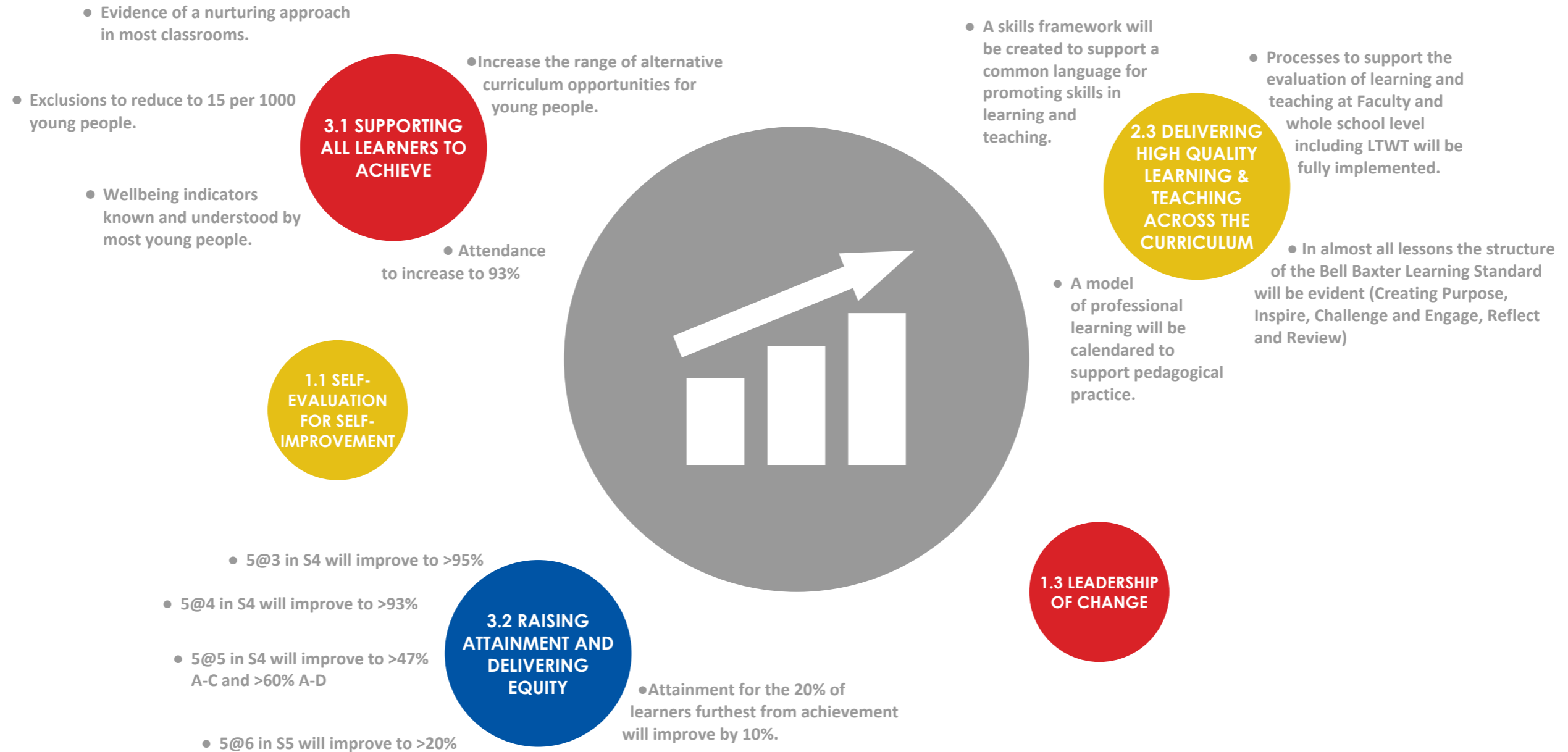




BELL BAXTER HIGH SCHOOL

School Improvement Plan 2019-20



Key priorities of the National Improvement Framework:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people



AD VITAM PAROR

“To give all of our young people the best preparation for life”

School Values

- Respecting ourselves and others
- Providing a safe environment
- Seeking the highest standards
- Making work and learning enjoyable
- Learning from others
- Promoting equality, tolerance and understanding
- Continuously improving

School Aims

- To promote and recognise ambition, improvement, achievement and attainment
- To offer a curriculum which enables pupils to be successful learners, confident individuals, responsible citizens and effective contributors to society and at work
- To deliver high quality learning and teaching, using up-to-date resources which enable pupils to achieve their best
- To be an inclusive school where individual rights and responsibilities are respected and community partnerships promoted
- To provide pupils, parents and staff with support systems that are valued by them

(To be reviewed August 2019)



Context

Excellence through raising attainment and achieving equity, ensuring every child has the same opportunity to succeed

Bell Baxter serves the town of Cupar and villages in North East Fife. Our 18 associated primaries share our vision for pupils: "To give them the best preparation for life". Our school's values are rooted in: respect for self and others, tolerance and openness. Our vision statement will be refreshed in August 2019 following engagement with all stakeholders including young people, parents, staff and partners within the wider school community.

Our roll is currently approximately 1400 pupils. It is pleasing to note that the new S1 roll has increased significantly from last year and will potentially rise to approximately 300 with 9 classes and 16 practical sections formed. We receive a steady number of placing requests accounting for 2.7% of our roll.

We work to fulfil our responsibilities as set out in the key priorities of the Scottish Government's National Improvement Framework for education. These are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Our improvement work over Session 2018-19 has focused on three work streams that map clearly against national priorities. They are:

- Supporting all learners to achieve
- Raising attainment of all and delivering equity
- Building consistently high quality learning and teaching across the school

Our annual Standards and Quality report published in September 2019 will summarise the impact of our improvement work and points to clear areas of improvement as well as aspects that we need to continue to focus on.

2018-19 has been a year of significant change, beginning with the appointment of a new rector in August 2018, a Fife-wide Managing Change process, a Curriculum Consultation and consequent changes to the curriculum offer and school week; all necessary to allow the school to come in line with the required budget savings. Staff turnover is also proportionately much higher than it has been in past years as a result of the changes required. This has had an unsettling impact on the school however the capacity of the staff is strong and we are clear we have the skills, knowledge and experience to lead our way through the changes to ensure we continue to deliver the best learning experiences for our learners with the highest levels of attainment and outcomes for all.

Bell Baxter High School Self-Evaluation and Action Plan May 2019



1. Leadership and Management



2. Learning Provision



3. Successes and Achievements



1.1 Self-evaluation for self-improvement

Unsatisfactory

Weak

Satisfactory

Good

Very Good

Excellent

Name: Carol Ann Penrose (carolann.penrose@fife.gov.uk)

Date: 05/05/2019

Description: May 2019

Evidence: **Collaborative Approaches to Self-Evaluation**

- All faculties have engaged in the 3 SIP work streams via their agreed improvement targets in FIPs which align underneath the SIP work streams.
- All faculties have engaged in discussion around the impact of their work in February and May FIP updates.
- All teaching staff collaborated in a SIP evaluation at a whole staff meeting in April.
- (tbc) of teaching staff completed the ES questionnaire in May 2019. This will be used as a baseline moving forward and will support triangulation of evidence.
- Education Scotland parental questionnaire carried out in April 2019 completed by approximately 200 parents and dress code survey completed by over 600 parents.
- Reflective questions exercise carried out with the Parent Council in April 2019 to gather feedback on how best to develop collaborative mechanisms for engaging parents and strengthen parental understanding of the schools priorities and their feeling that views are listened to and acted upon.
- Education Scotland learner questionnaire carried out in February and January 2019 with over 1000 learners' views gathered in total.
- School engaged in a TACL around 3.1 in September 2018 in collaboration with a team led by a LIF HT and supported by HTs/DHTs from other secondary and primary schools as well as education psychologists and colleagues from Fife PSS.

Analysis and Evaluation of Intelligence and Data

- OTB tracking and monitoring introduced as part of a 3 year plan shared with all staff. Phase 1 involved the input of assessment evaluations across all faculties and the early development of evaluation and analysis of coherence and progression across faculties and stages at PT level and above. Year 2 will see the development of similar processes with senior phase attainment and the embedding of the Learner Matrix to support more robust moderation and understanding of standards across the BGE.
- Early development of processes to gather data and intelligence around the quality of learning and teaching, entirely at Faculty level in Year 1. Whole school and middle level approaches to be developed and set out clearly in the school calendar prior to the summer holidays.
- Attainment data is regularly analysed by SLT and PTs at key points throughout the year: post SQA results in September, post prelims in March and after each tracking period. Rolling PT-DHT meetings every four weeks around strategic work streams have been established and support this dialogue.

Impact on Learner Successes and Achievements

- Increasingly clear evidence of impact being described in terms of clear goals, measurable targets and evaluative language in relation to the

difference our improvement work makes to learners outcomes.

- Evidence of impact has been gathered and shared with all stakeholders to inform the focus of their improvement work e.g. attendance, exclusions, referrals, key attainment benchmarks (1, 2, 3, 4, 5 @ level 3, 4, 5, 6,7 etc.), percentage achieving level 2, 3 4 bronze, silver, gold in the BGE.
- In particular, close monitoring of our Young Learners at Risk data throughout the year has led to a clear, focused approach to supporting their achievement involving all staff to improve their outcomes and ensure over 90% of our learners leave with at least 5 qualifications.

File attachments:

- SIP January Update v2.docx
- Whole Staff Evaluation of SIP (Depts) May 2019 Eng).docx
- English FIP March 2019 Update.docx
- HWB April 2019.doc
- S4 KPIs 290319.xlsx

Helping Factors:

- 1.Clearer more concise SIP/FIP priorities and processes to support reflection
- 2.Early evidence of school improvement groups effectively leading change and improvement eg Learning Standard, Parental Engagement, Learner Council, Attendance Group, Tracking and Monitoring Group
- 3.Introduction of OTB year 1 tracking, monitoring and reporting has been positive
- 4.Strong PT engagement with school attainment reviews of BGE and Senior Phase
- 5.Experienced staff who are knowledgeable about the importance of self evaluation and at different levels of confidence in supporting others in their teams to lead improvements
- 6.Work has begun around learner participation both with the Learner Council, learner questionnaires and a whole school review begun on Feb INSET day

Hindering Factors:

- 1.Processes to support self evaluation, moderation, tracking and data analysis varied across faculties/school
- 2.No robust system to track and collate impact on learners' achievements.
- 3.Pupil participation in self evaluation and leading improvements not yet fully developed.
- 4.Protected time for SIGs to meet

Actions:

Factor	What?	Who?	Success Criteria?	When?
Processes to support self evaluation, moderation, tracking and data analysis varied across faculties/school	Agree sufficient collegiate time to support the development of consistency across faculties	Extended Leadership Team (ELT) School Consultative Group (SCG) All teaching staff.	All staff engaged in faculty/school self evaluation, moderation, tracking and data analysis processes on a regular and consistent basis as per Whole School and Faculty calendars.	As per PT discretion however FIP review December and May

No robust system to track and collate impact on learners' achievements.	Develop a process on OTB to gather and track data on achievements	A Lownie, DHT Support Team	School has a sound understanding of pupil achievement and can track for year groups and targeted groups. Development of a Pupil Achievements passport to ensure all young people in the BGE access a minimum range of experiences achievements	As per School Calendar
Protected time for SIGs to meet	Agreed time in Whole School Calendar for SIGs and a minimum of one SIG per person.	ELT SCG All teaching staff	Staff will be able to meet regularly to engage in collaborative work to support school improvement priorities	As per School Calendar however at least one per term.
Pupil participation in self evaluation and leading improvements not yet fully developed.	Learner Engagement framework to be developed with planned learner engagement across learning and teaching but also in key aspects of HGIOURS.	L Harvie D Lowrie B Harris, DHT K Manders, DHT	Framework in place with agreed time for learners' engagement with young people leading improvements. Young people report they feel valued, listened to and engaged in shaping the direction of the school.	Ongoing and reviewed by May 2020

1.3 Leadership of change

Unsatisfactory

Weak

Satisfactory

Good

Very Good

Excellent

Name: Carol Ann Penrose (carolann.penrose@fife.gov.uk)

Date: 05/05/2019

Description: May 2019

Evidence: **Developing a Shared Vision, Values and Aims relevant to the school and its community**

- The school has spent the year working on a rationalised set of priorities in three key areas: supporting all learners to achieve, building consistently high quality learning and teaching and raising the attainment of all learners. This improvement work forms the core of our vision, values and aims.
- Vision, values and aims have not been reviewed for some time therefore strategic planning for 2019-20 will include stakeholder engagement in reviewing and clarify the school's vision, values and aims likely to take place during one of the August 2019 Inset day.
- All staff are informed by data on learners' outcomes shared at INSET and whole staff meetings. For example, August INSET attainment presentation shared the school's progress against its virtual comparator (VC) and also in relation to the SIMD profile. Data informs changes led over the Session in all three improvement workstreams.
- The school engaged in a TACL on 3.1 In September to gather data to inform developments to Support through the new structure. The findings from this led to a number of discussions and planning workshops have taken place with the Support faculty to engage them in shaping the vision, values and aims for Support.

Strategic Planning for Continuous Improvement

- School Improvement plan (SIP) and aligned faculty improvement plans (FIP) reflect a clear focus on improving learning and outcomes
- Senior leaders have set out a clear strategic direction for the school and a strategic plan for terms 1 and 2 was developed and shared across the school community.
- Further work is required to ensure changes are clearly communicated from SLT through middle leaders and to all staff. Time required to be protected for professional dialogue, collegiate learning and self-evaluation.
- Staff also need to be clear on and feel they can influence the pace of change.

Implementing Improvement and Change

- Staff at all levels have taken responsibility for implementing change across the school. School improvement groups (SIGs) have taken forward improvements in key areas of the school's work with staff at different levels are leading initiatives e.g. BBHS Learning Standard, Young Learners At Risk, Professional Learning, Attendance Strategy, Learner Council, Learner Participation, Scottish Learner's Panel, Parental Engagement, DYW/ Pathways, Dress Code policy, 1+2 Modern Languages. Teachers at all levels have also led learner assemblies and presentations and workshops during INSET on for example Adverse Childhood Experiences, Tracking and Monitoring, roll out of the BGE Learner Matrix, Engaging Learners in Feedback and anti-bullying. Impact has been noted in the May SIP update 2019.
- The school has an established Equalities group which has developed a plan for session 2019-20 to take the school forward for Charter mark

from LGBTi Scotland.

- Considerable work has also taken place with our Eco group who have engaged in a range of activities and initiatives to promote awareness of environmental concerns and reduce the amount of single use plastics across the school.

File attachments:

- August Programme 2018.doc
- August Inservice Presentation - Final.pptx
- INSET 130219.pdf
- 26.09.18 Leadership of Change - Final.pdf
- BBHS SIO - 26.09.18.pdf
- OTB Tracking and Monitoring Timeline to 26.09.18.docx
- 24 Sep 2018.pptx
- BBHS SLT Update Week 16.docx

Helping Factors: 1. Staff are motivated to engage at school level with many being highly motivated to take forward their particular area of interest
2. Clear awareness and interest in shaping improvements for learners outwith class and faculty level

Hindering Factors: 1. Time and space to plan, lead and evaluate whole school change.
2. Significant changes to promoted structures next Session
3. Staff professional development, skills and confidence in leadership

Actions:

Factor	What?	Who?	Success Criteria?	When?
Time and space to plan, lead and evaluate whole school change.	Review SIGs for session 2019-20 with a view to securing time at the start of the year to meet and plan.	ELT, SIG Chairs	Shared plan for what is to be taken forward by whom and when time will be afforded to undertake tasks.	21 June 2019
	Review feedback data from Staffwise, staff questionnaire and use a focus group model to listen to staff's views re pace of change. Factor this into the School Calendar and SIP.	HT Professional Association Reps All Staff	Staff are clear on what will be taken forward when and have had an input into this to ensure there is a clear feeling that the pace of change will be manageable.	
	Establish a Staff Wellbeing Group and invite volunteers across all level to collaborate to monitor the pace and manageability of change throughout the year.	Professional Association Reps Staff volunteers ELT	Clear evidence will be gathered throughout the year on the impact of the	

			strategic plans on staff wellbeing with steps able to be taken to support where this is felt unmanageable.	
Significant changes to promoted structures next Session	<p>Regular ELT meetings to build mutually supportive trusting team relationships. Professional learning opportunities around leadership skills supported by sharing best practice, looking outwards and inviting in training practitioners from elsewhere.</p> <p>Develop greater consistency in processes at Faculty level to allow shared learning and SLT to support eg. at link faculty meetings.</p> <p>Exploit the opportunities of joining the Levenmouth and Glenrothes Learning Partner alongside Waid.</p>	<p>ELT</p> <p>ELT</p> <p>ELT and external practitioners</p> <p>ELT and Learning Partnership Members</p>	<p>Evidence of collaboration and dialogue to support and learn from each other. There will be regular opportunities for PTs to learn from each other and others around some of the key leadership skills, qualities and actions</p> <p>Coherent and consistent processes at faculty level around L&T, assessment, tracking and monitoring and self evaluation which align with whole school processes.</p> <p>Greater opportunities for PT networking, support and development are evident with an increase in PT skills and confidence.</p>	May 2020
Staff professional development, skills and confidence in leadership	Offer and encourage more staff to engage in professional learning opportunities to develop their leadership skills.	K Manders P McLay	<p>More staff taking part in professional learning in leadership and greater confidence in taking forward improvements at all levels.</p> <p>Staff at all levels leading improvements and working with external partners, SCEL, SEIC, Fife.</p>	May 2020

2.3 Learning, teaching and assessment

Unsatisfactory

Weak

Satisfactory

Good

Very Good

Excellent

Name: Karen Manders (karen.manders@fife.gov.uk)

Date: 07/05/2019

Description: May 2019

Evidence: **Learning and engagement**

- All Faculties are implementing the Bell Baxter Learning Standard launched October 2018 however this is yet to be fully embedded. Self evaluation evidence shows that learning environments are positive, purposeful and built on supportive relationships. Also, that most learners are active participants. Most learners are engaged, motivated and interact well in lessons. Respect workshops were held with S1-S5 year groups session 2018/2019 to support a commitment to forming and maintaining positive relationships. This will continue in 2019/20 as the school engages with the work of Paul Dix and Pivotal training on the August INSET day.
- Learner engagement is at an early stage with regard to shaping learners' experiences across the curriculum and in order that young people are clear that their views are sought, valued and acted upon the school is developing mechanisms for supporting learner participation. SIG group took forward Learner Engagement 2018/2019 utilising wee HGIOS and are at early stages of taking forward a Learning Council. Responses to whole school and Faculty surveys on learning and teaching captured initial baseline positions 2018/2019. 701 pupils responded to the whole school survey seeking pupils views on learning and teaching. This survey was conducted in February, 2019.
- Learners contribute effectively to the life of the school and wider community as evidenced by posts to Twitter account and monthly "what happened in month x videos" . Learners' achievements are recognised at our Colours ceremony in April as well as Junior and Senior Prize givings in June. We are at the early stages of ensuring learners contribute to the life of the school and community with regard to support of learning in its wider sense. In session 2018/2019 the school Captain team led parental workshop on Study Skills. This session was open to all S4 parents and was attended by a few.
- In the majority of classes learning is planned to meet the needs of learners and pupil support staff are deployed to ensure learning is accessible to learners. A review of support for learners including alternative curriculum opportunities for the those on the intensive continuum took place session 2018/2019.

Quality of teaching

- The quality of our teaching is underpinned by our shared school vision and values which are to be reviewed and refreshed in June 2019. The Bell Baxter Learning Standard was launched with all staff in October, 2018 and following this engagement with all learners via an assembly programme. The Bell Baxter Standard was launched as a direct response to key recommendations following a local Authority review in October, 2017 which recommended that a standard be created to bring about consistency of experience across the curriculum.
- Key elements within the Standard provide a focus for continuing professional development as we strive to raise the quality and consistency of learning and teaching experiences across the curriculum. Next steps will include planning to support the development of a skills focus within learning across the curriculum with a view to creating a Bell Baxter Skills Framework to be led and evaluated by the PT Employability. The

CLPL programme 2018/2019 had a focus on learning, teaching and assessment. Less than half of teaching staff responded to the survey to identify CLPL needs October 2018. Evidence supports that CLPL uptake was variable across the school session 2018/2019 other than all staff attendance at whole school inset sessions (whole school session improvement plan session October 2019, Inset day November and February, 2019).

- Processes have begun to be developed to measure the impact of embedding the Learning Standard including learner participation, feedback from pupil focus groups, creation of a Learning Council, faculty visits and evaluation of CLPL opportunities. Paired Faculty visits were encouraged in session 2018/2019 however this was left to faculty discretion and was fairly informal in the first year. This collegiate approach has helped strengthen relationships between faculties and has given practitioners opportunities to learn from each other. Minutes of meetings (SLT/Faculty) illustrate discussions on learning and teaching and next steps to support improvement. Self Evaluation procedures at Faculty and whole school level require to be more robust and consistently applied to ensure pedagogy and practice are current and that the learning standard is implemented consistently across the curriculum to fully support learning.
- Evidence gathered supports we are at the early stages of parental/family engagement to support learning and early development of processes to gather data and intelligence around the quality of learning and teaching through formal and agreed processes at whole school and faculty level. Parental workshop was held with Parent Council surrounding the Bell Baxter Learning Standard (12 parents attended). A feedback tool to gauge parental reaction to publication of newsletters (senior and Junior phase newsletters) elicited 61 responses.

Effective use of assessment

- Planned inset programmes 2018/2019 supported staff in ensuring assessment remains integral to the planning of learning. Analysis of data from the introduction of Year 1 of our BGE tracker would support the need for more robust arrangement for moderation across all stages of the curriculum. This includes building in SNSA data to an easy to use OTB tracking page which was introduced this session. Year 2 roll out of the plan includes all faculties with planned assessments for S1 by June 2019 for inclusion into a learner matrix. This will roll out across S2 and S3 over the next two years.

Planning, tracking and monitoring

- Session 2018/2019 evidenced more focussed use of planning over different timescales to meet the needs of all learners across the curriculum. The development of more manageable processes to monitor and evaluate learners progress have been put in place in order that we have a clearer picture on attainment across all levels. This has included those facing additional challenge in order that we can evaluate the effectiveness of interventions to improve outcomes for all learners (YLAR). Session 2018/2019 saw the introduction of OTB (a junior phase tracking system - see above also).
- A 3 year plan has been put in place and which was been shared with all staff at the Feb Inset. Year 2 plans will focus on Senior Phase for consistency and the embedding of the BGE learner matrix in S1 to support moderation.

File attachments:

Learning Standard Paper 2018-19 Rationale Update May 2019.docx

Survey - Evaluative Statements Feb 2019.docx

Survey Results Graphs Feb 2019.docx

Parent engagement feedback March update.docx

OTB - INSET Feb 2019.ppt_2.pptx

- Helping Factors:**
- 1. Bell Baxter Learning Standard now launched - exemplifies features of highly effective practice**
 - 2. Early work on Learner Engagement (via Learner Council), parental engagement foundations to build on**
 - 3. PT's and all staff clear of direction of travel required with regard to making the shift with regard to learning and teaching**
 - 4. Calendared dates for monitoring and tracking set up**

- 5.Movement to new tracking, monitoring reporting systems has been received positively
- 6.Regular DHT/PT meetings over a four week cycle to support professional dialogue and progress

- Hindering Factors:**
- 1.WTA does not have collegiate faculty time built in to support Faculty Meetings at present - focus L & T, sharing of good practice
 - 2.Inconsistent approaches to Faculty/Whole school self evaluation with regard to Learning and Teaching
 - 3.All staff professional development - skills and confidence requires to be supported
 - 4.Involvement of learners in an evaluation of learning and teaching not fully developed
 - 5.Training for staff/familiarisation with new monitoring and tracking system
 - 6.Training for staff in analysis of data to support learning
 - 7.Lack of robust understanding of standards focus on moderation activities
 - 8.Sound planning to support learners with identified needs
 - 9.Parental Engagement and family learning to supporting learning

Actions:

Factor	What?	Who?	Success Criteria?	When?
WTA does not have collegiate faculty time built in to support Faculty Meetings at present - focus L & T, sharing of good practice	School calendar with confirmed date for Faculty Meetings. Key focus sharing of good practice /focus on learning and teaching	ELT	Calendar in place for start of school session	17/05/2019 21 June 2019
Inconsistent approaches to Faculty/Whole school self evaluation with regard to Learning and Teaching	Develop and implement rigorous and robust whole school and faculty processes to support evaluation of learning & teaching and in line with the Bell Baxter Learning Standard	K Manders, DHT Extended Leadership Team	Calendared whole school LTWT - one per Faculty per session (31 May, 2019) Calendared Faculty Processes - observations; LTWT, Pupil Focus Groups Feedback/evidence from focus groups/pupil surveys/LTWT	May 2020
All staff professional development - skills and confidence requires to be supported	Develop programme of Professional Learning to support pedagogy and practice and encourage increased uptake. Investigate new models of learning for greater impact.	K Manders, DHT Learning & Teaching SIG K Manders, DHT Staff volunteers	CLPL Programme set up and uptake increased Evidence from research carried out indicate those	May 2020

	Looking outward to support opportunities to engage in professional learning - OSIRIS	K Manders, Depute Rector 10 identified staff (volunteers)	models which are most effective in bringing about improvements in pedagogy evidences in the learning Confirmed personnel to take part in OTI (by 17 May) Celebration event May 2020 - sharing of good learning/good practice	
Training for staff in analysis of data to support learning	Analysis of data after key tracking periods in order to plan the needs of all learners across curriculum areas. Evaluate the effectiveness of interventions designed to support and improve outcomes for all learners	A Lownie, Depute Rector SIG All teaching staff A Lownie, Depute Rector SIG All teaching staff	All staff full engaged in self evaluation to support learners	As per Tracking and monitoring calendar and by May 2020
Lack of robust understanding of standards focus on moderation activities	Consistent Moderation Cycle set up	A Lownie, Depute Rector Extended Leadership Team	All staff fully engaged in moderation activities on regular basis. Consistent and more reliable and robust assessment judgements made	May 2020
Parental Engagement and family learning to supporting learning	Develop further opportunities to include parents/carers in supporting and evaluating learning ie focus group, workshops, newsletter	SIG Extended Leadership Team	Increased uptake in parental engagement. Parental survey responses following engagement sessions/communications	May 2020

3.1 Ensuring wellbeing, equality and inclusion

Unsatisfactory

Weak

Satisfactory

Good

Very Good

Excellent

Name: Alastair Lownie (alastair.lownie@fife.gov.uk)

Date: 08/05/2019

Description: May 2019

Evidence: **Wellbeing**

- Three separate wellbeing surveys were carried out and completed by approximately 200 young people
- Supporting All Learners Survey was carried out with 29 intensively supported learners who routinely use Guidance and ASN. Most learners feel satisfied with the support they receive from their Guidance teachers and the majority from ASN.
- TACL review survey with pupil focus groups and shadowing of pupils with ASN revealed a need to plan more consistently to meet the needs of all learners on the support continuum and to increase differentiation across the curriculum. Self evaluation evidence will focus on triangulating our improvement work on differentiation for 2019-20.
- There has been an increase in the use of Additional Support Plans for intensively supported learners. Further work will be undertaken to ensure that all learners on the intensive continuum have detailed plans which are regularly reviewed.
- Respect & Restorative training completed with almost all teachers, most pupils and a few parents.
- Anti-bullying workshops took place in May 2019 with all pupils in S1-3, to be run again in September with the new S1. This was as a direct response to feedback received from an Education Scotland questionnaire carried out with learners in February 2019 which stated that less than half of learners felt the school deals well with bullying and be used as a baseline against which to measure the impact of future programmes. Support PTs will engage in Mentors in Violence training in order to roll out this programme across the school.
- A presentation was given by two Guidance PTs to all staff during the November inset day, to begin our work to build understanding of ACEs and creating a school that is 'trauma informed'.
- Positive relationships in the classroom between the majority of staff and pupils were highlighted in the September TACL report and are evidenced through the many extra curricular activities and trips running in the school.

Fulfilment of statutory duties

- New SLG meeting format are providing a sharper focus on targeted individuals with fortnightly meetings to discuss individuals.
- Updated attendance procedures have improve overall attendance by 0.5% weekly updates to staff along with visuals, Groupcall messages and assemblies.
- Overall attendance is up by 0.45% on this time last year.
- The figures show improvements in 171 pupils from 279 interventions since Guidance introduced the new procedures. This a 61% positive shift which means that the majority of pupils with an attendance intervention have improved their attendance.

Inclusion and equality

- A framework for Learner participation and engagement is in the early stages of development after initial work to take this forward in session

2018-19.

- LGBT celebration day in 2019- Purple Friday for the first time. A plan has been developed by the Equalities group for 2019-20 which sets out action towards Chartermark from LGBTi Scotland.
- Young Learners At Risk (YLAR) working group focusing on those furthest from achievement and at risk of not securing at least 5 qualifications and a negative destination. Learners who would previously have left with little or no qualifications are now securing an increased number of National 3 and 4 qualifications.
- ASN are developing Alternative Curriculum opportunities for intensive pupils to be introduced in 2019-20.
- Fife College Skills for Work Hair and Beauty introduced in November 2018 as a flexible curriculum option for a group of S4 girls who were significantly disengaged and at risk of a negative destination. As a direct consequence of ASN, Guidance and PSA intensive support this provision was very successful with the majority of learners securing a qualification and 90% percent progressing on to positive destinations. This has been expanded for 2019-20.
- Alternatives to exclusion- and the use of a 'red card' to take young people out of class but keep them learning and in school for 24 hours has led to currently 14 Red Cards have been issued and exclusions for all young people avoided. Further work will be undertaken over 2019-20 to strengthen out alternative provision, increasingly working with partners to support.

File attachments:

- May 2019 Anti Bullying presentation_2.pptx
- Pupil survey data with evaluative statements..pdf
- Supporting All Learners Survey - Guidance and ASN Results.xlsx
- Respect Workshop 2018.pptx

- Helping Factors:**
- 1.School working groups and staff leadership for attendance, YLAR,
 - 2.Impact of temporary posts in Support
 - 3.Regular calendared link DHT/PT meetings
 - 4.One DHT allocated to intensive pupils only
 - 5.All staff engaged in continuing to develop their understanding of ACEs
 - 6.Surveys indicate that pupils using Guidance and ASN feel supported.

- Hindering Factors:**
- 1.A nurturing approach needs to be further developed with most intensively supported young people.
 - 2.Alternative Curriculum provision for intensive pupils
 - 3.Systematic processes around the generating, analysis and use of data on attendance and behaviour needs to be further strengthened.
 - 4.Use of Wellbeing Indicators is not fully embedded
 - 5.Differentiation (tasks and resources) varies across the school
 - 6.No working alternatives to exclusion to complement Red Cards at present

Actions:

Factor	What?	Who?	Success Criteria?	When?
A nurturing approach needs to be further developed with	Carry out a relationships Health Check with Pivotal and engage in whole staff training on	B Harris, DHT Support PTs	Staff are fully confident in their skills to build nurturing	May 2020

<p>most intensively supported young people.</p>	<p>August INSET</p> <p>Develop a strategic plan for the further development of Nurture both with the Support area and across the school.</p> <p>Restorative training to take place in parental workshops. To be included in the anti-bullying workshops.</p>	<p>All staff</p> <p>B Harris, DHT Support PTs All staff</p> <p>B Harris, DHT Support PTs</p>	<p>relationships with all young people. This is evidenced and triangulated through self evaluation evidence with all stakeholders.</p> <p>All young people report they feel valued, cared for and supported in school. Unconditional positive regard is evident in all interactions with young people.</p> <p>Positive feedback from parental survey conducted following the workshop. Self-evaluation evidence illustrates that almost all parents feel the school deals well with bullying.</p>	
<p>Alternative Curriculum provision for intensive pupils</p>	<p>Develop an Alternative Curriculum provision for those young people who struggle to engage.</p> <p>Engage more partners in the delivery of an alternative curriculum.</p>	<p>C Orkney, PT Support L. Hughes PT Support B. Harris DHT Support teachers</p> <p>G Cowan, Pupil Services Manager PTs Support B harris, DHT</p>	<p>Alternative Curriculum options delivered over 2019-20 with a range of young people securing qualifications and positive outcomes.</p> <p>Alternative Curriculum options to be included in course choice for 2020-21.</p> <p>Alternative curriculum programmes are supported by a wide range of partners to enrich the learning experience and outcomes of all learners.</p>	<p>Programmes in place for BGE and Senior Phase for August 2019</p>

Systematic processes around the generating, analysis and use of data on attendance and behaviour needs to be further strengthened.	Fortnightly meetings to take place between DHTs and link Guidance PTs to analyse and act on attendance and behaviour data in each year group.	DHTs with Year group Guidance	Attendance increased to 93% by June 2020. Reduction in exclusions from 16 to 14 per 1000 pupils by June 2020.	Fortnightly
Use of Wellbeing Indicators is not fully embedded	Further develop a strategic plan for the embedding of wellbeing indicators over 2019-20 as a feature of the Support FIP. Specific Wellbeing indicators to be a focus for individual tasks/units of work rather than a generic monthly focus.	B. Harris, DHT PT Guidance (Wellbeing) All teaching staff	Wellbeing indicators visible in walkthroughs e.g. linked to Purpose on boards. Self evaluation evidence illustrates clearly indicators are understood by young people, staff and parents and are used as a framework against which to describe and evaluate our work.	Ongoing. reviewed december 2019/May 2020
Differentiation (tasks and resources) varies across the school	Increased use of and access to differentiated tasks and resources for all young people- across all subject areas	DHT- B. Harris PTs All teaching staff	Clear evidence of differentiated tasks and resources from self evaluation processes. Improved levels of attainment of all learners but in particular those further from achievement and most able.	Ongoing and reviewed December 2019 /May 2020

3.2 Raising attainment and achievement

Unsatisfactory

Weak

Satisfactory

Good

Very Good

Excellent

Name: Martin Gibbons (martin.gibbons@fife.gov.uk)

Date: 07/05/2019

Description: May 2019

Evidence: **Attainment in literacy and numeracy**

- During session 2018-2019 progress has been made from the prior levels of attainment in literacy and numeracy for learners by the end of the BGE. Improved monitoring and tracking of literacy and numeracy progress across the BGE in English and mathematics has led to reported levels of attainment @ level 3 by the end of S3 to be >90% in all reported measures.(How does this compare to last year?)
- Further progress has been made in the monitoring, tracking and interventions in the mathematics faculty to ensure improvements with current projected attainment from March prelim analysis projecting >70% @ level 5 numeracy (over 10% increase on 2018). March prelim analysis by English faculty projects that >85% of learners in S4 will achieve Level 5 Literacy this session (approx. 10% increase on 2018).
- All faculties are familiarising themselves with the reports provided by the SNSA to target further improvements in attainment in Literacy and Numeracy for all learners in session 2019-2020.

Attainment over time

- Satisfactory progress is being made in school to improve attainment over time for all learners with some reassuring 'green shoots' showing in key target areas this year. Learners make good progress on their prior levels of attainment, in particular in the area of increasing the levels of attainment for learners furthest from achievement by the end of S4 and/or the point at which learners leave school.
- This is evidenced in improvements over time by our benchmark S4 5@3 and S4 5@4 in August and both our Total and Complementary Tariff points being above our Insight virtual comparator for our Improving Attainment for all National Measure in February. A focus on learners achieving S5 5@5 and a subsequent improvement of S5 5@6 is required in session 2019-2020.
- All faculties engaged in a rigorous review of prior attainment and developed key attainment priorities for inclusion in their FIPs for Raising Attainment following meetings in September 18. Reviews of progress in improving attainment took place on a monthly basis with a key focus on ensuring all learners attained full course awards and progress was recognised by Level 6 units if a course was not achievable.
- Our staff make effective use of assessments and their shared understanding of standards to make judgements about how pupils are progressing and learning in the Senior Phase. Further work is required to improve the shared understanding and effective use of assessments and standards within levels in the BGE and the tracking of interventions.
- Attainment reviews following the completion of a 'second prelim' in late February/March showed further improvements to the robustness of our tracking and estimates of potential attainment in the Senior Phase for August 2018. All data reviewed at DHT/PT meetings in Week 32 suggest an improvement across all curriculum areas and raised attainment to the previous session in S4. This will require to be evaluated in the Faculty SQA Attainment reviews carried out in week 3 of the session.

Overall quality of learners' achievement

- Overall our learners are provided with a wide range of opportunities to participate in the wider life of the school. The majority of our learners demonstrate through a range of roles and activities that they are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens
- This is evidenced by our monthly 'What happened in....' videos and posts on our website and social media.
- Learners' achievements were formally recognised in April 2019 with over 10% of all learners being awarded Colours for their achievements and contribution to the school and community.
- We know that most of our learners develop skills and other attributes through the wide ranging activities on offer in our school however there is work to be done on developing our systems and processes to capture and provide both formal and informal recognition of this achievement.
- We have increased the pupil awareness of the range of learner pathways on offer within the school through more direct engagement with a Guidance team around each stage and course counselling improvements using more robust data from our new tracking and monitoring system in the BGE.

Equity for all learners

- We are making improvements in the systems and processes used to measure and promote success and achievement for all of our young people. Designated Nurture Teachers have been developing flexible approaches to ensure equity of access to achievement and attainment for all children and young people and in particular our most disadvantaged and furthest from achievement. This work is to be continued by key Principal Teachers in the BGE and Senior Phase and developed into a flexible curriculum with access to all learners if required.
- The restructuring of our Support Faculty with designated Guidance teachers for each stage and the separation of DAS and SfL responsibilities will improve the effectiveness of systems to promote and recognise equity and achievement for all. Our work this session has seen an increase in attendance and a decrease in exclusions increasing our levels of inclusion and presenting our young people with more opportunities to succeed. There remains work to be done to reach the pupils furthest from achievement and attainment to improve whole school attendance further.
- Almost all of our learners move into sustained positive destinations when they leave school with our initial destinations measures in February 2019 increasing to 9.175% from 93.86 last year. This is 0.17% above our Virtual Comparator and the 2.5% above the Fife average.

File attachments:

Summary Measures February 2019.pdf

00. Attainment Review Priorities 2018 Faculty Version (1).pdf

Prelim Analysis Overview - ENGLISH Example.pdf

Raising Attainment -0 MGR.pptx

S4 KPIs Estimates March 2019.xlsx

Insight KPI Benchmarks 2014 – 2018 & Projected 2019 Post Second Prelim.pdf

Links:

<https://blogs.glowscotland.org.uk/fi/bellbaxterhighschool/2019/05/01/look-what-happened-in-april/>

<https://insight.scotxed.net/>

<https://blogs.glowscotland.org.uk/fi/bellbaxterhighschool/2019/03/29/inaugural-senior-sportsmans-dinner/>

<http://bit.ly/SecondarySID>

- Helping Factors:**
- 1.Regular formal DHT/PT meetings with a monthly Raising Attainment focus.
 - 2.Targeted Raising Attainment Priorities shared with all staff from week 3.
 - 3.Improved tracking and monitoring systems leading to interventions in a few faculties leading to improved attainment outcomes
 - 4.Targeted focus on S4 YLAR and allocated resources.
 - 5.Introduction of new On-The-Button tracking and monitoring system in the BGE
 - 6.Introduction of 'Second Prelim' in February/March to provide fullexam experience and robust data for more concordant estimates.
 - 7.Access to data to identify specific groups for intervention

- Hindering Factors:**
- 1.Lack of robust systems and processes for presentations, monitoring, tracking and moderating progress at whole school level.
 - 2.Inconsistent tracking and monitoring systems within faculties.
 - 3.Lack of systems and processes to track and recognise participation and wider achievement
 - 4.Lack of evidence that we identify and target specific interventions to improve performance
 - 5.Inconsistent Presentation Policies and Interventions for YLAR

Actions:

Factor	What?	Who?	Success Criteria?	When?
Lack of robust systems and processes for presentations, monitoring, tracking and moderating progress at whole school level.	Further develop On-The- Button Tracking and Monitoring.	A Lownie, DHT ELT Tracking and Monitoring SIG ELT	Regular DHT/PT Raising Attainment meetings will impact of new systems on monitoring and raising attainment.	September 2019 / First Tracking Period in Calendar
	Development of Learner Matrix for BGE and implementation in S1 for all learners.	A Lownie, DHT ELT All teaching staff	Evidence of consistent, reliable and more robust progress being made by learners within and across faculties.	
	Development of Senior Tracking in OTB	A Lownie, DHT Tracking and Monitoring SIG, ELT, All teaching staff	Evidence of consistent and coherent use of monitoring and tracking at calendared intervals to ensure robust assessment judgements, improvements in pupil progress	
	Coordinate Unit Entry/Presentation change processes in OTB	M Gibbons, DHT ELT	Electronic trail of all course	
	Agree a clear presentation policy for 2019-20 post removal of AVU in S4.			

		M Gibbons, DHT ELT M Gibbons, DHT	entries, withdrawals and changes of levels linked to efficient communication with home via standard OTB letter stored against every learner's record. Improved outcomes of learners as a result of learners entered at the appropriate level based on robust tracking in the BGE	
Inconsistent Presentation Policies and Interventions for YLAR	Review presentation policy and course change processes in line with updated SQA guidelines for 19-20. Identify and ensure Targeted interventions and early assessment opportunities for those likely to become YLAR in S4. Extend opportunities to capture attainment evidence over entirety of school career.	M Gibbons, DHT ELT ELT, Support Team, PT1 Support, All teaching staff	Consistent policy applied and processes followed across all faculties regarding course entries for SQA courses Increase in YLAR achieving completed courses @3 and @4 at each tracking period.	
Lack of systems and processes to track and recognise participation and wider achievement	Develop a process to capture, evidence and track participation and wider achievement using OTB system. Develop flexible curriculum to provide opportunities for accredited wider achievement for learners.	DHT, Support Team. PT1 Support, Support Team	School will have an accurate record of pupil wider engagement and participation in the life of the school, community and as global citizens. Increased participation and wider achievement evident through pupil voice and quantitative evidence of accreditation. Evidence of flexible curriculum option uptake and participation in 19-20.	May 2020
Lack of evidence that we identify and target specific	Analysis of attainment data (including SNSA) at key tracking points in the session in order to	M Gibbons, DHT ELT	Evidence of interventions for specific groups and	As per Whole

<p>interventions to improve performance</p>	<p>plan targeted interventions for specific groups of learners.</p> <p>System to be developed to record and monitor identified learners and the impact of planned interventions.</p>	<p>All teaching staff</p> <p>M Gibbons, DHT Lead teacher YLAR</p>	<p>improved outcomes.</p> <p>Improvements in attainment for targeted groups.</p>	<p>School Calendar</p>
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