

# Inveralmond CHS



## Progress Report for Session 2018/19

(Standards & Quality Report)

Inveralmond CHS  
Willowbank  
Ladywell  
Livingston  
EH54 6HW



## ABOUT OUR SCHOOL

### Vision

Our vision here at Inveralmond Community High School “We are working together to inspire learners and shape successful futures ensuring excellence and equity for all” is fundamental to our approach to improving the life chances for all our young people by getting it right for our learners.

### Values

Our values have evolved through deep consultation with our stakeholders. Respect, Honesty, Equality, Enjoyment and Responsibility are instilled in our daily practice and permeate through our community.

Inveralmond Community High School is a comprehensive non-denominational school situated in the Ladywell area of Livingston. The school roll in 2018-2019 comprised of approximately 1050.

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.

The school has a strong, inclusive ethos and offers a vibrant environment for learning and teaching. At Inveralmond 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 21<sup>st</sup> Century.



## IMPROVEMENT PRIORITIES

**Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.**

**We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).**

**We have also indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our desired outcome for Session 2018/19 was to raise the number of our young people in S3 achieving Level 3 and 4 Literacy and Numeracy</p> <ul style="list-style-type: none"> <li>• Sustain our BGE Level 4 attainment in numeracy</li> <li>• Increase our BGE Level 4 attainment in literacy</li> </ul> <p>NIF Driver(s):</p> <p>Teacher Professionalism Performance information Assessment of pupils progress</p> <p>HGIOS?4 QIs: 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning Teaching and Assessment 3.2 Learning, teaching and assessment</p>	<p>We have made <b>good</b> progress.</p> <p>In respect of raising attainment especially in literacy and numeracy within the BGE we have made good progress and remain above the national stretch aims of 85%.</p> <p>In the senior phase our literacy and numeracy levels are greater than our Virtual Comparator.</p> <p>SCQF results show an attainment improvement in SCQF levels in all areas and the school data is significantly about the Virtual comparator.</p> <p><b>What did we do?</b></p> <p>Throughout the course of 2018/2019 we continued to develop our BGE Didbook Progress system for tracking and monitoring in line with national benchmarks. Teacher ownership of this system is high and is bespoke to department course plans.</p> <p>In working within our school and Improvement Collaborative (HUB) we will continue to involve all staff in the moderation process to develop a shared understanding of standards and expectations.</p> <p>Staff confidence in assessing achievement of a level continues to be an area of focus to ensure we have robust evidence of achieving a level aiding with assessing our learners progress.</p> <p>We have utilised attainment data from CAT and SNSA to highlight those students who required targeted interventions for reading utilising our PEF allocation to support improvements.</p> <p>Our implementation of SNSA was a smooth process with our curriculum areas of English and Maths using the outcome to inform targets for learners.</p> <p>Through building partnerships we continued our 'Elderberry' group, training them in the aspects of paired reading with our students across all ages and stages.</p> <p>All staff are engaged in our commitment to improving learning and teaching through the completion of the Tapestry Programme and moving forward we will develop this programme to incorporate practitioner enquiry. We are in year 3 of our 3 year plan with our intention to improve the quality of learning and teaching beyond good through an empowered system. Our learning and teaching development post holders have reviewed our learning and teaching position paper and carried out observations through our TLC.</p> <p><b>Evidence indicates the impact is:</b></p> <p>Learners are benefitting from our focus on improving learning and teaching through all staff completing the Tapestry Programme.</p> <p>Our VSE approach to observations evidenced the quality of learning and teaching is improving from good towards very good. VSE Process has been enhanced to be practitioner led and focus on QI 2.3.</p> <p>Learners are benefitting from targeted interventions with reading ages improving. Our paired reading programme and Elderberry group have supported these developments.</p> <p>Learners in our BGE are benefitting from our improvements with our Level 4 numeracy sustaining 64% and our Level 4 Literacy Writing improving to 52%.</p>

PRIORITY	HOW DID WE DO?
	<p>Pupil survey responses report that almost all pupils feel that their teachers expect them to work to the best of their abilities.</p> <p><b>Our next steps will be to:</b></p> <ul style="list-style-type: none"> <li>• Establish and implement a Self Evaluation for Continuous Improvement calendar</li> <li>• Sustain our improvements in learners achieving BGE Level 3 and Level 4 Literacy and Numeracy</li> <li>• Further engage all staff through subject networks in the learning, teaching and assessment cycle within the BGE to raise staff confidence in making professional judgements</li> <li>• Improve challenge within BGE to aspire for increased levels achieving Level 4 by the end of S3 in literacy (with a specific focus on writing) and numeracy</li> <li>• Sustain and improve our S4 Level 4 and Level 5 Literacy and Numeracy</li> <li>• Further invest in our CLPL numeracy: Maths recovery, primary transition and Cluster Maths strategy supporting improvements in numeracy</li> <li>• Utilise our PEF funding for targeting interventions to improve our attainment and achievements in Literacy eg developing a reading culture</li> <li>• Improve our approached to universal support in the form of the Inspire Learning Programme and PSE Review</li> </ul>

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our desired outcome for Session 2018/19 was to:</p> <ul style="list-style-type: none"> <li>• Close the poverty related attainment gap</li> <li>• Increase the participation and engagement levels of the least disadvantaged pupils</li> <li>• Improve our levels of family engagement</li> </ul> <p>NIF Driver(s): School Improvement , Performance Information Parental Engagement,</p> <p>HGIOS?4 QIs: 1.3 Leadership of change 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>We have made <b>good</b> progress.</p> <p><b>What did we do?</b></p> <p>Our school counsellor service was increased to 3 days per week from August 2019 to support the emotional and mental well-being of our students in their learning and with any domestic concerns pupils may have.</p> <p>14 members of staff successfully completed the Scottish Mental Health First Aid training course. This has boosted staff knowledge and confidence in dealing with mental health issues.</p> <p>To build on term time successes we introduced Easter and Summer schools supported by our family link worker, supported by Hungry Holidays. Very positive feedback was sought from those engaged with the programme. Further transitional benefits were enjoyed by those attending the Summer programme.</p> <p>Through a literacy development post and a literacy pupil support worker we established reading groups in S1, S2 and S3. We aimed to target improvements with those of reading ages of 8-9 years to at least reading age 11 in order that all students are supported in accessing our National Curriculum.</p> <p>Through CLPL a teacher undertook Maths Recovery training to be used within the classroom setting and our numeracy pupils support worker completed the Maths Recovery programme. This will lead to improvement in numeracy approaches with our young people. Identified groups were targeted initially then learning and teaching approaches were rolled out in the wider student population.</p> <p>In aiming to support our disengaged students we continued our Employability HUB (ELH) in order that all young people left with at least 5 national qualifications, seeing a significant increase their tariff points. Our family link worker and pupil support worker were integral to this success. We also expanded this intervention to include junior pupils with a focus on skills development and increased engagement.</p> <p>All staff are engaged in our commitment to improving learning and teaching through our Tapestry Programme. We are in year 3 of our 3 year plan with our improvement methodology approaches to this. Our learning and teaching development post holder has reviewed our learning and teaching position paper and carried out observations through our TLC.</p>
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	<p>Learner participation improved through the use of pupil focus groups to discuss ways in which the school can improve. This increased participation in the arena of decision-making groups.</p> <p>Learner participation improved through the arena of wider community as 46 pupils were involved with the Antony Nolan Trust by joining the stem cell register (in partnership with the Scottish Fire and Rescue Service)</p> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Over 100 pupils accessed the counselling service this session. Pupil feedback was very positive and all pupils asked indicated that they felt supported and that the sessions had a positive impact on their health and wellbeing</li> <li>• Improved staff confidence in dealing with mental health issues for a group of staff</li> <li>• Improved transition through the summer holiday programme</li> <li>• Improved family engagement - 25 pupils attended the Easter holiday programme daily and 30 family members attended the Easter Tea and Bingo event</li> <li>• Improved attendance at the BGE parent conferences</li> <li>• All pupils involved in the reading programme improved their reading age, by an average of 2 years. Pupil feedback was positive and all pupils said they have increased confidence when reading</li> <li>• Positive feedback from those targeted for numeracy support – all target students made improvements in their numeracy levels</li> <li>• All of our disengaged students identified for our ELH attained 5 qualifications as well as benefiting from skills development and improved attendance</li> <li>• Learners are benefitting from our focus on improving learning and teaching through all staff being involved in our Tapestry Programme. Pupil focus groups provided faculties with positive feedback on the learning and teaching taking place</li> <li>• Increased number of pupils involved in learner participation in the arena of wider community</li> </ul> <p><b>Our next steps will be to:</b></p> <ul style="list-style-type: none"> <li>• Continue to offer the counselling service 3 days per week and to introduce group work counselling sessions, particularly around examination time</li> <li>• Give more staff members the opportunity to complete the Scottish Mental Health First Aid training course</li> <li>• Creating a family room to allow for family and young people drop-in sessions with our family link worker</li> <li>• Targeting families from our 6 feeder primary schools by removing financial barriers to enable them to participate in trips during the summer holidays, including meals through Hungry Holidays</li> <li>• Maintain our literacy support worker and literacy development post holder who will progress with our current reading groups and establish a new S1 targeted group</li> <li>• Launch of our “Excellent Learning and Teaching” professional development resource which will support staff in improving their learning and teaching and will be an integral part of the PRD process</li> <li>• Continue with our targeted support groups for improvements in numeracy. To implement the Maths Recovery programme into the classroom setting so that more pupils are receiving numeracy support</li> <li>• Continue to offer opportunities for pupils to be involved in learner participation through the arena of decision making groups. A group of pupils will carry out a pupil VSE to lead to improvement, supported by the How Good is Our School Part 2 pupil resource</li> <li>• Appointment of a Deputy Head Teacher to support transition with the aim of reducing the attainment gap between the most and least deprived pupils, specifically in the areas of writing and numeracy</li> <li>• To increase the use of “Progress” for monitoring pupil, encouraging reflection of learning, including the identification of next steps in learning</li> </ul>
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	<ul style="list-style-type: none"> <li>Allocation of pupil equity fund with the aim of reducing the cost of the school day for pupils, to improve engagement, participation, attendance and attainment</li> </ul>
<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our desired outcome for Session 2018/19 was to:</p> <ul style="list-style-type: none"> <li>Further establish a culture which supports positive relationships to enhance the wellbeing of all young people</li> </ul> <p>NIF Driver(s):</p> <p>Performance information</p> <p>HGIOS?4 QIs: 1.2 Leadership of learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>We have made <b>good</b> progress.</p> <p>Improving the life chances of all our young people through excellence and equity is core to our practice here at Inveralmond CHS.</p> <p><b>What did we do?</b></p> <p>Our school counsellor service was implemented 3 days per week from May 2019 to support the emotional and mental well-being of our students in their learning and also domestic concerns.</p> <p>CLPL focusing on ACE's and Restorative Practice offered to all staff and wider community.</p> <p>Appointed a Pupil Support Manager in order to increase and sustain attendance above 90%.</p> <p>Review process for Universal Support; ILP, Tutor time, PSE to ensure impact on learners Health and Wellbeing.</p> <p>Student survey returned positive responses resulting in 13 out of 20 measures improving. Most pupils stated the school helps them keep safe and healthy and know what to if they have concerns or need help.</p> <p>Implemented a universal approach to bullying to ensure consistency and positive interventions for young people.</p> <p>Initial consultation took place with Sequential to track levels of engagement and participation to allow timely interventions.</p> <p>In continuing our partnership working we have now completed 2 community projects through our Arts project and the Ladywell underpass. Our young people have displayed outstanding leadership abilities in these community projects.</p> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>From August 2018 – June 2019 we provided counselling support to 66 of our young people from a range of SIMD backgrounds, positive feedback was obtained from our young people with 100% of the young people continuing with their contact support provided.</li> <li>Our Pupil VSE highlighted positive areas of practice in relation to our school values (respect), differentiated approaches to learning and teaching and the dealing with incidents relating to bullying</li> <li>Inveralmond CHS arranged a showing of the "resilience" film and arranged a panel for questions, to raise awareness of ACEs and trauma within the local community which was well attended.</li> <li>All students were given the opportunity to develop skills in First aid either through "Call Push Rescue" (CPR) in BGE or gain the emergency first aid qualification in the Senior Phase. 170 pupils of senior phase attained this qualification.</li> </ul> <p><b>Our next steps will be to:</b></p> <ul style="list-style-type: none"> <li>To implement whole school positive relationships policy based on professional reading such as Paul Dix and Rights Respecting School.</li> <li>Maintain targeted groups for attendance</li> <li>Share and implement good practice and practitioner enquiry findings around classroom ethos</li> </ul>

	<ul style="list-style-type: none"> <li>• Review of learner voice process to include interest groups and establish a pupil parliament</li> <li>• Review of the employability hub</li> <li>• Continue review of Universal support with a focus on HWB Curriculum</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our desired outcome for Session 2018/19 was to:</p> <ul style="list-style-type: none"> <li>• Ensure consistency of learning and teaching across the curriculum, to ensure progression and for almost all young people to sustain positive destinations, DYW</li> </ul> <p>NIF Driver(s): School improvement Performance information Teacher Professionalism</p> <p>HGIOS?4 QIs: 1.3 Leadership of Change 2.7 Partnerships 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p>	<p>We have made very good progress in ensuring improvements in supporting our young people into positive destinations.</p> <p><b>What did we do?</b></p> <p>Focus on the learning, teaching and assessment cycle within the BGE to incorporate skills within our course plans.</p> <p>Increase opportunities to undertake industry placements to enhance industry links.</p> <p>To continue to develop and sustain partnerships with businesses and industry links ensuring relevance and engagement.</p> <p>Raised awareness of apprenticeship family amongst pupils and parents.</p> <p><b>Evidence indicates the impact is:</b></p> <p>94% of our young people in S4 achieved 5 qualifications at level 4 in session 2018-2019, up on the previous session.</p> <p>Inveralmond CHS secured positive destinations for our young people of 94%, above that of our virtual comparator.</p> <p>After the full school engagement sessions on the apprenticeship family there was a 51% increase in students willing to look at these options.</p> <p><b>Our next steps will be to:</b></p> <ul style="list-style-type: none"> <li>• Reimage and 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</li> <li>• To encourage our teachers to engage with industry placements in order to further understand DYW and Careers standards education</li> <li>• To engage our young people in discussions on DYW during our course choice planning sessions ensuring we get it right for each of our young people</li> <li>• Cluster Project with our primaries to ensure an early stage approach to DYW, linking with our local business partners.</li> <li>• Refresh the PSE programme to embed DYW lessons.</li> </ul>

## Our Achievements this year have included:

Through promoting positive behaviour we have seen the number of exclusions continue to fall, we aim to build on our restorative practices to ensure all our young people are engaged and included in learning.

Our commitment to improving our approaches to learning teaching and assessment through CLPL has ensured all staff are leading their own professional enquiry. This collaborative approach to improvement will continue in session 2019-2020.

We have utilised our PEF funding to enhance the role of the family worker and support the P7 transition and have a dedicated team to improving attendance.

## Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators\* show that:

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Very good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Good to Very Good
	Raising attainment and achievement 3.2	Good

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare 2016)