

Bell Baxter High School

Standards and Quality Report 2018/19

Achieving Excellence and Equity

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 and they remain our focus until 2021. They are:

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

Pupil Equity Funding has supported the appointment of an additional deputy rector, allowing for one senior leader to take full responsibility for the re-structuring of the Support faculty and lead for the most vulnerable young people requiring the most intensive support across all year groups S1-S6. Additionally, funding has been deployed to engage with Osiris and their Outstanding Teacher Intervention in which ten staff will be trained in effective pedagogical practices over the Session.

Our annual Standards and Quality report published in September 2019 will summarise the impact of our improvement work and evidences 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, the effects of which should not be underestimated. This began with the appointment of an acting rector in January 2018 and then a new rector in August 2018, a Fife-wide Managing Change process, a Curriculum Consultation and consequent changes to the curriculum offer and the structure of the school week; all necessary to allow the school to come in line with the required budget savings. As a result, staff surplus and turnover was also proportionately much higher than it has been in past years. There is clear evidence that this has had an unsettling impact on staff and a majority are feeling vulnerable. There is a commitment to address this over the session through the improvement plan and working closely with principal teachers and professional associations whilst maintaining our focus on delivering on our improvement targets for 2019/20. The capacity of the staff and the school is strong and by continuing to work together we are confident we have the skills, knowledge and experience to lead our way through the next phase of our journey to ensure we continue to deliver the best learning experiences for our learners with the highest levels of attainment and outcomes for all.

Review of Progress – Session 2018/19

School Improvement Priority 1: Delivering high quality learning and teaching across the curriculum.		
<u>NIF Priority</u> <i>Improvement in attainment, particularly in literacy and numeracy.</i> <u>NIF Driver</u> <i>School Leadership, Teacher Professionalism, Performance Information; Assessment of Children's Progress, Parental Engagement, School Improvement</i>	<u>HGIOS 4 Quality Indicators</u> 1.1 Self-evaluation for improvement 1.2 Leadership of change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised support 3.2 Raising attainment and achievement	
Progress Learning and engagement <ul style="list-style-type: none">All Faculties display and are beginning to implement the Bell Baxter Learning Standard (BBLs) launched October 2018 however this is yet to be fully embedded. Processes have begun to be developed to gauge impact including learner participation, feedback from pupil focus groups, the 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.Self-evaluation evidence shows that almost all learning environments are positive, purposeful and built on supportive relationships. Most learners are engaged, motivated and interact well in lessons however a minority of staff have reported that young people are not well behaved, predominantly those demonstrating social and emotional difficulties.The School Improvement Group (SIG) took forward Learner Engagement in 2018/2019 utilising wee HGIOS and are at early stages of taking forward a Learning Council.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".	Impact Learning and Engagement <ul style="list-style-type: none">Most learners are aware of the Bell Baxter Learning Standard however it has yet to be fully embedded; impact will be evaluated via Extended Learning Partnership review in September 2019 and throughout 2019/20 via newly established QI processes. 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 BBLs is implemented consistently across the curriculum to fully support learning.Respect workshops were held with S1-S5 in session 2018/2019, which have increased staff and young people's skills and awareness in forming and maintaining positive relationships. Self-evaluation indicates that a minority of staff are not employing the current relationships policy consistently and feel that the pupils are not well behaved therefore the school is engaging with the work of Paul Dix and Pivotal training next Session to support ongoing work to develop a more consistent approach bought into and owned by all stakeholders.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 further strengthening learner participationResponses to whole school and Faculty surveys on learning and teaching captured initial baseline positions 2018/2019. 701 pupils responded in February 2019 to the whole school survey seeking pupils' views on learning and teaching. The majority of young people feel they have enough feedback and they can influence how and what they learn however a minority report they are not involved in the creation of success criteria and their views are not taken into account.Feedback from parents and the wider community is very positive on the communications via twitter and the monthly diary page in the local press.	

- 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.
- DHT Support engaged with professional dialogue with PTs around differentiation and professional learning opportunities were offered. These were only taken up by a few staff. In a minority of classes learning is planned to meet the needs of learners and pupil support staff are deployed to ensure learning is accessible
- A review of support for learners took place in September. A number of strengths were identified alongside recommendations around flexible planning to meet needs and developing individualised learner pathways.
- Early thinking has begun on the development of a Bell Baxter skills framework to build awareness of the Careers Standard and allow young people to evaluate themselves and build core skills for learning, life and work.

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 created by a short life working group of staff to support greater consistency in practice. It was agreed staff would ensure all lessons had a clear structure demonstrating purpose, a hook, active learning and a plenary and also that there would be evidence across learning episodes of effective pedagogical practice such as feedback, questioning, meeting needs and a meaningful organised learning environment.
- CLPL programme 2018/2019 was developed with a focus on learning, teaching and assessment.

Effective use of assessment

- Planned Inset programmes 2018/2019 gave staff from a range of faculties the opportunity to showcase best practice in assessment and learner conversations, supporting staff to ensure that assessment remains integral to the planning of learning.

- Most learners report that they are given opportunities out with school for wider achievement however further work to be done to ensure the school can track achievements and identify what learning is taking place and any gaps across year groups.
- PTs have led dialogue with their faculties around the need for differentiation in lessons and a few have developed clear resources which allow young people choice and access to differentiated materials Differentiation was evidenced clearly in only a minority of lessons and further work will be taken forward next session.
- A new Support structure has been put in place alongside more robust responsive planning and an increased offer of alternative curriculum in collaboration with CLD and other partners.
- We will develop and share a BB Skills Framework with stakeholders and display this clearly across the school. Staff will begin to ensure there are opportunities for learning and self-evaluation within most lessons. Employer networks will be extended and formalised into the Skills programme, initially delivered within the new curriculum model in S4.
- Impact of new vision and values to be evaluated end of session 2019/20
- The school is on Year 2 of implementation with a focus this session on embedding what we have agreed and gauging our impact via new whole school Faculty review processes. Early indications from learner surveys indicate the following baseline: The majority of pupils at Bell Baxter High School believe that they are given regular opportunities to decide how they learn, that they are given enough feedback from teachers and believe that they act on the feedback which they are given. Also, the majority believe they know if they are making progress in their learning. Less than half believe they have an attractive well-maintained learning environment, that they are involved in creating success criteria for their learning or that they are asked for their opinion at the end of units/pieces of work. A minority believe that teachers share with them the purpose of learning on a regular basis (i.e. always or mostly), take into account their views when planning lessons and feel they are able to learn in a way that suits their needs.
- 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).
- Impact of Learner Matrix and planned collegiate time to be evaluated throughout 2019/20

<p>Planning, tracking and monitoring</p> <ul style="list-style-type: none"> • 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, in particular those young learners at risk of not achieving (YLAR). Session 2018/2019 saw the introduction of OTB (a BGE tracking system - see above also). • A 3 year plan has been put in place to manage the pace of change which was shared with all staff at the Feb Inset 2019. Year 2 plans will focus on Senior Phase for consistency and the embedding of the BGE learner matrix with planned assessments in S1 to support moderation. 	<ul style="list-style-type: none"> • Analysis of data from the introduction of Year 1 of our BGE tracker illustrates a lack of coherence and progression in learning across the curriculum in the BGE and into Senior Phase. More robust arrangement for moderation are needed across all stages of the curriculum. This includes building in SNSA data to an easy to use OTB tracking page which was introduced in 2018/19. Year 2 roll out of the plan includes all faculties having 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. • Through bespoke planning and tracking of learning and assessment a minority of disengaged young people at risk of not achieving have secured 5 qualifications. Almost all learners will secure a minimum of 5 qualifications in session 2018/19. • The school now has a mechanism to gather data to analyse progress in the BGE and is at the early stages of embedding systematic processes to evaluate the impact and plan actions as a result after each tracking period throughout the year. Moderation cycles have been planned across all faculties throughout the year which will encourage greater rigour and understanding of standards in the BGE.
<p>Next Steps</p>	
<p>Expected Outcomes/Impact on Learners</p> <ul style="list-style-type: none"> • All faculties to engage in collegiate faculty meeting every two weeks to support further improvements in learning and teaching, assessment, moderation, tracking data, progression, coherence and meeting needs. • Consistent approaches to Faculty/Whole school self-evaluation with regard to Learning and Teaching • Almost all staff feel they have engaged in sound professional development to build their skills and confidence with regard to embedding the BBLS • Most learners are engaging in evaluating and leading all aspects of the school's improvement work. A model to involve learners in evaluating learning and teaching is fully developed and almost all young people engage in evaluating learning and teaching in a range of ways. • Almost all staff fully engaged in moderation activities on a regular basis. Consistent and more reliable and robust assessment judgements made. • Almost all staff will feel confident in the use of the Learner Matrix and tracking system and the analysis of the data this provides. • Most lessons will evidence sound planning to support learners with identified needs 	<p>Strategic Actions</p> <ul style="list-style-type: none"> • We will ensure whole school calendar in place with confirmed dates for Faculty Meetings. • We will roll out the Faculty LTWT 2019/20 plan as agreed in the School Calendar/MTA negotiations and set out in our rationale paper as discussed with PTs and professional associations and shared with all staff at the June INSET. • We will develop a model for professional enquiry around the BBLS planned into SIG time/staff CPD hours • We will continue to build on initial models for learner participation with clear reference to wee HGIOS • We will embed a robust Moderation Cycle led by PTs with faculties • We will offer a programme of training for staff in the familiarisation of the tracking systems and the analysis of data to support learning. • We will roll out Faculty LTWT which will focus on gathering evidence around differentiation as a key strand of the BBLS and provide ongoing support and challenge at monthly DHT/PT meetings.

School Improvement Priority 2: Supporting all learners to achieve		
<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing.</p> <p><u>NIF Driver</u> School Leadership, Teacher Professionalism, Performance Information; Assessment of Children's Progress, Parental Engagement, School Improvement</p>	<p><u>HGIOS 4 Quality Indicators</u> 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion.</p>	
<p>Progress</p> <p>Wellbeing</p> <ul style="list-style-type: none"> 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. 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 as was the training that Support PTs engaged in the Mentors in Violence programme to be rolled out in session 2019/20. TACL review in Sep 2018. 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. Respect & Restorative training completed with almost all teachers, most pupils and a few parents. 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'. There was a monthly focus on a separate wellbeing indicator with Guidance PTs discussing with young people at regular assemblies throughout the year. <p>Fulfilment of statutory duties</p> <ul style="list-style-type: none"> New SLG meeting format are providing a sharper focus on targeted individuals with fortnightly meetings to discuss individuals. Updated attendance procedures have been implemented by Attendance SIG with weekly updates to staff along with visuals, Groupcall messages and assemblies. Revised Support structure positions attendance as a clear responsibility of the Guidance PT. Guidance have been working hard to develop systematic practices around the regular monitoring of attendance with follow up actions. <p>Inclusion and equality</p> <ul style="list-style-type: none"> A framework for learner participation and engagement is in the early stages of development after initial work to take this forward in session. A plan has been developed by the Equalities group for 2019-20 which sets out action towards Chartermark from LGBTi Scotland. 	<p>Impact</p> <ul style="list-style-type: none"> Most learners feel satisfied with the support they receive from their Guidance teachers and the majority from ASN ES survey stated that only a minority of learners felt the school deals well with bullying. This will be used as a baseline against which to measure the impact of future programmes. Staff trained and peer volunteers recruited. Roll out of MVP at the start of 2019/20. Impact of post-Easter workshops and MVP to be evaluated over 2019/20 As above, baseline shows differentiation evident in a minority of lessons and minority of learners feel their needs are being met. 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. 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. Learners' understanding of the wellbeing indicators is still too variable and work needs to be taken forward to deepen this in a more meaningful way and gauge wellbeing via Wellbeing surveys and termly 'health checks'. Further work to be done to focus the dialogue on actions and share information more widely and regularly with all staff. Overall attendance has improved by 0.5% on last year. The figures show improvements in 171 pupils from 279 interventions since Guidance introduced the new procedures. This a 61% positive shift with the majority of pupils with an attendance intervention improving. To be evaluated throughout 2019/20. LGBT celebration day in 2019- Purple Friday for the first time. This is now on the strategic remit of a Guidance PT and further work to be undertaken in this area including staff training, raising awareness and celebration of diversity. 	

<ul style="list-style-type: none"> • Young Learners At Risk (YLAR) working group and PT focused on those furthest from achievement and at risk of not securing at least 5 qualifications and a negative destination. • 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 further exclusion and a negative destination. • 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 been implemented. 	<ul style="list-style-type: none"> • Almost all learners identified a risk who would previously have left with little or no qualifications are now securing an increased number of National 3 and 4 qualifications. • Further impact to be evaluated in 2019/20. Zero exclusions post engagement at college with the majority of learners securing a qualification and 90% securing a positive destination. Hair and beauty now included in the curriculum offer for 2019/20. • This has led to 14 Red Cards being issued and exclusions for all young people avoided. Further work will be undertaken over 2019-20 to strengthen our alternative provision, increasingly working with partners to support.
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Next Steps

Expected Outcomes/Impact on Learners <ul style="list-style-type: none"> • A nurturing approach needs to be further developed, in particular with the most intensively supported young people. • Increase alternative curriculum provision for intensive pupils who struggle to engage with a full curriculum. • Strengthen systematic processes around the generating, analysis and use of data on attendance, behaviour and wellbeing. • Fully embed the Wellbeing Indicators with stakeholders so that most have a sound understanding of what they are and how they relate to young people's wellbeing • There will be clear evidence of differentiation (tasks and resources) in most lessons. • A clear anti-bullying strategy will be in place and MVP programme will evidence a positive impact on learners' experiences. • A wider range of alternatives to exclusion will be offered to complement the present red card system. 	Strategic Actions <ul style="list-style-type: none"> • We will carry out a relationships Health Check with Pivotal and engage in whole staff training on August INSET. PT1 will develop a strategic plan for the further development of Nurture in collaboration with the PT ASN for both the Support area and across the school. • The DHT Support in collaboration with the PTs in ASN will further enrich our alternative curriculum provision engaging more partners to work with targeted groups who will access a bespoke provision to meet their needs. • Pupil Service Manager will provide fortnightly reports on the data at SLG and to SLT to support actions required. Fortnightly meetings to take place between DHTs and link Guidance PTs to analyse and act on attendance and behaviour data in each year group. • Wellbeing is now the strategic remit for a Guidance PT who will further develop a 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. • Working collaboratively with PTs and all staff we will commit to developing tasks, activities and our pedagogical practices to ensure the needs of learners are met. This will be evidenced through our self-evaluation. • Ethos and relationships is now the strategic remit of a Guidance PT who will lead the work around ensuring young people feeling safe and dealing effectively with bullying. • The DHT Support alongside the Support team will engage further with partners to deliver a broader range of alternatives to exclusion.
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School Improvement Priority 3: Raising attainment and delivering equity.**NIF Priority**

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

School Leadership, Teacher Professionalism, Performance Information; Assessment of Children's Progress, Parental Engagement, School Improvement

HGIOS 4 Quality Indicators

1.1 Self-evaluation for improvement

1.2 Leadership of learning

1.3 Leadership of change

2.2 Curriculum

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equality and inclusion.

3.2 Raising Attainment & Achievement

3.3 Creativity & Employability

Progress**Attainment in literacy and numeracy**

- During session 2018-2019 improved monitoring and tracking of literacy and numeracy progress across the BGE and into the Senior Phase in English and mathematics has led to improvements.

Attainment over time

- Satisfactory progress is being made with some reassuring 'green shoots' showing in key target areas this year. S6 securing at least one Advanced Higher and those FFA in particular have made good progress on their prior levels of attainment, in particular by the end of S4 and/or the point at which learners leave school.
- 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.

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.
- Learners' achievements were also more formally recognised and celebrated.

Impact

- This is evidenced in improvements over time by our benchmarks in S4. S4 learners achieving at least 5 course awards at Level 3 or better is now 93% an approximately 8% improvement on the previous session. Our improvement focus on S4 learners has also had a positive impact, with 55% securing 5 A-D grades @ level 5, compared to 49% in 2018/2019. This represents a further 6% increase on the 7% increase the previous session and is the highest in the last 6 years.
- There continues some improvement in our 5 or more course awards at Level 4 (5@4) benchmark in S4 where this has risen to over 83% this session from 82% in 2017/2018 however work needs to continue to develop robust tracking systems in session 2019-2020 to ensure further improvements.
- Work will continue to ensure that these gains in S4 will lead to subsequent focus and improvement of S5 attainment, in particular 5@6 in session 2019-2020.
- We continue to have strength in attainment for young people who return to school in S6 where those achieving an A-D grade in at least one course at Level 7 (Advanced Higher) has increased from 51.8% to approximately 53.6% of those in the stage in session 2018-2019.
- There is evidence that a few faculties developed a more targeted set of interventions to address areas of improvement identified from the SQA Reviews. This will be further developed in session 2019/20. Impact will be fully evaluated with Faculties in the third week of term 1, 2019 however it is worth noting the >11% increase in S4 pupils achieving a Level 5 course award in Mathematics on the previous session to approximately 49.6% achieving an A-D grade in 2018-2019.
- All faculties engaged in formal assessments in December 2018 and March 2019, which subsequently informed tracking reports and SQA estimates for 2019. Impact on securing more accurate estimates to be evaluated in August 2019. Developing our skills in this area will become increasingly important as we move away from RPA.
- Analysis of data from our new BGE tracking processes indicate a lack of coherence in progression across year groups and curriculum areas that further work is required to improve the shared understanding and effective use of assessments and standards within the BGE.
- 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

<ul style="list-style-type: none"> We have increased the pupil awareness of the range of learner pathways on offer within the school <p>Equity for all learners</p> <ul style="list-style-type: none"> 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 ASN responsibilities will be implemented fully in August 2019. Almost all of our learners move into sustained positive destinations when they leave school with our initial destinations measures in February 2019 increasing to 95.17% from 93.86 last year. This is 0.17% above our Virtual Comparator and the 2.5% above the Fife average. 	<p>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</p> <ul style="list-style-type: none"> In April 2019 over 10% of all learners were awarded Colours for their achievements and contribution to the school and community. Work requires to be done to capture and track achievements of all learners across S1 – S6. 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. See above for impact on those FFA/ YLAR. Our curriculum offer for 2019/20 included a wider range of course and programmes designed to meet the needs of all young people e.g. Introduction of Laboratory Skills in science, Scottish Studies in English wider range of college options and the continued support of Travel and Tourism, Modern Languages for Life and Work, Sports Leaders, Dance and Hospitality as well as alternative curriculum programmes despite significant budget savings. Moving from a vertical to horizontal structure at the beginning of last session has had a positive impact. Almost all young people report that they know who their Guidance teacher is and the majority report that they feel they have someone to talk to. 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 improve whole school attendance further.
<p>Next Steps</p>	
<p>Expected Outcomes/Impact on Learners</p> <ul style="list-style-type: none"> Robust and coherent processes for presentations, monitoring, tracking and moderating progress at whole school level will be embedded within Faculties and across the school. A tracker will be in place on OTB to capture and recognise participation and wider achievement more formally with evidence from learner feedback that they have regular conversations with someone about their achievements out with school. Lack of evidence that we identify and target specific interventions to improve performance. Inconsistent Presentation Policies and Interventions for YLAR across faculties. 	<p>Strategic Actions</p> <ul style="list-style-type: none"> We will agree a clear presentation policy in collaboration with the authority and further develop systems On-The- Button for presentation level/unit entries and changes, the S1 learner matrix and senior phase tracking, monitoring and reporting. We will develop a process to capture, evidence and track participation and wider achievement using OTB system. We will analyse attainment data (including SNSA) in Faculties and whole school at key tracking points in the session in order to plan targeted interventions for specific groups of learners and develop a system to record and monitor identified learners and the impact of planned interventions. We will identify and ensure targeted interventions and early assessment opportunities for those likely to become YLAR in S4. We will extend opportunities to capture attainment evidence over entirety of school career and further develop our flexible

<ul style="list-style-type: none"> A clear strategy for the use of digital technologies will be developed with evidence from professional enquiry to illustrate effective use of digital technologies in supporting learning. 	<p>curriculum offer to provide opportunities for accredited wider achievement for all learners.</p> <ul style="list-style-type: none"> We will provide an opportunity for a school improvement group to develop a strategy and deliver a pilot programme on the effective use of digital technologies in learning. 								
School Improvement Priority 4: Leadership and management of change at all levels.									
<p><u>NIF Priority</u> <i>Improvement in attainment, particularly in literacy and numeracy.</i> <i>Closing the poverty related attainment gap</i> <i>Improvement in children and young people's health and wellbeing</i> <i>Improvement in employability skills and sustained positive destinations</i></p> <p><u>NIF Driver</u> <i>School Leadership, Teacher Professionalism, Performance Information; Assessment of Children's Progress, Parental Engagement, School Improvement</i></p>	<p><u>HGIOS 4 Quality Indicators</u></p> <table border="0"> <tr> <td><i>1.1 Self-evaluation for improvement</i></td><td><i>2.3 Learning, teaching and assessment</i></td></tr> <tr> <td><i>1.2 Leadership of learning</i></td><td><i>3.1 Ensuring wellbeing, equality and inclusion.</i></td></tr> <tr> <td><i>1.3 Leadership of change</i></td><td><i>3.2 Raising Attainment & Achievement</i></td></tr> <tr> <td><i>2.2 Curriculum</i></td><td><i>3.3 Creativity & Employability</i></td></tr> </table>	<i>1.1 Self-evaluation for improvement</i>	<i>2.3 Learning, teaching and assessment</i>	<i>1.2 Leadership of learning</i>	<i>3.1 Ensuring wellbeing, equality and inclusion.</i>	<i>1.3 Leadership of change</i>	<i>3.2 Raising Attainment & Achievement</i>	<i>2.2 Curriculum</i>	<i>3.3 Creativity & Employability</i>
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<i>1.3 Leadership of change</i>	<i>3.2 Raising Attainment & Achievement</i>								
<i>2.2 Curriculum</i>	<i>3.3 Creativity & Employability</i>								
<p>Progress Developing a Shared Vision, Values and Aims relevant to the school and its community</p> <ul style="list-style-type: none"> 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. Data on learners' outcomes shared with staff 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. The school engaged in a TACL on 3.1 In September to gather data to inform developments to Support through the new structure. <p>Strategic Planning for Continuous Improvement</p> <ul style="list-style-type: none"> The 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. Staff feedback was gathered formally by the rector in October and in May on how change was being managed. In addition, evidence has been gathered from the Fife-wide Staffwise 	<p>Impact</p> <ul style="list-style-type: none"> 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. Increasingly clear picture developed with all staff on the data which informs changes led over the Session in all three improvement work streams and the school context. The findings from this validated self-evaluation led to a number of discussions with staff in general and Support staff around how we structure Support and planning workshops have taken place with the Support faculty throughout the session to engage them in shaping how we deliver Support, plan for and meet young people's needs. There is now a separate PT ASN and PT DAS and teams have been re-located to work in the same space for greater collaboration and improved communication. Furthermore, a PT Enhanced Support will work with the PT ASN to create a short-term de-escalation space within the Faculty. Greater coherence and alignment in the focus of our work and evidence of an increase in specific measures of impact and the use of evaluative language in SIP/FIPs. There is clear evidence that whilst most staff believe in the need for and rationale for changes, they feel the pace of change is too fast, that they have not had sufficient opportunity to influence change and communication has not been clear. There have been external requirements significantly contributing to the need for change (e.g. Fife's 								

<p>survey conducted in February. Staff also need to be clear on and feel they can influence the pace of change.</p> <p>Implementing Improvement and Change</p> <ul style="list-style-type: none"> 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 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 led an Eco summit inviting partners from the community and elected members to raise awareness of the issues and our impact to date. We 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. 	<p>Managing Change reducing significantly our PT capacity, the subsequent need for a Curriculum Consultation and rationalisation and reduction in the school day). However, there were also drivers from validated self-evaluation evidence carried out in October 2017 (2.3) and September (3.1) which made clear that improvement was required to move the school beyond 'satisfactory'. Evidence from 3.2 and Insight also illustrates that the school has been operating below our VC for a number of years. Whilst we have a professional responsibility to work to address this through our SIP, the rector and SLT will continue to balance these tensions sensitively. Feedback from the majority of staff suggests more work needs to be done on communicating the agreed changes in the SIP and allowing them to be heard. Fortnightly faculty time has been established in the school calendar which will create opportunities for leaders at all levels, but particularly middle leaders to communicate regularly the changes and improvements throughout the session. A mechanism will be developed to receive feedback from staff on the pace of change and this will be sought every term through the PT forum and professional associations.</p> <ul style="list-style-type: none"> Staff-led groups include: 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 separately in each action plan in the in the May SIP update 2019. The majority of staff were involved in supporting Purple Friday for the first time this year. Training and raising the profile of diversity to be calendared through the year for engagement by almost all staff and young people. To be evaluated on ongoing basis. A motion was tabled in Westminster on 20 June 2019 seeking to congratulate Bell Baxter's Global Goals group on a successful conference held to engage with the community about our aims to take forward an action plan to address the UN 17 Sustainable Development Goals for a better future. The Westminster motion goes on to commend our students for their work on tackling single use plastics and our plan to work with businesses, organisations and individuals across the community to effect positive change.
<p>Next Steps</p>	
<p>Expected Outcomes/Impact on Learners</p> <ul style="list-style-type: none"> Almost all stakeholders are clear on 'the why?' and we have a strong, shared vision for the school based on values which are lived and evident in our daily behaviours. Almost all staff will feel they are they can easily map changes to our vision and school improvement plan priorities for the year and communication at all levels is effective. The impact of changes introduced in SIP throughout the year will remain relevant and will lead to positive impact. Pace of change will be 'tested' throughout the session. 	<p>Strategic Actions</p> <ul style="list-style-type: none"> All stakeholders will be invited to engage in dialogue around the 'why', starting with all staff during the August INSET day 2019. Groups of stakeholders will participate fully in the creation of a refreshed vision and values for Bell Baxter HS. Calendared time for PT, Faculty and professional association meetings to allow for the required two-way flow of information to be regular and effective. We will follow the minimal formal evaluation time periods in the school calendar and evidence through updates on our School/faculty iAbacus

<ul style="list-style-type: none"> • Most staff at all levels will feel that there are regular opportunities for leadership roles and will feel empowered to lead change. • Our new promoted leadership structure will be strong and well embedded and almost all members of the ELT will feel supported to carry out their roles effectively. • There will be a range of leadership opportunities and support to develop leadership capacity across the school. 	<ul style="list-style-type: none"> • We will establish a Staff Wellbeing Group and invite volunteers across all level to collaborate and feedback throughout the year in addition to PTs and professional reps. • We will review School Improvement groups (SIGs) for session 2019-20 and staff will sign up to no more than one SIG each to ensure they are able to contribute fully. Time set out in the school calendar to meet as a SIG. • We will meet weekly as an extended leadership team to develop leadership capacity and ensure we build strong, trusting and supportive relationships between middle and senior leaders. • We will create opportunities for staff at lead on a range of initiatives as required via self-evaluation evidence. These may take the form of temporary promoted posts, short term commissions or additional time to develop practices for positive impact and will be supported by access to professional learning opportunities such as SCEL and Fife Council Middle Leaders' programmes.
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Evidence of wider achievements impacting on outcomes for all learners?

- The school has been successful in being selected to be the Polar Academy school for Scotland, leading to an expedition to the arctic in Easter 2020. 20 young people were successful from a total of nearly 200. Two teams of 10 (an Expedition Team and a Leadership team) will train and fundraise throughout the year before leaving for Greenland Easter 2020.
- Introduction of opportunities and experiences as part of the BGE blending DAS pupils with mainstream pupils in the areas of art, ICT, Cooking and Outdoor Learning
- Maintaining and building upon success with DAS pupils through competing in the field of Disability Sport – athletics, football and swimming. Four overall series medals in Scottish Athletics (3 gold and 1 bronze) and awarded the John De Courcy Shield. This was presented for the first time to the school that in the opinion of all other schools, demonstrated camaraderie, sportsmanship and support for others.
- Pupils from the Expressive Arts Faculty enjoyed great success in the Fife Burns Competition, S5 pupil Katy Hardie won the annual tri-school centenary competition and this term we are looking forward to our School production “Darren” in June which will give our performers and technicians the opportunity to work alongside professional theatre staff at the Byre in St Andrews.
- Our Under 18 Football team had a very successful season, remaining unbeaten throughout a long campaign and securing a Fife League and Cup double. There was further success for Ben Swinton and Owen Andrew, who were part of a successful Fife regional squad who won the National Trophy for the first time in a number of years back in May. Owen Andrew was also our first Scotland Schoolboys cap for a number of years, representing Scotland in friendlies against Australia, and in the Home Nations tournament travelling to Belfast and Cardiff to play in these competitive matches. A fantastic experience and one that we are very proud of.
- Our team of Sports Ambassadors have worked incredibly hard this year to further develop strong sporting links across the Bell Baxter cluster. The Ambassadors have been involved in the planning and delivery of a series of extra-curricular opportunities within our primary cluster schools, supporting extra-curricular provision and further enhancing our processes for primary/secondary transition. A special well done to Molly Wilson and Kenny Maciver who, after an intensive interview process, were selected to be Active Schools Platinum Ambassadors, where they will work as part of a group across Fife taking forward improvements in Sport and Physical Activity provision.
- Our senior netball team had an excellent season, completing all their matches which resulted in both A and B teams qualifying for the league play-off final 4. Unfortunately, both teams were drawn to play each other in an all Bell Baxter semi-final. Bell Baxter A progressed, eventually losing in the final. This is the first time that Bell Baxter have reached this stage of a fife league competition for a number of years and just shows just how our netball programme continues to develop.
- March 2019 saw us host our first ever sports awards dinner, organised and run by our PE department in conjunction with Active Schools and with the support of our newly formed pupil sports council. Over 100 senior pupils attended this formal event, where pupils were awarded across a range of categories for their achievements and commitment to extra-curricular school sport. This event received welcome support from our local community, with many of our sporting partners attending the evening to lend their support. This event plays a central part in our ongoing application to become a SportScotland Gold School of Sport, something which we hope to be able to achieve next session.

- Our sports leaders have worked extremely hard this session to plan and deliver a series of transition events for our primary 7 cluster pupils here at Bell Baxter. Over the course of the year all of our Primary 7 pupils have had the opportunity to engage in the wide range of multi-sport events which have taken place at Bell Baxter, delivered solely by our Sports Leaders classes. It is hoped that this builds the confidence and communication skills of our incoming primary 7 pupils and sets them up for their transition into Bell Baxter.
- This session we hosted four (two Biologists, a Chemist and a Physicist) final year St Andrew University students to deliver the school placement aspect of their Communication in Science module. Our learners benefit from interaction with Science students providing insight into the possibilities offered by further study of the Sciences as well as exposure to new and different activities. St Andrews Chemistry Department was the site of the regional final of the Top of the Bench competition which our team won allowing progress to the “Nationals” in Loughborough. It is to St Andrews that our AH Chemists venture to complete practical work in a “real Science” setting and St Andrews also provided the venue for the Royal Society of Chemistry Christmas lecture attended by 60 very enthusiastic S3 Chemists.
- Our Go4SET team, accompanied by their fabulous model of a future Bell Baxter High School (created in partnership with Scientists working at Kettle Produce) came away from their event in Glenrothes with the Pupil's Vote prize.
- A large group of junior Scientists worked with engineers from Babcock taking part in a festival of engineering design challenge. We are hugely proud that Ythan Evans (S3) was one of 3 National winners, the only from Scotland, for his design for a craft to rescue 100 people at sea.
- A number of S5 pupils applied to Strathclyde University's residential Space School. We are delighted for Michael Laughlin who secured a place on the course in June and thus the chance to gain one of ten places to visit NASA (Houston, Texas) in November.
- The cross-curricular S1 STEM club meeting on Tuesday lunchtimes were challenged to use their Maths, Technologies and Science knowledge and skills and project manage a challenge to build a table tennis ball launcher that worked, was completed on time and within budget. Pupils then identified the skills and qualities that had made their projects successful (or would have made it more so) and linked these with employability. Feedback from all pupils was positive.
- S4 Biologists spent a day outside on a curricular visit to Vane Farm sampling biodiversity.
- This session Mr Rossiter joined Dr Sugden in teaching Science to classes from Kilmarnock giving young people with complex needs hands on Science experiences.

Key Priorities for Improvement Planning 2019/20

School Improvement Priority 1: Delivering high quality learning and teaching across the curriculum.

Strategic Actions

- We will ensure a whole school calendar is in place with confirmed dates for Faculty Meetings throughout the session.
- We will roll out the Faculty LTWT 2019/20 plan as agreed in the School Calendar/MTA negotiations and set out in our rationale paper as discussed with PTs and professional associations and shared with all staff at the June INSET.
- Ten teachers will engage with Osiris in their Outstanding teacher Intervention to support the development of high quality learning and teaching.
- We will develop a model for professional enquiry around the BBLs planned into SIG time/staff CPD hours
- We will continue to build on initial models for learner participation with clear reference to wee HGIOS
- We will embed a robust Moderation Cycle led by PTs with faculties
- We will offer a programme of training for staff in the familiarisation of the tracking systems and the analysis of data to support learning.
- We will roll out Faculty Learning and Teaching Walkthroughs which will focus on gathering evidence around differentiation as a key strand of the BBLs and provide ongoing support and challenge at monthly DHT/PT meetings.

School Improvement Priority 2: Supporting all learners to achieve

Strategic Actions

- We will carry out a Relationships Health Check with Pivotal and engage in whole staff training on August INSET. PTI will develop a strategic plan for the further development of Nurture in collaboration with the PT ASN for both the Support area and across the school.

- Our DHT Support in collaboration with the PTs in ASN will further enrich our alternative curriculum provision engaging more partners to work with targeted groups who will access a bespoke provision to meet their needs.
- Our Pupil Services Manager will provide fortnightly reports on the data at SLG and to SLT to support actions required. Fortnightly meetings to take place between DHTs and link Guidance PTs to analyse and act on attendance and behaviour data in each year group.
- Wellbeing is now the strategic remit for a Guidance PT who will further develop a 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.
- Working collaboratively with PTs/all staff we will continue developing tasks, activities and practices to meet the needs of learners, as evidenced through our self-evaluation.
- Ethos and relationships is now the strategic remit of a Guidance PT who will lead the work around ensuring young people feeling safe and dealing effectively with bullying.
- The DHT Support alongside the Support team will engage further with partners to deliver a broader range of alternatives to exclusion.

School Improvement Priority 3: Raising attainment and delivering equity.

Strategic Actions

- We will agree a clear presentation policy in collaboration with the authority and further develop systems On-The- Button for presentation level/unit entries and changes, the SI learner matrix and senior phase tracking, monitoring and reporting.
- We will develop a process to capture, evidence and track participation and wider achievement using OTB system.
- We will analyse attainment data (including SNSA) in Faculties and whole school at key tracking points in the session in order to plan targeted interventions for specific groups of learners and develop a system to record and monitor identified learners and the impact of planned interventions.
- We will identify and ensure targeted interventions and early assessment opportunities for those likely to become YLAR in S4. We will extend opportunities to capture attainment evidence over entirety of school career and further develop our flexible curriculum offer to provide opportunities for accredited wider achievement for all learners.
- A school improvement group will develop a strategy and deliver a pilot programme on the effective use of digital technologies in learning.

School Improvement Priority 4: Leadership and management of change at all levels.

Strategic Actions

- All stakeholders will be invited to engage in dialogue around the 'why', starting with all staff during the August INSET day 2019. Groups of stakeholders will participate fully in the creation of a refreshed vision and values for Bell Baxter HS.
- Calendered time for PT, Faculty and professional association meetings to allow for the required two-way flow of information to be regular and effective.
- We will follow the minimal formal evaluation time periods in the school calendar and evidence through updates on our School/faculty iAbacus
- We will establish a Staff Wellbeing Group and invite volunteers across all level to collaborate and feedback throughout the year in addition to PTs and professional reps.
- We will review School Improvement groups (SIGs) for session 2019-20 and staff will sign up to no more than one SIG each to ensure they are able to contribute fully. Time set out in the school calendar to meet as a SIG.
- We will meet weekly as an extended leadership team to develop leadership capacity and build strong, trusting and supportive relationships between middle and senior leaders.
- We will create opportunities for staff at lead on a range of initiatives as required via self-evaluation evidence. These may take the form of temporary promoted posts, short term commissions or additional time to develop practices for positive impact and will be supported by access to professional learning opportunities such as SCEL and Fife Council Middle Leaders' programmes.

What is our capacity for continuous improvement?

Evidence from our internal self-evaluation processes indicate that we have a clear capacity for improvement. This will be further validated during our Extended Learning Partnership visit in September 2019, where the impact of our improvement work on improving 2.3 Learning, teaching and assessment in particular will be evaluated by a review team comprising colleagues from other Fife schools, Fife heads of service, education managers and colleagues from the South East Improvement Collaborative.

NIF Quality Indicators 2018 – 2019

Quality Indicator	School Self-Evaluation	Inspection Evaluation <i>(where appropriate)</i>
1.3 Leadership of Change	<i>Satisfactory</i>	
2.3 Learning, teaching and assessment	<i>Satisfactory</i>	
3.1 Ensuring wellbeing, equality and inclusion	<i>Satisfactory</i>	
3.2 Raising attainment and achievement	<i>Satisfactory</i>	