attendance procedures and flexible support to increase engagement of young people	<ul style="list-style-type: none"> <li>Strategies established during session 2022-23 to support attendance will continue to be embedded</li> <li>All stakeholders to be aware of their roles and responsibilities in relation to Attendance.</li> <li>All staff to be aware of approaches to improving attendance.</li> <li>Review of LCHS Attendance Policy</li> <li>Young people to engage in increased wellbeing and happiness activities.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly House Group Review of attendance/achievement with PTPC/DHT.</li> <li>Spreadsheets with concerns and agreed actions.</li> <li>Pupil, staff, parents and partners views sought through parental meetings</li> <li>Weekly and annual attendance statistics collated</li> <li>Rigorous approaches tracking and monitoring in relation to attainment.</li> <li>Revised LCHS Attendance Policy</li> <li>Pupil survey responses/evaluations</li> </ul>	K Anderson V Lockhart	June 2025		
<b>Evaluative Comment (HGIOS 4 Link Outcome to QI Challenge Questions)</b>						
<b>Challenge 2: To improve the quality of Learning, Teaching and Assessment through collegiate professional learning and effective self-evaluation.</b>						
<b>Mission 1: All staff will work collegiately to improve aspects of their teaching practice with a clear focus on improving pedagogy. 1,1</b>						<b>Cost</b>
Commitments(sprints)	Expected Outcomes	Measures of Impact <b>2.3 HGIOS 4</b>	Lead Responsibility	Target Date	Core	PEF
Increase opportunities for sharing of good practice across the school, through whole-staff meetings, focussed discussions and professional reading, effective use of digital technology. Continued development of Learning and Teaching Policy and development of Staff Development Policy.	<ul style="list-style-type: none"> <li>All staff to identify a specific pedagogical target within the PRD process</li> <li>Increased engagement of young people in learning experiences</li> <li>Consistent approach to Learning and Teaching across the school.</li> <li>Learning and Teaching Strategy Group leading on collaborative opportunities for young people and the development of the L and T Policy where staff feel valued in supporting school improvement through collaboration.</li> <li>All staff will engage in Sprint Collaborations at Staff Meeting times.</li> <li>Learning and Teaching Policy and Quality assurance measures reviewed.</li> <li>Staff Development Policy developed regular CPD Bulletin to sharing internal opportunities for professional development. Staff feel valued as part of the process.</li> <li>Improved attainment outcomes for a wider group of targeted pupils (S1-6)</li> <li>Increased opportunities for young people to lead learning in class</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations, focus groups, VSE data.</li> <li>Minutes of L and T Strategy Groups meetings.</li> <li>Regular CPD Bulletins and engagement in sessions</li> <li>Staff Development Policy developed</li> <li>Learning and Teaching Policy further developed</li> </ul>	E Large Middle Leaders All Staff Learning and Teaching Strategy Group	June 2025		

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Further development of LCHS Lesson Evaluation Toolkit. Collaborative development of Lesson Observation proforma and focus group approaches	Staff will have deeper and consistent understanding of Learning and Teaching allowing quality assessments, planning, lesson delivery, tracking and monitoring.	<ul style="list-style-type: none"> <li>Information of Tracking and Monitoring data collated and distributed to all staff</li> <li>Minutes of L and T Strategy Group meetings</li> <li>Staff Meeting agendas</li> <li>VSE, lesson observations and focus group data.</li> <li>Updated L and T Policy.</li> <li>Feedback from staff regarding use of Lesson Evaluation Toolkit.</li> </ul>	E Large Middle Leaders All Staff Learning and Teaching Strategy Group	June 2025		
A focus on delivering lessons with appropriate pace, challenge and differentiation, by increasing the opportunities for active learning and assessment.	<ul style="list-style-type: none"> <li>All young people engaged in high quality learning experiences.</li> <li>All young people reaching their full potential.</li> <li>Young people will receive quality and timely feedback.</li> <li>Young people are more informed and engaged in deeper learning.</li> <li>Active learning encourages young people to fully participate in lessons via active, collaborative, cognitive strategies and techniques.</li> <li>Use of a variety of summative and formative assessments to monitor YP progress.</li> <li>Staff use Pupil Profiles to plan for learning and meet needs</li> </ul>	Lesson observation feedback Focus group feedback Moderation evidence in Dept Quality assurance folders VSE Updated L and T Policy	E Large Middle Leaders All Staff Learning and Teaching Strategy Group V Lockhart	June 2025		
<b>Challenge: To improve the quality of Learning, Teaching and Assessment through collegiate professional learning and effective self-evaluation.</b>						
<b>Mission 2: Develop consistent approaches to self-evaluation including data analysis to support improvement.</b>					<b>Cost</b>	
<b>Commitments(sprints)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b> <b>1.1 HGIOS 4</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
All departments will participate in QA and moderation activities throughout the session as per their departmental calendars.  All staff to participate in pre-insight data analysis meetings.  The leadership team will complete Insight training with Lewis Paterson.	Enhanced quality and consistency of learning experiences  Increased staff understanding strengths and development needs in attainment and course delivery. Action plans agreed to support improvement  Increased knowledge and understanding of data analysis and insight resource.	Evidence stored in Faculty QA Folder  Information gathered in MS Form, departmental improvement plans, DM minutes.	K Anderson All staff  K Anderson All staff  K Anderson All staff	June 2025  September 2025  February 2025		



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Challenge 3: Further develop our BGE curriculum to meet the entitlement of developing the 4 capacities and skills across the 4 contexts of learning, with a particular focus of embedding Interdisciplinary Learning into the BGE curriculum						
Mission 1: Embedding Interdisciplinary Learning in to the BGE curriculum, whilst developing 4 contexts of learning.						Cost
Commitments	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Consolidate a refreshed Curricular Rationale that reflects the unique context of the school which includes 4 capacities / 4 contexts of learning.	Evidence of pupil consultation and refreshed curriculum rationale Visibility of curriculum rationale across school Curriculum Strategy Group established	Views of all stakeholders gathered throughout process Curricular plans VSE, lesson observations and focus group feedback. Minutes of Curriculum Strategy Group collaborations. Range of qualifications Engagement and attainment	V Lockhart DHT All Staff Curriculum Strategy Group	June 2025		
Embed IDL into BGE	<ul style="list-style-type: none"> <li>Staff consultation on previous IDL experiences</li> <li>Updated IDL Planning documents</li> <li>Young people engage IDL experiences</li> </ul>	IDL Feedback forms from young people S1-S3 and all staff, partners	V Lockhart DHT All Staff Curriculum Strategy Group	May 2025		
Continue to enhance and develop Wider Achievement opportunities	Increase and improve the monitoring and tracking	Collate and analyse pupil progress via	V Lockhart DHT I Love	June 2025		
Achievement opportunities within the BGE curriculum.  Embedding Meta skills within learning and teaching and school culture.	of WA across the curriculum particularly BGE. Skills framework development  Increased use and understanding of meta skills for all stakeholders.	WA tracking database in BGE and Senior phase developed. Staff and young people's understanding skills developed. Skills framework visible and utilised by all stakeholders. S1-S3 Pupil Profiles (PTPC)	V Lockhart DHT  A Currie	June 2025		
Mission 2:						
Commitments	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
<b>Evaluative Comment</b> (HGIOS 4 measuring impact and progress)						

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