



# **BURNHOUSE SCHOOL (SKILLS CENTRE) IMPROVEMENT PLAN**

**2023 / 2024**

# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Equity Priorities

## Local Authority Factors

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*  
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))  
*Transforming Your Council*  
[Corporate Plan](#)  
Education Services Management Plan  
West Lothian Parental Involvement and Engagement Framework  
Increased entitlement to early years' provision

## National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare  
Getting it Right for Every child (GIRFEC)  
Curriculum for Excellence  
Developing Scotland's Young Workforce  
Building the Ambition  
Child Protection Issues / Guidance  
GTCS standards and professional update



**Our Vision: Working together with young people to inspire better futures**

**Our Shared Values: Respect, Achievement, Inclusive, Teamwork and Safe**

## Learning & Teaching

- ✓ Climate of mutual respect in the classroom, where learners feel safe, secure and listened to.
- ✓ Learners play an active role and take on leadership roles, including leading learning.
- ✓ Learning Intention and Success Criteria shared and understood by all learners.
- ✓ Planned, progressive learning tasks based on assessment information.
- ✓ Range of teaching approaches that meet the needs of individuals.
- ✓ Higher order thinking skills questioning embedded to enhance critical thinking.
- ✓ Digital technologies are used to enrich learning experiences.
- ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- ✓ Literacy, numeracy and health and wellbeing developed throughout learning experiences.
- ✓ Relevant learning experiences and skills development linked to DYW pathways.
- ✓ Teacher-led co-ordination of additional classroom-based support to enhance learning experience.

## Design Principles

- ✓ Challenge and enjoyment
- ✓ Breadth
- ✓ Progression
- ✓ Depth
- ✓ Personalisation and choice
- ✓ Coherence
- ✓ Relevance

# Curriculum Rationale 2023/24

We exist to get it get it right for every child we support through the provision of high-quality learning and teaching across our targeted interventions.

## Our Values

Achieve | Support | Nurture | Partnership | Include | Respect



## Mission & Vision Statement

Positive destinations come from positive relationships.

ISS works with learners and their families promoting positive relationships to achieve positive futures.



## Experiences & Outcomes

Set out expectations for learning and development in:

- ✓ Expressive Arts
- ✓ Language & Literacy
- ✓ Health & Wellbeing
- ✓ Mathematics & Numeracy
- ✓ Religious & Moral Education
- ✓ Sciences
- ✓ Social Studies
- ✓ Technologies

Project-based IDL learning themes:

- ✓ STEM
- ✓ Practical HWB
- ✓ Rural Skills
- ✓ Culture
- ✓ DYW
- ✓ Therapeutic Interventions
- ✓ Social Skills
- ✓ Expressive Arts
- ✓ Lifeskills

## Personal Support

- ✓ Regular reviews of learning and support via Passport meetings and Learner Journey | evaluations
- ✓ access to learning activities which will meet their needs
- ✓ planning for opportunities for personal achievement
- ✓ preparing for changes and choices and support through changes and choices
- ✓ working with partners to ensure the best possible support is in place at the right time

Arrangements for

- ✓ Assessment and moderation
- ✓ Self-evaluation and accountability
- ✓ Career-long Professional Learning

We work together to continuously improve our learning and teaching to ensure our children and young people have the best possible future via a curriculum that is tailored for individual learner journeys

## **Contextual Data Analysis and Rationale for 2023/24 SIP**

### **a) Background**

Burnhouse School (known as the Skills Centre) is situated in Whitburn. There are 2 young people on the roll with a total of 32 young people placed through the Education Placement Group (EPG) process. The majority of learners remain on the roll of their mainstream school and attend the Skills Centre for their education. The EPG places young people at the school who have social, emotional and behavioural additional support needs (SEBN).

The school is connected to the Inclusion and Support Service (ISS) with the staff team supporting learners both in the Skills Centre and across mainstream settings.

The Head Teacher of the Skills Centre is also head of the ISS and is supported by a secondary DHT and a primary DHT overseeing Connolly School Campus and primary outreach. The school is also supported by two Principal Teachers and a Vocational Manager. There are 10 secondary teachers and 16 support staff linked to the Skills Centre who split their time between mainstream settings (Skills Stations and community based) and the Skills Centre. Approximately 350 young people are supported by the secondary team at any given time, supporting young people with a wide range of additional needs, all managed via the ISS referral model.

There are broadly four classes with the senior phase divided further based on level and subjects studied.

### **b) Data used to influence priorities**

CfE - Overall, Literacy and Numeracy data, Gender, Diversity and Inclusion (Vulnerable pupils), COS levels, Challenge

Senior Phase attainment data: SQA, SCQF

Wellbeing – Self Reporting analysis

Engagement – Tracking data, Digital Connectivity, Participation

Attendance of learners

Significant incidents

SfL data /GL Assessment Data

Pupil Passports and GIRFEC Lifegrids

School leaver destinations

Ambition, positivity, hope and aspiration remain key priorities

### **c) Our improvement priorities**

1. Promoting a culture of learning and achievement through focusing on the importance of high quality learning, teaching and assessment
2. Ensuring positive learning environments for all learners and developing the 'Skills Centre Way'
3. Promote Outdoor & Digital learning and tailor our Curriculum Pathways using industry opportunities and employer partnerships, embedding metaskills across all learning experiences.
4. Supporting learners to understand their rights covered by the UNCRC, working towards being Silver Level Rights Respecting Schools
5. Continue to prioritise pupil, family and staff wellbeing to improve sustainable outcomes for all
6. Improving our pupil voice through further developing our Pupil Council forum

**Burnhouse School (Skills Centre) - School Improvement Planning for Ensuring Excellence and Equity**

School priorities	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<b>Improvement in all children and young people's wellbeing</b>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ol style="list-style-type: none"> <li>Continue to work towards achieving the Silver Rights Respecting Schools Award.</li> <li>Review and revise our Positive Relationships Policy and develop the 'Skills Centre Way'</li> <li>Continuing to place the voice of our learners at the heart of the school through redeveloping our Pupil Council between the Skills Centre and Connolly School Campus</li> <li>Continue to work in partnership with the Therapeutic Counselling Service to improve wellbeing of learners</li> <li>Exploring programmes to support staff wellbeing across the whole Inclusion and Support Service</li> <li>Reviewing our CLPL programme linked to CPI Verbal Intervention to ensure a calmer and safer learning environment for all</li> </ol>	June 24 June 24 June 24 Ongoing June 24 June 24	Feedback from RRSA SIP Group – Self-Evaluation against RRSA criteria Lesson observations, attainment data, new policy launch Feedback from learners Attendance data Improved self-assessed wellbeing indicators Baseline staff data – improvement in wellbeing Feedback from staff, Sphera incidents
<b>Raising attainment for all</b>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ol style="list-style-type: none"> <li>Re-establish our Pedagogy Group for all teachers to develop pedagogical knowledge in different curricular areas/across the curriculum, (to improve learning &amp; teaching)</li> <li>Redevelop our Learning and Teaching Toolkit</li> <li>Develop pedagogy development sessions for all ISS teachers with dedicated time in the Working Time Agreement</li> <li>Introduce Skills-based sessions through the curriculum through personalisation and choice</li> <li>SEAL training programme for all staff to improve numeracy outcomes</li> <li>Appointment of a Support for Learning teacher to oversee targeted interventions and baseline assessments for all learners with a focus on improving outcomes in literacy and numeracy</li> </ol>	Sept 23 Nov 23 Aug 23 Ongoing Oct 23 Aug 23	HT Learners walks Peer observations/pupil feedback Attainment information Attendance data
<b>Ensuring Equity and Tackling the poverty-related attainment gap</b>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. We have a Poverty Proof approach and have removed costs from the school day. School uniform and meals are provided. Our PEF focus: <ol style="list-style-type: none"> <li>Participation – Barista Training Academy Programme</li> </ol>	June 24	Improved participation of learners Attainment Attendance data Pupil feedback Lesson observations
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ol style="list-style-type: none"> <li>Embed metaskills across all learning experiences</li> <li>Promoting outdoor learning opportunities</li> <li>Further develop digital literacy of learners through new curricular opportunities and partnerships</li> <li>Tailor our curricular pathways with industry opportunities and employer partnerships</li> <li>To explore the development of a Foundation Apprenticeship programme in Hospitality for Skills Centre pupils</li> <li>Explore links with the anti-poverty service to ensure we are giving our families the best chance of success</li> <li>Creating a former student forum to support school improvements</li> </ol>	June 24 Monthly Monthly June 24 Aug 24 Dec 24 Dec 24	Lesson observations Pupil feedback Attainment data Positive destination data Attendance data

