

Deans Community High School



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Deans CHS, Eastwood Park, Livingston, EH54 8PS

ABOUT OUR SCHOOL

Deans Community High School is a non-denominational school situated within North Livingston. Our students come from a variety of backgrounds, including socio-economic and ethnic, with around 130 for whom English is not their first language. We have close links with our Cluster Primary Schools; Carondean PS, Deans PS, Knightsridge PS, Meldrum PS and Seafield PS.

The school roll in September 2023 was 1007, with 82% of students staying on from S4 to S5. The majority of those who have left have gone onto a positive destination (91%). The school works closely with partners, including SDS, in trying to achieve a positive destination for all students.

Our Senior Management Team consists of the Head Teacher, three Depute Head Teachers and a Business Support Manager.

The Senior Leadership Team extends to seven Principal Teachers and three Principal Teachers of Support.

In October 2022 the school underwent a full inspection by HMIE where the following evaluations were awarded:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Satisfactory

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 2023/24 and what the impact has been. Our next steps in continuing to address these priorities in session 2024/25 are detailed in our School Improvement Plan which can be found on the school website.

[Improvement Plan - Deans Community High School](#)

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.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was for all students to experience high quality learning and teaching supported by evidence-based research. A particular focus was on improvement strategies within numeracy in the Broad General Education (BGE, S1 – S3).</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <p>All teachers engaged in our ongoing whole-school learning and teaching improvement programme. This was the fifth year of the programme which is led by teachers and has a strong emphasis on working together to improve the impact of teaching on learners. Learning and teaching was also an area of focus within each faculty, with Principal Teachers leading this and making effective use of evidence-based research.</p> <p>Within numeracy, implementation of a new mathematics teaching approach called ‘Building Thinking Classrooms’ was begun with S1 and S2 classes. The purpose of this was to improve young people’s ability to think critically, with learning in the maths classroom becoming more meaningful.</p> <p>Also within numeracy, we began an improvement programme with all of our cluster Primary Schools where the aim was to increase pupil confidence and ability in numeracy through improving consistency in effective teaching approaches.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Improvements in learning and teaching across the school • S1 and S2 students are enjoying maths lessons more and better able to explain their thinking • Maintained improved attainment within SQA examinations. • Maintained improved S4 attainment within literacy at fourth level and numeracy at third level • Improved reading ages of S1 and S2 learners
<p>2. To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measurable outcome for session 2023/24 was for young people to be attending school to maximise their opportunities for attainment and achievement.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made some progress.</p> <p>What did we do?</p> <p>The strategic attendance group continued to work with identified families in raising attendance levels. This included closer tracking of attendance and informing parents more regularly of any attendance concerns, with support offered where needed.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Attendance of students in quintile 1 increased from 81.8% in session 2022/23 to 89.68% in session 2023/24 • Learners’ achievements in national qualifications have improved • Increase in the percentage of quintile 1 learners achieving third and fourth level literacy by the end of S3 • Increase in the percentage of quintile 1 learners achieving third and fourth level numeracy by the end of S3

<p>3. To improve children and young people's health & wellbeing.</p> <p>Our measurable outcome for session 2023/24 was for young people to benefit from access to a wide range of help in managing and improving their mental health.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <p>Senior students participated in Mentors in Violence Prevention training where they showed increased confidence in their understanding of issues around violence. They then worked with younger students on this within PSE classes. The wellbeing check-in continued to be utilised by all students, with areas of concern highlighted and steps taken to address them.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Overall positive responses from students around their mental health • Positive responses from younger students around mentors in violence prevention lessons led by senior students
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people.</p> <p>Our measurable outcome for session 2023/24 was for young people to have the opportunity to experience a wide range of curriculum pathways that develop their skills for the world of work and lead to positive destinations.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <p>The S4 work experience programme continued with S4 students having the opportunity to work with an employer of their choice.</p> <p>The Skills Academy programme was further embedded into the BGE curriculum.</p> <p>Further NPA's have been developed for session 2023/24.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • An increase in the number of students within S4 who successfully participated in work experience with local employers. • Students within the BGE have an increased awareness of the skills they are developing (95% positive response) • 3 students successfully completed the Career Ready programme. • Introduction of a level 6 Barista and Customer Services award

Attendance and Exclusions

- Average attendance fell from 89% in session 2022/23 to 84.7% in session 2023/24. For students in quintile 1 the average attendance figure was 89.68%. For students in S4 the average attendance figure was 79.1% and this had a significantly greater negative impact on the overall attendance figures for all year groups. This continues to be an area of focus in the 2024/25 school improvement plan.
- Exclusions fell from 0.05% in session 2022/23 to 0.03% in session 2023/24. A range of remediation and supports were put in place throughout the session and continue into session 2023-24.

Engagement with Stakeholders

Parents, students and staff views were sought throughout the year on a number of areas, with results of consultations shared with all along with proposed actions based on these.

- Areas consulted on include ethos, community awareness, learning and teaching, reporting, health and wellbeing, and attendance.
- Most BGE students stated that staff treat them fairly and with respect.
- Most BGE students feel that the school deals effectively with bullying
- Most parents/carers who responded stated that the school promotes the importance of attendance at school
- Almost all staff stated that they have taken part in observing lesson taught by their colleagues and have found this has helped their own classroom practice
- Most staff have an understanding of the needs of our local community

Our Wider Achievements this year have been:

- Two Christmas concerts and a Spring concert, each featuring a wide range of musical acts and styles
- A school pantomime held over two evenings in December
- A large number of students from across the school participated in the West Lothian Schools County Athletics Championships, with students winning a wide range of medals.
- Our students continued to support local charities, raising over £6000 for a range of these as well as organising Christmas boxes for families within the local community.
- A Science Fair with S1 and S2 students around the theme of sustainability
- A Culture Day, organised and run by the Student Council and students from a wide range of different cultures
- Senior students supporting primary pupils in sports development
- Winners of the Social Enterprise Academy Award

Our students achieved much success in gaining a range of qualifications this session:

5 or more National 5 or equivalent in S4	59%
1 or more Highers or equivalent in S5	73%
3 or more Highers or equivalent in S5	53%
5 or more Highers or equivalent in S5	34%
1 or more Advanced Highers or equivalent in S6	19%

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

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)