

Mission Statement

With West Lothian Council we are Striving for Excellence.
Working with and for our community to improve the quality of education.

Values

We are striving for excellence in:

Focusing on our customers' needs
Being honest, open and accountable
Providing equality of opportunities
Investing in employees
Making best use of our resources
Working in Partnership

Aims

West Lothian Council aims to:

Develop a quality management culture
Give priority to policy development and strategic planning
Assure quality and set targets
Put in place systems for consulting customers and staff
Provide a quality learning opportunity to tackle disadvantage
Ensure best value
Invest in high quality staff development

Factors Influencing the Improvement Plan

School factors

- ◆ Focus on Learning and Teaching
- ◆ Improving pupils' attainment and achievement
- ◆ Citizenship and Enterprise initiatives
- ◆ Armadale Cluster Improvement Plan

Education Authority factors

- ◆ West Lothian Services Local Improvement Plan
- ◆ Succeeding Together
- ◆ Focus on Inclusion

National factors

- ◆ A Curriculum for Excellence
- ◆ Assessment is for Learning
- ◆ Determined to Succeed – Enterprise Education
- ◆ Closing the Gap
- ◆ Integrated Children's Services
- ◆ National Priorities and Legislation

School Aims

- ◆ To develop the student's knowledge and understanding of the world in which they live.
- ◆ To develop in each student a range of skills which will help the student to cope with the demands of life in our society.
- ◆ To help students maximise their potential for attainment and achievement in all areas of school life.
- ◆ To offer to each student opportunities to establish a set of attitudes, values and beliefs compatible with living in a modern, democratic and multicultural society.

School Priorities

Achievement and Attainment

- ◆ Attainment – to ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.
- ◆ Support for Pupils – To provide effective support systems for all pupils which promote personal and social development and underpin academic achievement.

Framework for Learning

- ◆ Curriculum - To ensure a broad, balanced and flexible curriculum that provides young people with the best possible learning opportunities and experiences.
- ◆ Learning and Teaching – To provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.
- ◆ Resource Management – To improve the quality of learning and teaching through the effective management and organisation of the school's resources.
- ◆ Professional Development – To improve the quality of the educational experiences for pupils through encouraging staff to fully engage in continuing professional development.
- ◆ Management and Leadership – To ensure that the school's promoted staff provide high quality leadership, management and support.

Inclusion and Equality

- ◆ Learning Environment – To ensure that all pupils are able to experience a positive and safe learning environment that promotes good behaviour, self discipline and respect for others.
- ◆ Social Inclusion – To ensure that every pupil enjoys equality of access to educational opportunities, regardless of background, special needs or disabilities.

Citizenship and Values

- ◆ Ethos – To provide a welcoming, safe environment in which each pupil is valued and supported.
- ◆ Partnership – To build and maintain partnerships between the school and the parental body, external support agencies and its wider community.
- ◆ Values and Citizenship – To prepare pupils for responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society.

Learning for Life

- ◆ To equip pupils with the skills, attitudes and expectations required to prosper in a changing society and to encourage creativity, enterprise and ambition.
- ◆ To encourage good health in all pupils through strategies which promote physical and mental well-being and self-esteem.

Monitoring and Evaluation of School Improvement Plan

Monitoring and evaluation arrangements will include as appropriate:

- ◆ Discussion at EMT / Management Committee / Whole Staff and Departmental Meetings
- ◆ Classroom Observation
- ◆ Review of SQA / National Test Results with EMT / PTs / PTCs
- ◆ Review of attendance / discipline trends
- ◆ CAT Prediction comparisons at whole school and departmental level
- ◆ Through Working Groups e.g. AifL / Eco-School / TMR / School – Community Links Group
- ◆ Discussion with Parents Forum / House Reps Groups
- ◆ Questionnaires to pupils / parents / staff
- ◆ Annual Standards and Quality report

Long Term Focus

The main focus of the Improvement Plan over the next three years will lie in the following areas:

- ◆ Improving Attainment, especially in relation to S5 / 6
- ◆ A Curriculum for Excellence – AifL and Curriculum Development as required
- ◆ Ethos – including initiatives to involve all stakeholders

Main Focus for Improvement	Improving Attainment	
Priorities	Actions:	Expected Outcomes and Evidence
<p>1. To improve attainment in Higher and Intermediate courses in S5 / 6</p>	<ul style="list-style-type: none"> ◆ Early SQA presentation of S3 pupils in English, Maths and French. ◆ The introduction of a 2 year Higher course in English, Maths and French starting in S4. ◆ Appropriate coursing to Higher and Intermediate courses with identification of appropriate level changes timeously. ◆ The provision of courses for pupils of all abilities in S5 / 6 to ensure that they are challenged at an appropriate level 	<ul style="list-style-type: none"> ◆ Maintenance or improvement of current S4 levels of performance as evidenced by SQA results ◆ Improved success in these subjects at Higher level, compared with current baseline, evidenced by SQA results ◆ Fewer fails at either level, compared with current baseline, as evidenced by SQA results ◆ Identification and development of appropriate courses for all levels of ability. Evidenced by satisfaction of pupils with course choice as shown in Option Questionnaire ◆ In all of the above areas pupils will be able to access courses which better meet their needs and experience greater success in SQA exams.
<p>2. To optimise attainment in S4</p>	<ul style="list-style-type: none"> ◆ The development of courses and strategies in English, Maths and French to cater for the needs of those pupils not undertaking Higher. This will include horizontal and vertical progression routes. 	<ul style="list-style-type: none"> ◆ Pupils will continue to achieve through appropriate courses in place allowing for progression in S3 / S4 of middle and lower ability groups as evidenced by SQA results

Main Focus for Improvement	Improving Attainment	
Priorities	Actions:	Expected Outcomes and Evidence
<p>3. To improve attainment in the lowest 20% ability cohort from S1 – S4</p> <p>4. Development of the TMR system as an evaluative tool</p>	<ul style="list-style-type: none"> ◆ Improved identification of cohort by means of CAT scores ◆ Early SQA presentation of S3 pupils in English, Maths and French. ◆ More targeted monitoring, tracking and support of individuals within this cohort by both departments and Student Support. ◆ The adoption of similar strategies with Looked After Children. ◆ Liaising with the authority working group on the development and improvement of the TMR system. 	<ul style="list-style-type: none"> ◆ Database identifying cohort in each year group to enable appropriate targeting of support strategies for each pupil. ◆ Increased % of 5+ awards for this cohort of pupils by the end of S4, compared with current baseline. ◆ As above plus improvement in National Test levels in S1 / 2 Reading and Writing. ◆ As above ◆ Clearer Reporting to parents as evidenced by parental questionnaires ◆ Staff satisfaction with improved system as evidenced by staff evaluation ◆ Analysis of possible evaluative uses in relation to tracking and monitoring ◆ Pupil progress will continue to be monitored effectively

Main Focus for Improvement	A Curriculum for Excellence	
Priorities	Actions:	Expected Outcomes and Evidence
<p>1. To develop courses in all subjects as and when required by the Curriculum for Excellence programme</p> <p>2. To improve the quality of Learning and Teaching through the implementation of Assessment is for Learning Strategies</p>	<ul style="list-style-type: none"> ◆ Curriculum development in first phase subjects including Science, Modern Languages and Mathematics ◆ Further staff development to enhance ability of staff to recognise how they and their subject can progress the four key capacities ◆ To develop and implement new teaching approaches to improve pupils' learning experiences and engagement in learning. <p>To include:</p> <ol style="list-style-type: none"> 1. Improved Questioning 2. Comment Marking 3. Learning Outcomes and Success Criteria 4. Staff and Pupil Self Evaluation Techniques 5. Participative Techniques <ul style="list-style-type: none"> ◆ Staff development and sharing of good practice during implementation phase to improve staff skills. ◆ Integration of successful practice into the Learning and Teaching and Assessment and Reporting Policies. 	<ul style="list-style-type: none"> ◆ Courses developed and implemented with pupils experiencing them in line with programme requirements. ◆ Improved understanding of subject role in the development of the four capacities in all pupils as measured by staff evaluation and class observation. ◆ New teaching approaches implemented in all subject areas and year groups as evidenced by inclusion in departmental improvement plan, by classroom observation and through departmental minutes and quality assurance procedures. ◆ Pupils will be more engaged with their own learning and better able to identify their strengths and areas for improvement. This will be evaluated through an AifL Questionnaire. ◆ Staff knowledgeable and confident in the use of AifL techniques as evidenced by staff evaluation and classroom observation. ◆ Revised policies in these areas.

Main Focus for Improvement	Ethos	
Priorities	Actions:	Expected Outcomes and Evidence
<p>1. To further develop initiatives to involve all stakeholders in the improvement of school ethos</p>	<ul style="list-style-type: none"> ◆ To achieve Charter Mark ◆ To participate in the Rights Respecting School initiative. ◆ To achieve Green Flag status as an Eco school. ◆ To achieve Level 3 status as a Health Promoting school. 	<ul style="list-style-type: none"> ◆ Achievement of Award. ◆ Improved stakeholder satisfaction with school communication and consultation procedures evidenced by questionnaire. ◆ Achievement of Level 1 Award ◆ Increased pupil participation in the decision making process evidenced by documentation for award, House Reps and departmental minutes ◆ Achievement of Award. ◆ Achievement of Fair Trade Mark ◆ Involvement of pupils and staff evidenced as above. ◆ Pupils will be better informed as to how they can contribute to ecological issues in their daily life. ◆ Achievement of Award. ◆ Evidenced as above ◆ Staff and pupils will be more aware of healthy life choices in their personal life

Main Focus for Improvement	Ethos	
Priorities	Actions:	Expected Outcomes and Evidence
<p>1. To further develop initiatives to involve all stakeholders in the improvement of school ethos</p>	<ul style="list-style-type: none"> ◆ To achieve a Gold Award in Enterprise. ◆ To introduce a new Dress Code. ◆ To work with parents to develop the Parents' Forum. 	<ul style="list-style-type: none"> ◆ Achievement of Award ◆ Increased pupil involvement in enterprise activities evidenced by documentation for award ◆ Enterprise in its broadest sense embedded throughout the school ◆ New Dress Code successfully introduced ◆ Positive pupil attitudes towards Dress Code and identification with the school ◆ Evaluation of attitudes through House Reps groups ◆ Improved consultation with parent body, compared with current baseline, as evidenced by repeat survey