

Standards and Quality Report 2022-23

Lesmahagow High School



Vision and Values

Our school vision is: 'Aspire to be our best: to empower learners with the skills to succeed and realise their true potential'.

Our shared values are: Respect, Honesty, Ambition, Resilience and Equity.

All members of our school community were consulted when our shared vision and values were agreed. We have also consulted annually with our school community regarding our vision and values to ensure their continued relevance; our latest consultation exercise closes on 31st August 2023.



Message from the Head Teacher

We are delighted to provide an update for our school community on the successes and achievements of Session 2022/23.

After the challenges of the previous two sessions, young people enjoyed the return of a wide range of extra-curricular activities and excursions. Our Pupil Leadership Team organised and supported a range of events, including our Open Evening, Hallowe'en Disco, Winter Concert, Snow Ball and Expressive Arts Evening. We were honoured to host the South Lanarkshire Council Holocaust Memorial Event, which was led by our School Captains, Aneesa Mohammed and Elise Ward.

Our Inclusion Support provision completed its third year of development, with preparations for the Senior Phase underway. We were also delighted to extend support and opportunities for young people through the further development of our curriculum, our Inclusion Hub, the Clydesdale Virtual School and through supports offered by Departments, Faculties and through partnership working. Feedback from our school community, including our Pupil Council, Parent Council and Participatory Budgeting groups have also helped to guide improvements.

This report highlights the key strengths and areas for development identified last session.

Context of the school

Lesmahagow High School is a six-year, non-denominational, comprehensive school serving the villages of Lesmahagow, Auchenheath, Blackwood, Coalburn, Hawksland, Kirkmuirhill and the areas surrounding each village. Currently, there are 640 pupils and 55 teachers (August 2023), including the Head Teacher, four Depute Head Teachers, twelve Principal Teachers, three Lead Teachers of Equity and a Lead Teacher of Developing the Young Workforce. Our Inclusion Support Team provides additional support to young people who join us on specialist placement.

Young people join us from five associated primary schools: Bent, Blackwood, Coalburn, Milton and Woodpark Primaries. Effective partnership working across the Learning Community and a strong P6-S1 transition programme ensures young people are fully supported when moving from Primary to Lesmahagow High School.

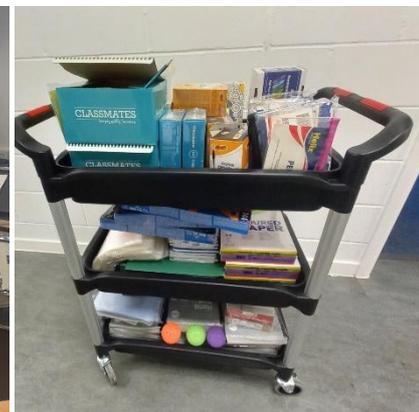
23.6% of young people receive free school meals.

A small school offers many advantages; one of the most important is that pupils are well known as individuals by staff and they feel very much part of the school community.



School Improvement Plan Priorities 2022-23

- **Health and Wellbeing:** Improve the health and wellbeing of our school community through universal, targeted and intensive support.
 - Continued focus on promoting excellent attendance, with updated monitoring processes in place.
 - Effective supports for health and wellbeing, including updated resources for PSE and development of Nurture provision.
 - Extra-curricular and wider achievement opportunities available for young people.
 - Regular opportunities for parental engagement provided, including Open Evenings, Parents' Meetings and other events, leading to increased engagement.
- **Inclusion, Equity and Equality:** Ensure inclusion, equity and equality are at the heart of what we do, through supports for young people and families, and professional learning for colleagues.
 - Continued development of Inclusion Support provision, Inclusion Hub and inclusive practice.
 - Effective Cost of School Day policy in place.
 - Effective equity interventions in place, supporting literacy, numeracy and health and wellbeing.
 - Effective staff development opportunities offered to support development of inclusive practice.
- **Raising Attainment:** Provide a learner-centred curriculum and high-quality learning and teaching that raises attainment for all young people.
 - Consistent high-quality learning and teaching leading to improved attainment in key measures.
 - Effective analysis of Insight, ACEL and other performance data to inform improvement.
 - Continued development of curriculum and learner pathways to support pupils into positive and sustained post-school destinations.
 - Partnership working with parents and carers to support pupils' progress in learning.
- **Skills for Learning, Life and Work:** Support children and young people to develop their skills for learning, life and work and secure a positive and sustained post-school destination.
 - Effective 'Developing the Young Workforce' Plan.
 - Further opportunities provided for work placements.
 - Additional wider achievement opportunities provided across the curriculum.
 - Partnership working with Skills Development Scotland and SLC Mentoring programme to support career planning and positive destinations.
- **Leadership and Sustainability:** Provide opportunities to develop leadership skills and empower learners to influence action on sustainability and climate change.
 - Further leadership opportunities provided for young people and colleagues.
 - Forest Schools training completed and outdoor learning programmes in place.
 - Young people participated in a variety of activities linked to sustainability and climate change.



School Improvement Plan Priorities 2023-24

- **Health and Wellbeing:** Continue to improve the health and wellbeing of our school community through universal, targeted and intensive support.
 - Continued focus on promoting excellent attendance. (Aim: average attendance higher than 88% by April 2024.)
 - Effective supports for health and wellbeing, with a key focus on mental health and wellbeing. Supports compiled and catalogued.
 - Extend and raise awareness of extra-curricular and wider achievement opportunities for young people.
 - Provide regular opportunities for Faculty and whole school parental engagement.
- **Inclusion, Equity and Equality:** Continue to ensure inclusion, equity and equality are at the heart of what we do, through supports for young people and families, and professional learning for colleagues.
 - Continued development of Inclusion Support provision and the Hive.
 - Cost of School Day policy evaluated and updated.
 - Raise awareness of Equity interventions and evaluate their impact on literacy, numeracy and health and wellbeing.
 - Effective staff development opportunities and ensure inclusive practice through PPRUDB.
- **Raising Attainment and Leadership of Change:** Continue to provide a learner-centred curriculum and high-quality learning and teaching that raises attainment for all young people.
 - Consistent high-quality learning and teaching, with a key focus on moderation and sharing practice.
 - Further development of leadership opportunities for students and staff.
 - Effective analysis of data to inform improvement and attainment with a particular focus on ACEL data and the highest attaining 20% of each cohort.
 - Continued development of curriculum and learner pathways in SCQF courses.
 - Effective communication with parents and carers to support pupils' progress in learning.
- **Skills for Learning, Life and Work:** Continue to support children and young people to develop their skills for learning, life and work and secure a positive and sustained post-school destination.
 - Effective 'Developing the Young Workforce' Plan.
 - Further develop opportunities for work placements.
 - Evaluate wider achievement courses within BGE and Senior Phase curriculum.
 - Further develop partnership working with SDS and SLC Support Mentor to support positive destinations and My World of Work.
- **Sustainability:** Provide opportunities to influence action on sustainability and climate change.
 - Widen access to outdoor learning to support wellbeing and attainment.
 - Extend opportunities for community links in order to support sustainable practice.



