

LOCHGELLY HIGH SCHOOL

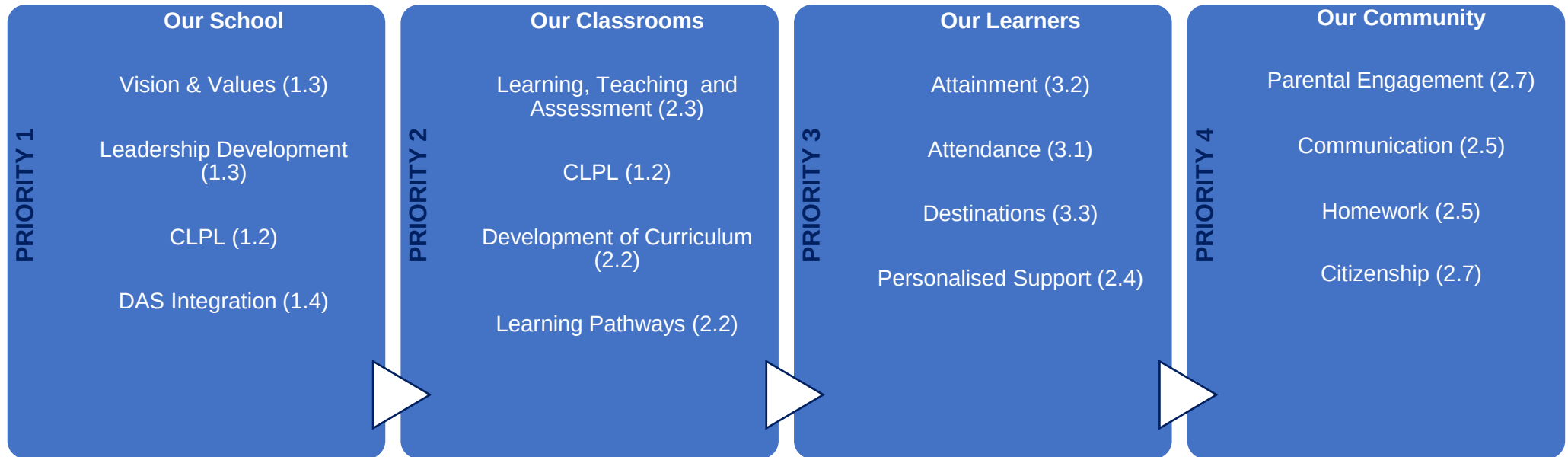
SCHOOL IMPROVEMENT PLAN 2024-25



Key Performance Indicators (by June 2027 (from session 2023-24))

Ross Stewart Headteacher	Wendy Cooper Depute Headteacher Head of Dewar House	Sarah McIntyre Depute Headteacher Head of Kelvin House	Alan Reddington Depute Headteacher Head of Fleming House	Adam Jackson Depute Headteacher Head of Telford House
1.1, 1.2, 1.3	3.2	2.2, 2.3, 3.3	2.1, 2.6, 3.1	2.4, 2.5, 2.7
Our change agenda is driven by staff at all levels, in pursuit of improving outcomes for learners Over 50% of stakeholders contribute to school improvement and are clear on our high expectations Across QI 1.3 we are evaluated as 'very good'	At least 90% of learners leave with a minimum qualification set of 6 awards at SCQF Level 5 (by the end of S4) 40% of learners achieve 5+ passes at SCQF Level 6 by the end of S6 100% of learners achieve 5 qualifications at SCQF Level 3 by the end of S3 Across QI 3.2 we are evaluated as 'very good'	100% of learners sustain a positive destination There is a 20% increase in learners accessing Further or Higher Education Across QI 2.3 we are evaluated as 'very good' <i>These are supported by an adaptable, context-driven and progressive curriculum, offering all learners appropriate pathway and opportunities.</i>	90% Attendance Exclusions have reduced by 60% 90% of all catchment young people transition to LHS Across QI 3.1 we are evaluated to be 'very good'	75% of parents/carers rate their child's experiences at school positively At least 50% of parents/carers have a clear understanding of their child's next steps in learning and how to support these Across our wider community, at least 50% of stakeholders believe young people contribute positively to our locality Across QIs 2.4, 2.5 and 2.7 we are evaluated to be 'good'

Overview



Our Vision:

We are Lochgelly High School, a proud and ambitious learning community where everyone strives to achieve the best for all.

Our Values:

Respect, Responsibility and Resilience

Focused Priority	Expected Impact
Our School	a) A shared, coherent vision that drives school improvement and is understood by all stakeholders. b) Increased leadership capacity at all levels, leading to improved outcomes for learners. c) Improved staff wellbeing and enhanced professional learning practices, leading to better outcomes for learners. d) Improved consistency in quality across departments and enhanced use of data to drive improvement. e) Management of DAS is successfully planned for integration within our devolved staffing model
Our Classrooms	a) Learning, Teaching and Assessment is evaluated to be 'good' in the majority of curricular areas b) Our lesson evaluation toolkit supports almost all staff to improve at least one area of their classroom practice across the session c) Robust curricular mapping improves cohesion in pedagogical approaches between stages in most subject areas d) Our reviewed curricular model will offer a greater range of SCQF qualifications, with more non-NQ progression to Level 6, in 2025-26
Our Learners	a) Most learners within our top 40% (in S4) achieve 5+ awards at Level 5 b) Our stretch target for attendance is exceeded c) Our stretch target for destinations is exceeded d) Agreed supports are almost always provided for almost all learners with a support plan
Our Community	a) Turnout at parents' evening in S1 and S4 exceeds 40% b) We communicate proactively with stakeholders, with the majority of parents/carers fully informed of their child's progress c) Rigorous homework supports progress in learning for most pupils d) We celebrate our young people across our wider school community on a regular basis

Each Focussed Priority will be led by a School Improvement Group (SIG). Separate to these will be a Scrutiny SIG, led by the Headteacher, who will quality assure the progress in each area throughout the session.

- Vision and Values
- Learning and Teaching
- Curriculum
- Attainment
- GIRFEC
- Parental Engagement

In addition, a Scrutiny Group will explore the work of each SIG.

Focused Priority 1 – Our School

NIF Priority: placing the human rights and needs of every young person at the centre of education; improvement in young people's health and wellbeing

NIF Drivers: school leadership; teacher and practitioner professionalism; parent/carers involvement; school improvement

HGIOS QIs: leadership of learning (1.2); leadership of change (1.3); leadership and management of staff (1.4)

Directorate Priorities: health and wellbeing; attendance and engagement

Outcome: Enhanced leadership at all levels, improved self-evaluation processes, and increased staff wellbeing leading to better outcomes for learners.

Expected Impact	Actions to Achieve	Measures of Success (data/views/observations)	Timescales	Responsibilities
a) A shared, coherent vision that drives school improvement and is understood by all stakeholders.	- Establish vision and values paper for consultation with key stakeholders including pupil, parents and staff. - Review and refresh the school's vision, values, and aims - Engage all stakeholders in the review process - Align vision with National Improvement Framework and school context	- By Dec 2024, all staff will have a clear understanding of the social, cultural and economic context of the school. - By June 2025, the majority staff (75%) will be involved in agreeing priorities for the school. - By June 2025, all staff will report that the school values and vision underpins their work. - By June 2025, most staff (92%) will feel that collaborative working is effective in taking forward school improvement. Respect: - All young people report feeling that they have a voice and are listened to. Responsible: - All young people demonstrate "The Best for All" – bullying and inequalities incidents reduce by 50%, young people report feeling safe (+10%)	QA-checkpoints in: - October 2024 - December 2024 - February 2025 - May 2025	- Vision and Values SIG - N Jack (Vision & Values Lead) - PTCs - School Captains - R Stewart

		Resilience: Almost all (95%) of young people's wellbeing measures improve by 5%.		
b) Increased leadership capacity at all levels, leading to improved outcomes for learners.	- Implement structured leadership development programme for all staff levels. - Enhance pupil leadership opportunities through expanded pupil voice structures. - Create mentoring partnerships between experienced and aspiring leaders.	- All (100%) Principal Teachers participate in leadership development. - Most (85%) staff report increased confidence in their leadership skills. - A majority (65%) of learners report having opportunities to lead in the school. - Almost all (90%) staff and the majority of young people (65%) participate in regular quality assurance of improvement activity, supported by promoted post-holders.	- QA Calendar within DIPs (Sept. 2024) - As QA per calendar	- R Stewart - PTCs
c) Improved staff wellbeing and enhanced professional learning practices, leading to better outcomes for learners.	- Develop a comprehensive staff wellbeing strategy. - Create personalised professional learning pathways linked to PRD and SIG participation for all staff. - Implement regular wellbeing check-ins and support mechanisms for staff.	- Almost all staff (90%) access CLPL programmes, with the majority (65%) sharing their learning collaboratively. - Almost staff (90%) can identify their next steps in professional learning, supported by feedback from young people, colleagues and personal reflections. - Almost all staff (90%) will report that their professional learning has led to a clear improvement in identified areas.	QA-checkpoints in: - October 2024 - December 2024 - February 2025 - May 2025 PRDs – June 2025	- L Devine (Wellbeing Lead) - C Craig (CLPL Lead) - PTCs/DHTs for link staff

		• Most (80%) staff report that their professional learning has positively impacted their practice. • Almost all (90%) staff report feeling supported in their wellbeing.		
d) Improved consistency in quality across departments and enhanced use of data to drive improvement.	• Establish an Improvement Support Team (IST) to support development, implementation and evaluation of departmental improvement. • Develop a structured process for reviewing and supporting departmental improvement efforts. • Implement regular check-ins and support sessions between the IST and departments. • Provide training for team members on effective improvement methodologies. • Develop a data dashboard on PowerBI to provide live, intuitive metrics for departmental and school improvement priorities.	• All departments engage with the Improvement Support Team at least once per term. • Most (82%) departments report that the support process has positively impacted their improvement efforts. • A majority (65%) of staff report increased confidence in self-evaluation and improvement planning. • Most (80%) leaders report that the data dashboard effectively supports their improvement efforts and actively use the dashboard to inform their practice and decision-making.	Establish team by September 2024, implement support process throughout the session. Develop dashboard by December 2024, full implementation from January 2025	• R Stewart • IST Lead (TBC) • IST Members • PTCs

e) Management of DAS is successfully planned for integration within our devolved staffing model	- School representation at LA DAS Devolution Steering Group. - LHS Support Leaders scope requirements for maintaining current levels of service delivery and explore capacity for growth. - Managing change exercise discussed and implemented as required. School Priority Only – not included in DIPs.	- Almost all (90%) support staff (mainstream and DAS) provide their views on appropriate management structures. - The majority (75%) of staff report no loss of service delivery during the period of transition. - Parents/carers are given an opportunity to attend an information event on the devolution, to include a Q&A session. - Job-sizing for all promoted post holders signed off via panel. <i>School Priority Only – not included in DIPs</i>	Structures agreed – December 2024. Processes in line with MC03.	- P Duguid - R Stewart - A Reddington - L Barr - B Sim
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Focused Priority 2 – Our Classrooms

NIF Priority: closing the attainment gap between the most and least disadvantaged young people; improvement in attainment

NIF Drivers: curriculum and assessment, performance information

HGIOS QIs: leadership of learning (1.2); curriculum (2.2); learning, teaching and assessment (2.3); increasing creativity and employability (3.3)

Directorate Priorities: attendance and engagement; achievement

Outcome: Improved outcomes for learners are driven by high-quality learning and teaching and a curriculum accessible to all

Expected Impact	Actions to Achieve	Measures of Success (data/views/observations)	Timescales	Responsibilities
a) Learning, Teaching and Assessment is evaluated to be 'good' in the majority of curricular areas	- Departmental development time explores what 'good' looks like, looking inwards, outwards and forwards. - PTCs lead the majority of staff in CLPL, supported by PRDs, leadership sessions and DMs, to reflect routinely on their practice and respond accordingly (professional dialogue, learner shadowing, opt-in observations etc). - LTWT sessions are preceded by appropriate QA activities, as outlined in the School Improvement Handbook.	- The majority (50%) of staff can validate their lessons as good. This is supported by evidence from our ELP. - Triangulated evidence exists in support of an evaluation of 'good' (sampling/observation/learner voice/professional dialogue/performance data/CLPL reflections etc.). - Evidence reflects the Lochgelly Standard, as outlined in the lesson evaluation toolkit.	Baseline evaluation from SQR/INSIGHT update in September 2024. As per QA calendar	- L&T SIG - PTCs
b) Our lesson evaluation toolkit (evolving from	Toolkit uses research, looking outwards (including SIFs) and	PRDs identify areas of development, validated by learning visits,	QA-checkpoints in: October 2024	- L&T SIG - PTCs

the LHS Standard) supports almost all staff to improve at least one area of their classroom practice across the session	learner voice to provide a framework for a 'good' lesson. - L&T SIG to construct, consult and share with all staff. - Each element of the toolkit is supported by our Good Practice Guide (L&T SIG to lead).	performance data and learner voice, for example. - Almost all (90%) of staff feel supported to improve in their identified area(s) - Almost all staff (90%) will report that their professional learning has led to a clear improvement in identified areas by June 2025. - Most (80%) staff report that their professional learning has positively impacted their practice.	- December 2024 - February 2025 - May 2025	C Craig (CLPL Lead)
c) Robust curricular mapping improves cohesion in pedagogical approaches between stages in most subject areas	- Course plans evidence a broad, challenging BGE curriculum with clear links to school values, CMS and key knowledge for success in Senior Phase - Prior learning across the curriculum is explored, with development of consistency in delivery of shared skills and knowledge (i.e. common approaches to literacy and numeracy).	- Most (75%) Senior Phase learners report being well supported by their learning from BGE across most (75%) subject areas. - Articulation between BGE and SP course plans is clear (supported by professional dialogue via DMs, consistency in assessment methodologies and other evidence of blending learning from SP into BGE. - Performance data – incl. progression rates from P7 SNSA to S2 CEM to Level 5, retention rates to Higher/Advanced Higher and uptake – provide evidence of strong curricular progression	QA-checkpoints in: - October 2024 - December 2024 - February 2025 - May 2025	- Curriculum SIG - S McIntyre - PTCs

d) Our reviewed curricular model will offer a greater range of SCQF qualifications, with more non-NQ progression to Level 6, in 2025-26	• Departments to explore curricular offering and review based on progression to L6 and beyond – how many presentations and A-C % pass rates/performance against VC. • Curriculum SIG to examine curricular structure and recommend adaptations to achieve the 'best for all', as required.	• The majority (50%) of departments propose an increased offer for session 2025-26. • In the majority (70%) of departments, most (80%) returning pupils are coursed to courses offering progression. • Curriculum SIG minutes, departmental course plans, focus group discussion (from looking outwards), stakeholder views, incl. parents/carers and employers (LMI) all provide valid views on suitability of proposed curriculum. • Curricular plans for 2025-26, including SQA approval, as required, add further to this evidence. • Across most (75%) departments offering first-time courses, staff engage with appropriate CLPL	Initial Course Proposals – October 2024 Course plans complete – April/May 2025. Plan QA by Curriculum SIG – May 2025 Timetable begins – June 2025.	• Curriculum SIG • PTCs • C Craig (CLPL lead) • J Scobie (Timetable Lead)
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Focused Priority 3 – Our Learners

NIF Priority: closing the attainment gap between the most and least disadvantaged young people; improvement in attainment

NIF Drivers: teacher professionalism; parent/carers involvement; school improvement; curriculum and assessment, performance information

HGIOS QIs: personalised support (2.4); ensuring wellbeing, equality and inclusion (3.1); raising attainment and achievement (3.2)

Directorate Priorities: attendance and engagement; achievement; positive destinations

Outcome: Increases in attainment and engagement lead to improved outcomes for learners

Expected Impact	Actions to Achieve	Measures of Success (data/views/observations)	Timescales	Responsibilities
a) Most learners within our top 40% (in S4) achieve 5+ awards at Level 5	All staff can identify our top 40% and provide appropriate support, to include: high-quality resources, clear expectations on assessments/tracking, appropriate and regular feedback, homework, parental involvement, supported study attendance etc.	- Almost all staff (95%) can identify the top 40% of learners within their classes (QA activities to support this). - Most (80%) staff feel their capacity to support these learners is increased by the work of House PT Attainments - Performance data (INSIGHT/PowerBI) – post-results, and expected pre-results data comparison. Departmental SQR and attainment review will offer additional evidence of successes. - Learner voice (preparedness, expectations, exit interviews etc.) can validate the above views. QA activities can triangulate.	As per tracking calendar: September, December, March.	- All Staff - Attainment SIG - L Hepburn - V Brown - PTCs
b) Our stretch target for attendance is exceeded	- All staff provide a high-warmth environment, in which almost all learners feel welcome. 'Now shows' are followed up Registration teachers and class teachers	- Performance data (to include in-class attendance v school attendance, SLG minutes, attendance tracker, PowerBI updates etc.). - Stakeholder views (incl. learners, parents/carers, partners) – why do they attend/not attend my class?	QA-checkpoints in: - October 2024 - December 2024 - February 2025 - May 2025	- GIRFEC SIG - Attainment SIG - PTGs - PTCs - A Martin/M Moir

	provide opportunities for missed work to be caught up on.	Professional dialogue – how do we (as a department) take ownership of our attendance?		
c) Our stretch target for destinations is exceeded	Course plans include clear links to the world beyond school, with departments actively sign-posting DYW opportunities and openings for learners.	- Evidence of links to DYW/CMS within curriculum. Do these reflect our LMI? DM discussion, course plans and partner visits all, for example, contribute to strengthening post-school links. - A planned exit date is held on record for almost all learners (90%) by June 2025. - Performance data (to include OfA minutes, SLG minutes, attendance tracker, DYW programme overview etc.). Stakeholder views (incl. SDS, learners, parents/carers) to validate.	February 2025	- S McIntyre - P Abbie - DYW Team
d) Agreed supports are almost always provided for almost all (90%) learners with a support plan	Development of a school-wide OneNote allows all staff to easily access information on available supports.	Departmental QA, via PTCs (sampling, AA QA). This will include stakeholder views (incl. SDS, learners, parents/carers)	QA-checkpoints in: - October 2024 - December 2024 - February 2025 - May 2025	- GIRFEC SIG - PTCs - L Barr - B Sim - L Kavanagh

Focused Priority 4 – Our Community
NIF Priority: improvement in children and young people's health and wellbeing

NIF Drivers: parent/carer involvement; school improvement

HGIOS QIs: family learning (2.5); partnerships (2.7)

Directorate Priorities: attendance and engagement; achievement

Outcome: Improved parental and home-school engagement supports an acceleration in improving outcomes for learners

Expected Impact	Actions to Achieve	Measures of Success (data/views/observations)	Timescales	Responsibilities
a) Turnout at parents' evening in S1 and S4 exceeds 40%	- Regular communication with parents/carers in advance of events to encourage attendance. - All staff to encourage sign-up from young people, including framing of the events as supportive.	- Turnout data (against sign-up) - Departmental QA, via PTCs (DM minutes, correspondence with home, awareness via letters/social media etc)	January 2025 (S4) April 2025 (S1)	- Parental Engagement SIG - PTGs - PTCs
b) We communicate proactively with stakeholders, with the majority of parents/carers fully informed of their child's progress	- Reports are succinct and contain explicit feedback to inform next steps in learning. - Timescales for replying to enquiries are agreed and upheld by key staff teams (SLT/Admin/PTGs/PTCs)	- Quantitative data on communication (incl. compliments, complaints, staff feedback Sways, % of reach through email/GroupCall etc. and feedback on formal reporting windows). Most (75%) parents/carers regard our communication as effective by June 2025. - Celebrating success – Merit data and use of Praise Postcards – and short-term target setting/feedback opportunities for parents/carers.	QA-checkpoints in: - October 2024 - December 2024 - February 2025 - May 2025	- Parental Engagement SIG - SLT - PTs
c) Rigorous homework supports	All departments offer a comprehensive and coherent homework	Homework plans and performance data (incl. returns, quality, feedback, attainment impact etc.).	QA-checkpoints in: October 2024	Parental Engagement SIG

progress in learning for most pupils	programme, which extends learning from within the classroom. In almost all departments, homework is issued consistently by staff, with agreed timescale for return following the provision of high-quality feedback and departmental moderation.	Stakeholder views – incl. teachers, learners, parents/carers	- December 2024 - February 2025 - May 2025	PTCs
d) We celebrate our young people across our wider school community on a regular basis	- Across the school, our young people are celebrated widely through newsletters, social media and community engagement events. - As a school we will collate and share opportunities for young people across our locality (voluntary groups/sports clubs/youth organisations etc.)	- Departmental social media, positive role modelling, widening opportunities for extra-curricular activity and events. - Registration activities celebrate the achievements of learners across their peer groups. - Pupil Leadership team 'takeovers' allow reflection of learner voice on social media.	QA-checkpoints in: - October 2024 - December 2024 - February 2025 May 2025	- Parental Engagement SIG - Pupil Leadership Team - PTs