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School Improvement Planning Template



# **LOCHEND COMMUNITY HIGH SCHOOL**

Glasgow City Council Education Services  
LIG 3 North East

## **School Improvement Plan**



25/26

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School: Lochend Community High School			
Learning Community: Lochend Community High School Learning Community			
Link Officer: James Kerr			
Head of Service: Jean Miller			
School Roll - 485			
Attendance Rate – 77.99%			Percentage ASN: 63.75%
Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.			
PEF allocation 23-24:	£138,000	SIMD Quintile 1 (% and Number)	91.73%
Carry Forward:	£0	SIMD Quintile 5 (% and Number)	0%
Total Allocation 24-25:		Other	Band 2 3.16% Band 3 2..19% Band 4 2.43% Band 5 0% Band 6 0% Band 7 0% Band 10 0% Band 11 0% Band 13 0% Band 14 0% Band 15 0%
FME (number and %)	66.6%	Total No Pupils	474
Grand Challenges 2023-26 (Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)			
1) Supporting and improving young people’s Mental, Health & Wellbeing, Equality, Inclusion whilst improving attainment of all. 2) To improve the quality of Learning, Teaching and Assessment through collaboration and collegiate professional learning and effective self-evaluation. 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 improving the capacity of learners to transfer and apply knowledge, skills and understanding.			

Grand Challenge 1: Supporting and improving young people’s Mental Health & Wellbeing, Equality and Inclusion whilst improving attainment of all.

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Mission 1: Embed Equalities and Promoting Positive Relationships Strategy.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Further development of Promoting Positive Relationships Policy including working towards UNICEF Rights Respecting Schools (RRS) Award	<ul style="list-style-type: none"><li>RRS and Equalities Strategy Group established and Action Plan revised with agreed targets and timeline for improvement</li><li>Refreshed application of UNICEF RRS Bronze Award targets</li><li>Revised Promoting Positive Relationships Policy with increased consistency and communication in relation to actions taken</li><li>Launch and embedding of the new School Charter and School Vision.</li><li>Use of the PPR Support Flowchart</li><li>Review of Merits and Demerits Policy</li><li>Increased Pupil Leadership and empowerment opportunities</li><li>Updated Pupil Leadership Policy</li><li>Increased recognition/accreditation of Pupil Leadership achievements</li><li>Tracking system for Pupil Leadership established</li><li>Staff to engage in All Behaviour Is Communication Training</li></ul>	<ul style="list-style-type: none"><li>RRS and PPR Strategy Group established/ minutes of meetings.</li><li>RRS/vision/values consultation data and feedback.</li><li>Resources used for whole staff activities/pupil activities and assemblies.</li><li>Minutes of RRS Pupil Group meetings.</li><li>Number of SLT support calls reduced.</li><li>Reduced referrals and exclusions.</li><li>Staff awareness of revised policies. Visible in school where appropriate.</li><li>Data regarding parental engagement relating to PPR.</li><li>PPR surveys of all stakeholders.</li><li>Increased visibility of Children’s Rights across the school.</li><li>Minutes of HT strategic meetings and agreed timelines.</li><li>Classroom observation data</li><li>Merit Award data</li><li>Pupil focus group data</li><li>Pupil reward data</li><li>Consultation with staff and young people regarding Merits/Demerits</li><li>Minutes of Pupil Leadership meetings</li><li>Updated Pupil Leadership Policy</li><li>Tracking of pupil engagement in Leadership opportunities</li></ul>	Promoting Positive Relationships Strategy Group (EL)  Rights Respecting Schools Strategy Group (LN/KA)	June 2026		
Further development of the Equalities Strategy	<ul style="list-style-type: none"><li>Increased awareness of the Equalities Act across the school</li><li>Pupil empowerment through Equalities and Rights Respecting Group</li></ul>	<ul style="list-style-type: none"><li>Minutes of meetings with Equalities Group</li><li>Assembly presentations</li><li>Pupil voice in relation to working with YCSA Partners</li></ul>	Equalities Strategy Group (LN)	June 2026		

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**Challenge 1: Supporting and improving young people's Mental, Health & Wellbeing, Equality, Inclusion whilst improving attainment of all.**

Mission 2: To develop equitable approaches to providing supports for improved engagement and Mental Health and Wellbeing.					Cost	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Continue to review attendance procedures and supports to increase engagement of young people	<ul style="list-style-type: none"> <li>All stakeholders to be aware of their roles and responsibilities in relation to Attendance.</li> <li>All subject areas planning to support learning of those who have attendance challenges.</li> <li>All staff to be aware of approaches to improving attendance.</li> <li>Review of LCHS Attendance Policy</li> <li>Continuation of Reimagining Attendance Strategy and Attendance Mentoring</li> <li>Monitoring system agreed with Attendance Mentors</li> <li>Reward system agreed with Attendance Mentors.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Caseload spreadsheets</li> <li>DM minutes</li> <li>Showbie evidence of work provided</li> <li>Comparison of focus group data from 2024/25-25/26</li> <li>Attendance data</li> <li>GCC CE review meeting minutes.</li> <li>Termly review of CP/VYP/CE young people and agreed actions in minute with HT/DHT/PTPC/PT ENP review.</li> <li>Pupil, staff, parents and partners views sought through parental meetings. Information noted in PN.</li> <li>Daily, weekly, termly and annual attendance statistics collated and reviewed with agreed weekly actions.</li> <li>LCHS Attendance Policy.</li> <li>Personalised timetables document</li> <li>Staff presentations/surveys/collaborations</li> <li>Evidence of engagement in happiness activities.</li> <li>Data of engagement in S1-3 Attendance Mentoring Scheme</li> </ul>	K Anderson (Strategic) V Lockhart (Logistics/Policy) S Burrows PT Inclusion E Large	June 2026		
Increased parental engagement	<ul style="list-style-type: none"> <li>Increased engagement in Parent Council</li> <li>Increased engagement with Parents/Carers</li> <li>Increased engagement/attendance of young people</li> </ul>	<ul style="list-style-type: none"> <li>Parental survey</li> <li>Parental engagement/activity/Family Learning session statistics</li> <li>DM Minutes</li> <li>Increased attendance at Parents Information Sessions</li> </ul>	J Wright K Anderson H Kerr C Macauley	June 2026		

**Challenge 1: Supporting and improving young people's Mental, Health & Wellbeing, Equality, Inclusion whilst improving attainment of all.**

Mission 2: Developing equitable approaches to support improved engagement and attainment.					Cost	
Improvement in attainment, with a specific focus on literacy and numeracy	<ul style="list-style-type: none"> <li>Development of Literacy and Numeracy Strategic plan for improvement.</li> <li>Improved and consistent development of targeted and whole school literacy and numeracy supports. Continuing with Numeracy Ninja, RWI and Paired Reading and Numeracy programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of strategic planning meetings, data analysis and timeline for improvement.</li> <li>Pupil focus group data</li> <li>All staff will be aware of young people who are engaging with the targeted interventions on the Support Spreadsheet.</li> </ul>	E Large K Johnston A Lawrence E Lees	June 2026		

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	<ul style="list-style-type: none"> <li>Strengthen partnership with associate primaries to share successful strategies.</li> <li>Launch of Abigail Steel Literacy Programme with S1.</li> <li>Targeted literacy interventions with S1 pupils.</li> <li>Whole school activities based in moderation groups focused on literacy, numeracy and HWB.</li> </ul>	<ul style="list-style-type: none"> <li>The strategies they can use within their classes to support</li> <li>Departmental Meeting Minutes</li> <li>Whole school activity resources.</li> <li>Staff evaluations following whole school activity.</li> </ul>				
All Faculties taking aspirational actions to ensure that every young person demonstrates progress and achieves the highest possible level of attainment	<ul style="list-style-type: none"> <li>Improved outcomes for all</li> <li>Almost all learners demonstrating attainment over time</li> <li>Increased attendance</li> <li>Increased presentation rates at National 5/Higher/National Qualifications</li> <li>Reduced number of incomplete courses</li> </ul>	<ul style="list-style-type: none"> <li>DM minutes</li> <li>Learner conversations</li> <li>SQA entries</li> <li>Tracking and monitoring data</li> <li>Pupil focus groups</li> <li>Level change data</li> <li>SQA Results</li> <li>Alternative Curriculum engagement</li> <li>BGE attainment through a level</li> </ul>	All staff	August 2025		
Introduction and implementation of new GCC Tracking and Monitoring System and departmental tracking	<ul style="list-style-type: none"> <li>Consistent approaches to Learner Conversations, moderation and assessment</li> <li>Increased reliability and validity of tracking data</li> <li>Young people understanding their current working level and targets to progress</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings with associate primaries/evidence of staff engagement in activities.</li> <li>Minutes of Literacy Strategy Group meetings</li> <li>Tracking and monitoring data (whole school and departmental)</li> <li>Evidence of moderation</li> <li>Evidence of Learner Conversations</li> <li>Pupil focus groups</li> </ul>	V Lockhart H Kerr	August 2025		
All staff to engage in relevant data analysis activities	<ul style="list-style-type: none"> <li>Increased staff understanding of pupil strengths and development needs</li> <li>Interventions agreed to support improvement</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis activities</li> <li>DM minutes</li> <li>Learner conversations</li> </ul>	V Lockhart H Kerr K Anderson	August 2025		
<b>Evaluative Comment</b> ( <i>HGIOS 4 Link Outcome to QI Challenge Questions</i> )						
<b>Grand Challenge 2: To improve the quality of Learning, Teaching and Assessment through collaboration, 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.</b>					<b>Cost</b>	
<b>Commitments(sprints)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>

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<p>Embedding and continued development of the LCHS Learning and Teaching and Digital Learning and Teaching Strategies including increased use of the Lesson Evaluation Toolkit.</p> <ul style="list-style-type: none"> <li>Increased focus on pace and challenge for all and differentiation.</li> <li>Increased focus on feedback and assessment.</li> <li>Embedding the effective use of Learner Conversations</li> <li>Increased use of ipads in Learning Experiences to support needs</li> <li>Increased use of ipads to enhance learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Increased engagement of young people in learning experiences.</li> <li>Consistent approaches to Learning and Teaching across the school.</li> <li>Staff engagement in whole staff and Faculty Meeting Sprint activities.</li> <li>Continuation of Learning and Teaching Strategy Group.</li> <li>Learning and Teaching Policy under continual review.</li> <li>Leadership Team collaborations regarding consistent approaches to supporting the development of effective learning and teaching.</li> <li>Increased digital literacy skills and staff confidence in using ipads</li> <li>Learners needs being met to a greater degree through the use of digital technology</li> <li>Higher quality learning experiences for young people</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations data</li> <li>Pupil focus groups</li> <li>VSE data</li> <li>Quality Visit data.</li> <li>Minutes of L and Tand Digital L and T Strategy Group meetings.</li> <li>Learning and Teaching Policy further developed</li> <li>Minutes of Faculty Meetings</li> <li>Information from staff meetings/inset days</li> <li>Ipad audit and introduction of Digital Charter</li> <li>Learner conversation data</li> </ul>	<p>E Large Learning and Teaching Strategy Group J Wright Digital Learning and Teaching Group</p>	<p>June 2026</p>		
<p>Improved approaches to meeting learners needs in the classroom</p>	<ul style="list-style-type: none"> <li>Embed Class Profile and use of support spreadsheet</li> <li>Enhanced knowledge of learner needs and how best to support them</li> <li>Increased engagement and improved attainment/progress for all learners</li> </ul>	<ul style="list-style-type: none"> <li>Class Profiles</li> <li>Support Spreadsheet</li> <li>Pupil Profiles</li> <li>Pupil focus groups</li> <li>Staff Collaboration sessions</li> <li>DM minutes</li> <li>Attainment data</li> <li>Improved attendance statistics</li> </ul>	<p>V Lockhart T Reilly M Bernier E Large Learning and Teaching Strategy Group</p>	<p>August 2025</p>		
<p>Development of consistent approaches to whole school and departmental moderation and assessment in relation to:</p> <ul style="list-style-type: none"> <li>Assessment Moderation</li> <li>Moderation of Assessment Judgements</li> </ul>	<ul style="list-style-type: none"> <li>Assessments are valid and reliable</li> <li>Assessment approaches assess the required content</li> <li>Consistent professional discussion and comparison of learners work to agree that it meets the agreed standard</li> </ul>	<ul style="list-style-type: none"> <li>Moderation evidence</li> <li>Tracking and monitoring consistency</li> <li>Staff focus groups</li> </ul>	<p>E Large</p>	<p>August 2025</p>		
<p>Increased opportunities for Staff development in relation to effective Learning and Teaching</p>	<ul style="list-style-type: none"> <li>Further development of the Staff Development Policy</li> <li>Regular CPD Bulletin to sharing internal opportunities for professional development.</li> <li>Increased staff confidence in delivering effective learning and teaching</li> <li>Improved and consistent learning experiences for young people.</li> </ul>	<ul style="list-style-type: none"> <li>CPD Bulletin</li> <li>Internal CPD data.</li> <li>Staff consultation data</li> <li>Updated Staff Development Policy</li> <li>Minutes of L and T Strategy Group meetings</li> <li>VSE, lesson observations and focus group data.</li> </ul>	<p>H Kerr</p>	<p>June 2026</p>		

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Evaluative Comment ( <i>HGIOS 4 Link Outcome to QI Challenge Questions</i> )						

<b>Grand 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 improving the capacity of learners to transfer and apply knowledge, skills and understanding.</b>						
<b>Mission 1: Embedding Interdisciplinary Learning in to the BGE curriculum, whilst developing 4 contexts of learning.</b>					<b>Cost</b>	
<b>Commitments</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
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 in IDL experiences</li> </ul>	<ul style="list-style-type: none"> <li>IDL data from young people S1-S3 and all staff, partners</li> </ul>	V Lockhart DHT All Staff Curriculum Strategy Group	May 2026		
Increased accreditation and monitoring of Wider Achievement opportunities	<ul style="list-style-type: none"> <li>Increased and improved the monitoring and tracking of engagement and achievement</li> <li>Wider Achievement Learner Conversations to track and increase engagement in and out of school</li> </ul>	<ul style="list-style-type: none"> <li>Wider achievement lesson observations</li> <li>Wider achievement learner conversation information</li> <li>Wider achievement focus groups</li> </ul>	J Wright I Love	June 2025		
Developing a consistent understanding of Meta skills through learning experiences.	<ul style="list-style-type: none"> <li>Increased use and understanding of meta skills in curricular plans, tracking and learner conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Meta skills evidenced in lesson observations</li> <li>Meta skills evidenced in curricular plans</li> <li>Pupil focus group data</li> </ul>	V Lockhart DHT PT Curriculum PTPC Curriculum Strategy Group	June 2025		

