BELL BAXTER HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2018-19

Bell Baxter High School - Improvement Priorities and Actions 2018-2019

1. Supporting all learners to achieve

1.1: Develop and embed our vision and values, establishing clearly defined roles and consistent planning around wellbeing indicators and within a continuum of support

1.2: Increase whole school attendance to 92.5%

1.3: Reduce period truancy by 30%

1.4: Reduce school exclusions by a minimum of 20% from 42 per 1000 pupils in 2018 to 33 per 1000 pupils

2. Raising attainment and delivering equity

2.1: >90% of learners to achieve robust evaluations of level 3 literacy and numeracy by the end of S3

2.2: >93% of S4 learners to achieve at least 5 course awards at level 3

2.3: >90% of S4 learners to achieve at least 5 course awards at level 4

2.4: >55% of S4 learners to achieve 5 course awards at level 5 A-D

2.5: >40% of learners to achieve at least 5 course awards at level 5 A-C
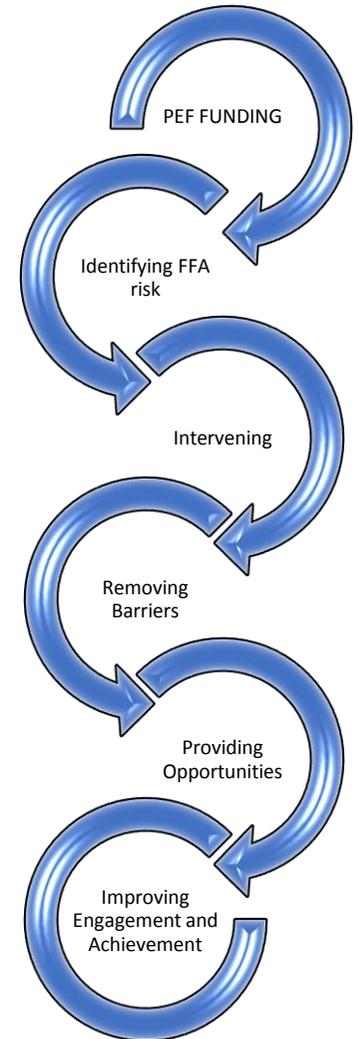
2.6: Gap in attainment outcomes between our most and least deprived young people to be narrowed in S4 by 10%.

3. Delivering High Quality Learning and Teaching across the curriculum

3.1: Consistent understanding of the features of high quality learning and teaching, as exemplified through the Bell Baxter Learning Standard to be developed and introduced this Session

3.2: Clear processes will be in place to evaluate the quality of learning and teaching and impact of professional learning underpinning the Standard

3.3: All learners will be engaged in consistently high quality learning and teaching experiences across the curriculum

PEF FUNDING

Identifying FFA risk

Intervening

Removing Barriers

Providing Opportunities

Improving Engagement and Achievement

School Improvement Priority 1: Supporting Learners to Achieve

Improvement Target:

1.1 Vision and values for Support established with clearly defined roles and consistent planning around wellbeing indicators and within a continuum of support

1.2 Whole school attendance will be increased to 92.5%

1.3 Period truancy will be reduced by 30%

1.4 School exclusions will be reduced by a minimum of 20% from 29 per year in 2018 to 23

NIF Priority • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people's health and wellbeing **NIF Driver** *School Improvement, School Leadership, Teacher Professionalism, Parental Engagement* **FIFE Priority** Strengthen the implementation of GIRFEC Ensure better health and wellbeing	**HGIOS 4 Quality Indicators** 1.3 Leadership of change 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality & Inclusion

School Position Summary Statement August 2018:

1.1 Attendance working group has completed initial work on attendance. Procedures for teachers have been updated and shared to improve the accuracy of recording attendance. The improved accuracy of data should allow staff to intervene more effectively. The Attendance working group will continue to meet throughout the year to discuss action required to improve attendance across all year groups.
Attendance for last year was – 91.03%

1.2 The PT Participation & Engagement has made initial interventions in the areas of single period attendance and lateness. This has seen an immediate reduction in single period absence in 17 pupils out of 43. Work has also taken place to update attendance letters to allow a more consistent message from school. Work in these areas will need to be sustained into the new academic year, so that impact can be calculated for single period absence and lateness.

1.3 School exclusion figures have remained similar to last year at 42 exclusions per 1000 pupils. Initiatives such as the Red Card 24 have been well received and this has improved teacher confidence, while also allowing greater flexibility on the need for exclusion. Work has begun to work with partners to broaden the alternatives in and outside of the school to provide alternatives to exclusion e.g. Use of PSS Kirkgate. Further work by the Relationships & Behaviour Development will be required in this area.

		Planned in term:					
Improvement Activities (Planned and undertaken.)	**Led by**	**T1**	**T2**	**T3**	**T4**	**Completed**	**QA**
Engage Support in a discussion of our faculty vision and values	RECTOR/ BHR Support Faculty	■					
Engage in Taking A Closer Look at Support, specifically 3.1 Ensuring Wellbeing, Equality and Inclusion in September 2018	TACL Team All Staff	■					
Clarify and share Support Faculty vision and values with all stakeholders and begin to map out the continuum of support, defining clear roles, responsibilities and timelines moving to this.	RECTOR/ BHR Support Faculty	■					
Draw up implementation plan based on the findings of TACL and implement, monitor and evaluate plan for impact.	RECTOR/ BHR/ TACL SIG		■	■	■		
Embed new Support structure via phased roll-out of Year Teams, beginning with S4 & S3 in Term 2.	BHR Support Faculty		■	■	■		
Clarify expectations and staged interventions with stakeholders around the Respectful Classroom and Restorative Consequences/Positive Relationships policy.	RECTOR Stakeholders		■	■	■		
Further develop and implement Bell Baxter Attendance Strategy to increase attendance to 92.5%. Implement a range of interventions to raise the profile of attendance and tighten up processes around Guidance monitoring of weekly absence and period truancy.	BHR/GCS/ K Cunningham Attendance Strategy SIG	■	■	■	■		
Reduce the no. of school exclusions from 42 to 33 per 1000 pupils by embedding and monitoring the impact of the Restorative Consequences/Positive Relationships policy.	BHR/ L Jeffrey		■	■	■		
Continue to operate Red Card 24 as alternatives to exclusion and monitor impact.	BHR	■	■	■	■		
Engage all learners by increasing the number of flexible curriculum programmes on offer.	BHR		■	■	■		
Strengthen Learner Voice across the school community. ('Wee HGIOS')	BHR/N Duncan Learner Voice SIG		■	■	■		

Evaluative Statement of Progress: August-December	Evidence of Impact
Progress and Impact:	
Next Steps:	

Evaluative Statement of Progress: January - May	Evidence of Impact
Progress and Impact:	
Next Steps:	

School Improvement Priority 2: Raising Attainment & Delivering Equity

Improvement Target:

2.1: >90% of learners to achieve robust evaluations of level 3 literacy and numeracy by the end of S3

2.2: >93% of S4 learners to achieve at least 5 course awards at level 3

2.3: >90% of S4 learners to achieve at least 5 course awards at level 4

2.4: >55% of S4 learners to achieve 5 course awards at level 5 A-D

2.5: >40% of learners to achieve at least 5 course awards at level 5 A-C

2.6: Gap in attainment outcomes between our most and least deprived young people to be narrowed in S4 by 10%.

NIF Priority • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people **NIF Driver** *School Improvement, School Leadership, Teacher Professionalism, Assessment of Learner Progress, Performance Information, Parental Engagement* **FIFE Priority** Significantly improve attainment Further close the attainment gap for the most disadvantaged Improve the employability skills and life chances of young people	**HGIOS 4 Quality Indicators** 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement

School Position Summary Statement August 2018:

In session 2017-2018 we Increased our rigour in tracking and monitoring S4 learners at risk of not attaining five course awards and this combined with S4 Nurture Group support to maintain engagement and improve attainment. Increased engagement by curriculum leaders and teachers through attainment tracking meetings and our attainment review process reduced overall course withdrawals in a number of areas.

Session 2017-2018 also saw an Increased range of interventions at whole school and faculty level to enable learners to complete Unit and Course awards. (e.g. Targeted individual catch-up timetables during study leave.) Faculties worked hard to increase the completion of National 3 courses for those most at risk of not attaining in S4.

1. *In session 2017/2018 the reported levels of S3 pupils achieving Level 3 were 86% for Literacy (down 6.6%) and 92% for Numeracy (down 1.4%).*

2. *In session 2017/2018 the initial SQA results indicate 84.4% of S4 pupils achieved at least 5 course awards at Level 3. (Increase of 7.6%)*

3. *In session 2017/2018 the initial SQA results indicate 37.6% of S4 pupils achieved at least 5 A-C awards at Level 5 and 49.8% achieved 5 A-D awards at Level 5. A decrease of 0.9% at A-C and an increase in A-D of 5.9%.*

Improvement Activities (Planned and undertaken.)	Led by	Planned in term:				Completed	QA
		T1	T2	T3	T4		
1. Carry out Raising Attainment reviews with PTs of all Faculties week 3.	RECTOR/ MGR	X					
2. Produce Faculty Action Plan overview and share. Monitor impact of Faculty action plan post summative assessments and as part of monthly CL-DHT one to one dialogue.	RECTOR/ MGR Faculty PTs		X	X	X		
3. Develop an implementation plan for the roll out of OTB tracking in the BGE. Monitor the average hours spent OTB track report writing to align with 'tackling bureaucracy'.	MGR/ N Ritchie BE Tracking & Monitoring SIG	X					
4. Further develop the work of 2017/8 around the BBHS presentation policy. CLs to lead the design, implementation and tracking of a range of targeted interventions to increase the % of 5 @ 5 to 55% (A-D) and >40% A-C. Measures of intervention impact to be clearly reviewed throughout the session.	MGR/ CLs	X	X	X	X		
5. Closing the Gap Strategy Group to define the attainment gap and lead the design, implementation and tracking a range of interventions to improve outcomes for targeted groups of learner, in particular tracking of specific groups of learners FFA at risk of not achieving 5 @ level 3 and level 4.	MGR/ A. McCormick Closing The Gap SIG	X	X	X	X		
6. Develop and implement a Raising Aspirations strategy and action plan for all learners.	MGR/ A. McArthur		X	X	X		
7. Engage S4 in a programme of Skills for Learning study skills, developed and led by School Captains.	MGR/ Captains		X	X	X		
8. Develop and implement and Out of Hours Learning Strategy for all learners from BGE to Senior Phase to raise the profile with stakeholders of OOHL opportunities across the school.	MGR/ C Doig Out of Hours learning SIG		X	X	X		

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Next Steps:	

Evaluative Statement of Progress: January - May	Evidence of Impact
Progress and Impact:	
Next Steps:	

School Improvement Priority 3: Delivering High Quality Learning and Teaching across the curriculum

Improvement Target:

3.1 All learners will be engaged in **consistently high quality** learning and teaching experiences across the curriculum.

NIF Priority Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in employability skills and sustained, positive school-leaver destinations for all young people **NIF Driver** *School Improvement, School Leadership, Teacher Professionalism, Assessment of Progress, Parental Engagement,* **FIFE Priority** Significantly improve attainment by: • More effective engagement and participation of children and young people in their learning • Developing better learning and teaching in the classroom and beyond	**HGIOS 4 Quality Indicators** 1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 2.5 Family learning 3.3 Increasing creativity and employability

School Position Summary Statement August 2018:

- *Local Authority supported self-evaluation (TACL) carried out in October 2017. Key Focus QI 2.3 Learning, teaching and assessment (Broad General Education).*

- *Following feedback from the Local Authority Team action plans were subsequently produced by each Faculty to address key area for improvement - improving consistency in the delivery of high quality learning experiences across the Curriculum.*

- *Professional discussions within faculties has led to an increased focus on the quality of Learning and Teaching and there is evidence of improved consistency with regard to pedagogy and practice within faculties.*

- *Staff engagement in the validated self-evaluation process has supported understanding of QI 2.3 and led to improved faculty focus on joint development of pedagogical practice which is beginning to improve consistency in learning and teaching. The professional learning sessions delivered by each faculty following this review allowed our identified good practice to be shared across the school.*

- *Most pupils report that they are making good progress in their learning. Most feel that they receive help from the school to learn when they need it. The majority of pupils at Bell Baxter state that they enjoy learning at school and that staff speak to them about how they can improve their learning. (Pupilwise 2018)*

- *The cluster CLPL programme included both the Spotlight groups and our in house leadership programme both of which have enhanced capacity in school for continuous improvement and improved teaching and learning.*

Improvement Activities (Planned and undertaken.)	Led By	Planned in term:				Completed	QA
		T1	T2	T3	T4		
Learning & Teaching Strategy Group to create and launch the Bell Baxter Learning Standard.	KMR L&T SIG	▨	▨				
Establish Faculty pairings who, led by CLs will develop and embed processes to ensure evidence of positive impact on the quality and consistency of L&T as exemplified in the Bell Baxter Learning Standard.	KMR /CLs		▨	▨	▨		
Develop and roll out a Professional Learning Programme around the key strands of the Bell Baxter Learning Standard to ensure a clear and shared understanding of what makes excellent practice.	KMR/ P McLay		▨	▨	▨		
Develop Learner Engagement (Learning and Teaching) action plan – "wee HGIOS".	KMR / L Harvie		▨	▨	▨		
Develop Parental Engagement - Family Learning Programme to support learning; Faculty newsletter to support learning; Learning news.	KMR/ D Beckett		▨	▨	▨		

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Next Steps:	

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Next Steps:	