

2018

Bell Baxter High School: Standards and Quality Report



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Fife Council

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AD VITAM PAROR

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

Vision, Values and Aims



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
- Celebrating achievement and success

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

Context of the School 2017-2018



Achieving Excellence and Equity

Bell Baxter serves the town of Cupar and a number of villages in North East Fife. Our eighteen 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 is displayed throughout the school.

We can trace our school's origin back to the 13th Century but our culture, aims and strategies are clearly focused on delivering a learning experience which will prepare all our pupils to participate successfully in the 21st Century.

Our roll is currently approximately 1400 pupils. The new S1 roll is 268 with 9 classes and 14 practical sections formed. We receive a steady number of placing requests accounting for 2.7% of our roll.

Both our Pupil and Parent Council are now well established and are active voices in the school. We are also supported in our work by a wide range of services which include Family and Community Support Teams, Y.M.C.A., Psychological and Health Services, Social Work, Families First, Fife Young Carers, Police, Skills Development Scotland, Kilmaron School, N.H.S. Partners, including the Drug and Alcohol Project, Barnardo's, Cupar in Bloom and local sports clubs and businesses.

A key role of any school is to work hard to engage partnerships with all stakeholders, including young people, parents and partners. There are areas of strength across all areas of the school with a flourishing Parent Council at the start of session in August 2018 and our focus will be to further strengthen Learner Voice and partnership working.

Priority 1: Improvement in Attainment



Progress and Impact:

- In October 2017, the Local Authority validated the school's self-evaluation of HGIOS QI 2.3 Learning, Teaching and Assessment in our Broad General Education as satisfactory. Action plans were subsequently produced by each faculty to improve the consistency of Learning and Teaching across the school.
- Curriculum leaders are leading their faculties in improving pedagogy. Faculty discussions have an increased focus on the quality of Learning and Teaching and we have begun to build consistency within faculties.
- Most pupils report that they are making good progress in their learning. Most feel that they receive help from the school to learn when they need it. The majority of pupils at Bell Baxter state that they enjoy learning at school and that staff speak to them about how they can improve their learning. (Pupilwise 2018)
- This session we improved our systems and processes for tracking and monitoring S4 learners at risk of not attaining five course awards. Session 2017-2018 also saw an increased range of interventions at whole school and faculty level to enable learners to complete Unit and Course awards across the Senior Phase. (E.g. targeted individual catch-up timetables during study leave.) Combined with S4 Nurture Group support to maintain engagement and improve attainment this contributed to an overall reduction in course withdrawals in a number of areas and a notable increase in attainment.

Reported Achievement and Attainment



All Reported Attainment and Achievement figures are from SQA attainment published in August 2018 as provided by the Scottish Government. They do not yet include any awards granted as a result of SQA Post Results, Recognising Positive Achievement or those granted by other external providers (e.g. 5/6 Sports Leaders). These will be included in data issued by the government through the INSIGHT benchmarking tool updated in February 2019.

*The **Virtual Comparator (VC)** is provided by the Scottish Government Insight Tool and is a virtual cohort that allows us to benchmark our performance as a school. It is comprised of similar pupils (based on key demographic characteristics) to pupils in Bell Baxter High School. VC is used as a key benchmark tool to measure attainment progress alongside national comparative data (Nat.)*

- **S3 Literacy and Numeracy**

- S3 Achievement of Level 3 Reading was reported at 86%
- S3 Achievement of Level 3 Writing was reported at 86%
- S3 Achievement of Level 3 Listening and Talking was reported at 86%
- S3 Achievement of Level 3 Numeracy was reported at 92%
- S4 Attainment of SCQF Level 3 combined Literacy and Numeracy was 96.39% (7.87% **above VC**)
- S4 Attainment of SCQF Level 4 combined Literacy and Numeracy was 89.89% (6.1% **above VC**)
- S4 Attainment of SCQF Level 5 combined Literacy and Numeracy was 42.60% (13.5% **below VC**)

- **S4 Attainment**

- (S4 = 275 pupils)

- Pupils achieving at least 5 course awards at Level 3 **increased** by 8% to 84.84% and is 0.97% **below** Virtual Comparator.
- Pupils achieving at least 5 course awards at Level 4 **increased** by 5.81% to 80.87% and is 1.12% **below** Virtual Comparator.
- Pupils achieving at least 5 course awards at Level 5 **increased** by 5.95% to 49.46% and is 6.17% **below** Virtual Comparator.
- 40.36% of the S4 roll were entered for National 5 Maths. The percentage of pupils achieving A-C passes in Maths at National 5 is significantly **above** the Fife and National average.
- 76.73% of the S4 roll were entered for National 5 English. The percentage achieving A-C passes in English is slightly **above** the Fife and National average.

- **S5 Attainment**

- (S4 = 285 pupils / S5 = 234 pupils / S4 - S5 Staying on rate = 82%)

- Pupils achieving at least 1 course award at Level 6 **decreased** by 5.61% to 57.24% and is 11.38% **below** Virtual Comparator.
- Pupils achieving at least 3 course awards at Level 6 **decreased** by 4.79% to 39.31% and is 9.59% **below** Virtual Comparator.
- Pupils achieving at least 5 course awards at Level 6 **decreased** by 2.9% to 18.28% and is 7.17% **below** Virtual Comparator.
- 25.26% of the cohorts' S4 roll was entered for Higher Mathematics. The percentage achieving Higher Maths is significantly **above** the Fife and National average.
- 43.86% of the cohorts' S4 roll were entered for Higher English. The percentage of young people achieving a Higher English pass (A-C) is slightly **above** the Fife and National average.

- **S6 Attainment**

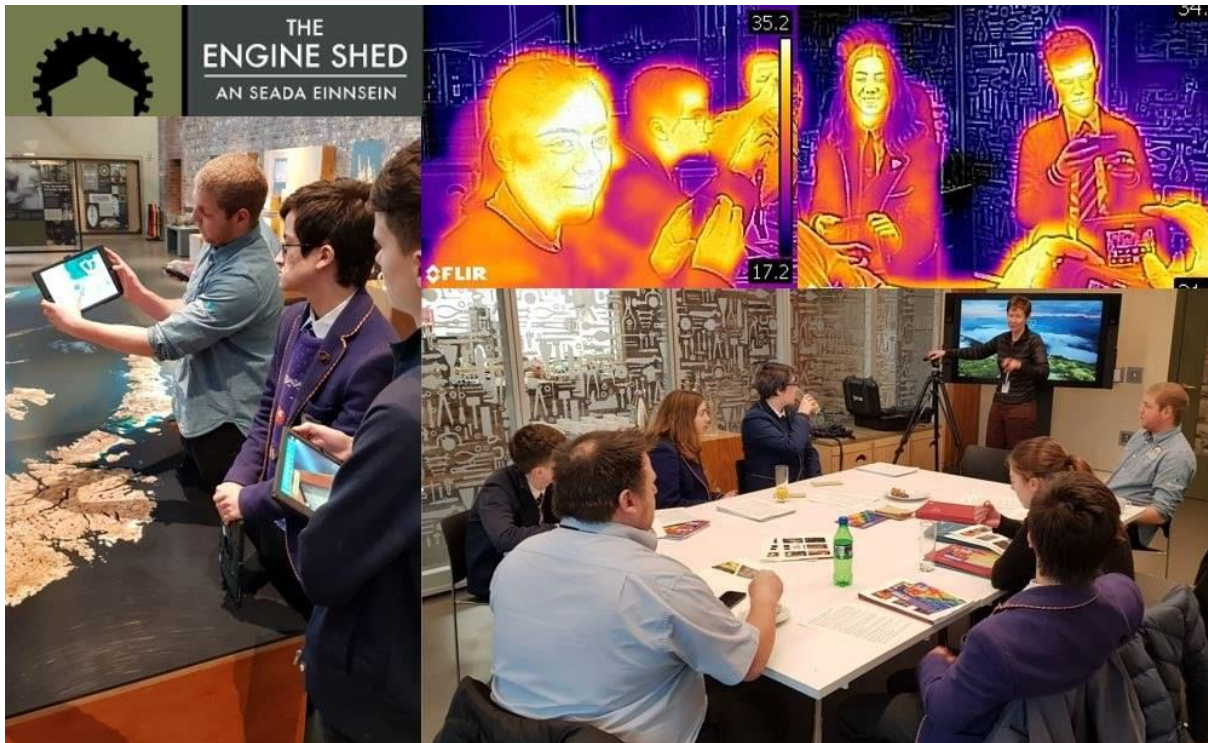
- (S4 = 288 pupils / S6 164 pupils / S4-S6 Staying on rate = 57%)

- Pupils achieving at least 3 course awards at Level 6 **increased** by 5.09% to 50.35% and is 8.19% **below** Virtual Comparator.
- Pupils achieving at least 5 course awards at Level 6 **increased** by 6.13% to 37.15% and is 6.32% **below** Virtual Comparator.
- Pupils achieving at least 1 course award at Level 7 **increased** by 1.04% to 29.51% and is 2.25% **above** Virtual Comparator.

Next Steps

- Our Learning & Teaching Strategy Group is to create the Bell Baxter Learning Standard to achieve consistency in the quality of the learner experience across the curriculum.
- Develop Learner Engagement and Pupil Voice Action Plans around the quality of Learning and Teaching through the use of How Good is OUR School (HGIOURS), an evaluation framework developed by Education Scotland specifically for use with young people.
- Develop Parental Engagement - Family Learning to support young people's learning with the production of a termly parental engagement newsletter, family learning programmes and parent focus groups feeding into improvement priorities.
- Produce Faculty Raising Attainment Action Plan overview and share. Introduce and monitor the impact of Faculty Action Plans via regular Curriculum Leader-Depute Rector cycle of meetings. Further develop the work of 2017/8 around the BBHS presentation policy and develop our policy for the removal of Recognising Positive Achievement between National 5 and National 4 from Session 2019-2020.
- CLs to lead the design, implementation and tracking of a range of targeted interventions to increase the percentage of young people securing 5 qualifications at National 5 to 55% (A-D) and >40% A-C. Through this increase there will be further potential for our young people to attain 5 qualifications at Higher in S5 in subsequent years.
- Raising attainment strategies to be specific and targeted to groups of learners as identified by data. Measures of intervention impact to be clearly reviewed on a regular basis throughout the session, following summative assessments and as part of monthly CL-DHT one to one dialogue.
- Develop and implement an Out of Hours Learning Strategy for all learners from BGE to Senior Phase to raise the profile with stakeholders of OOH opportunities across the school. OOH Action Plan to be implemented and led by the School Improvement Group (SIG) with this focus.
- Curriculum Model Review and Consultation to be undertaken in Term 2 to rationalise pathways, improve attainment and strengthen progression for all learners.

Priority 2: Closing the attainment gap.





Progress and Impact:

- Pupil Nurture Principal Teachers have successfully supported targeted pupils in S1-S4 which has resulted in increased engagement in learning and a reduction in exclusions for these groups. (e.g. No exclusions in S1.) Parents of pupils supported report high levels of engagement and confidence in the school's ability to support their young people.
- The Attendance SIG completed initial work on attendance. Procedures for teachers have been updated and shared to improve the accuracy of recording attendance. The improved accuracy of data enables staff to intervene more effectively
- The Attendance SIG continued to meet throughout the year to discuss action required to improve attendance across all year groups. Attendance for 2017-2018 was 90.28%
- A temporary PT Participation and Engagement post was created to target period by period absence concerns in each year group. Reductions were made in truancy across all stages. (e.g. S3 was the first group to be targeted and over the first three weeks there was an overall improvement from 87.11% attendance to 92.02% attendance with S3 learners.)
- We have implemented a revised horizontal Guidance structure to support rigorous interrogation and tracking of progress, behaviour and attendance data by stage and individuals. PTs now take overall responsibility for entire year groups by stage rather than a House Head structure. Early evidence indicates already this is having a positive impact on allowing young people and parents to know who their Guidance PT is and has supported stronger relationships.

Next Steps

- Closing the Gap School Improvement Group to define the attainment gap and lead the design, implementation and tracking a range of interventions to improve outcomes for targeted groups of learners, in particular tracking of specific groups of learners 'furthest from achievement' at risk of not achieving a minimum of 5 National 3 or National 4 qualifications.
- Engage S4 in a programme of Skills for Learning study skills, developed and led by School Captains to improve the number of learners securing at least 5 qualifications at National 5.
- Develop an implementation plan for the roll out of 'On The Button' tracking in the Broad General Education (S1-S3). Improved monitoring and tracking of learners in S1-S3 to plan interventions to ensure all learners are supported to achieve their potential in the Senior Phase.
- Develop and implement a Raising Aspirations strategy for all learners.

- Develop a programme to measure the continued impact of PTs Nurture on specific target groups in line with Pupil Equity Fund reporting requirements.
- Engage all learners by increasing the number of flexible curriculum programmes on offer through the Supporting Learners improvement priorities and a consultation on changes to the whole school curriculum model. (Term Two)
- Further develop and implement Bell Baxter Attendance Strategy to increase attendance to 92.5%. Implement a range of interventions to raise the profile of attendance and tighten up processes around Guidance monitoring of weekly absence and period truancy.

Priority 3: Improvement in children and young people's health and wellbeing.





Progress and Impact:

- All S1-S3 learners have engaged in Respect workshops to develop their knowledge and understanding of restorative approaches and the school's updated classroom expectations for behaviour. Qualitative feedback has been positive across the board.
- The use of SEEMiS pastoral notes have been established within the school and the SEEMiS wellbeing application is now beginning to be used by PTs guidance and other pupil support staff to improve our recording of pastoral concerns. This is supporting a robust overview of learners' support needs.
- A full review of the delivery of Health Week has taken place. The programme delivered in May 2018 represented a new direction, with a newly branded "Activities Week". Within this, faculties provided a series of workshops around Numeracy, Literacy and Health and Wellbeing. In addition to this, S1 pupils undertook an extensive programme of outdoor learning, focusing on Eco workshops.
- Wellbeing indicators now embedded within Social Education planning materials to ensure stakeholders have a sound understanding. Work is now underway to match SE programme coverage of wellbeing indicators to monthly themes across the whole school. This puts each indicator in a real life context, through the delivery of Social Education.
- Eugene Adams from CAHMS Introduced Our Minds Matter to staff through a series of twilight Professional Learning Sessions to support deeper understanding of the issues young people with mental health issues face.
- An 'Anxiety Group' was supported by CAHMs within the school to support targeted learners on a weekly basis and participating pupils feedback has been positive.
- CAHMS/Mental Health Our Minds Matter (OMM) weekly drop in opportunities for learners were offered through the Guidance team.
- The Clued-Up project offered weekly drop in sessions and planned interventions for young people throughout the session to providing early intervention for young people affected by their own or someone else's substance use.

Next Steps

- Engage in Taking A Closer Look (TACL) at Support, specifically 3.1 Ensuring Wellbeing, Equality and Inclusion in September 2018
- Clarify and share Support Faculty vision and values with all stakeholders and begin to map out the continuum of support, defining clear roles, responsibilities and timelines moving to this.
- Draw up implementation plan based on the findings of TACL and implement, monitor and evaluate plan for impact
- Embed new Support structure via phased roll-out and planned professional learning opportunities for support staff.
- Clarify expectations and staged interventions with stakeholders around the Respectful Classroom and Restorative Consequences/Positive Relationships policy

- Monthly indicators displayed across the school and on ICT within common areas. Develop a programme of engagement for HWB Captains, utilising their role to promote HWB across the school.
- Full implementation of OMM policy into school Pastoral Support Programme.
- Weekly sessions for the Anxiety group and Clued Up interventions will continue to be supported and accessible to all learners if and when required.
- Pupil Health and Wellbeing (HWB) committee to be created, with representation from pupils across each year group. This group will be used to inform aspects of strategic direction in relation to HWB.
- Development of the Wellbeing award, to be delivered through Physical Education HWB periods and PSE. Further promotion of, and a more systematic use of Wellbeing Indicators across learning.

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people.





Progress and Impact:

- School Leavers Destination for 2016-2017 Leavers were positive and reported at 93.86% in March 2018. This is slightly above both Fife and National comparators and slightly below our Virtual Comparator.
- Staff information sessions conducted at Improvement Planning meetings throughout the Session to highlight key documents and expectations within the Positive Destinations/ Developing the Young Workforce (DYW) improvement focus area. Follow up activity will take place next session.
- A partners audit was completed and 48 partnership opportunities were utilised by faculties. Most are sustainable but are only used as one contact. Where sustainable partnerships were identified, progression for learners was evident. Over 3600 different interactions were recorded between partners and young people, in a wide variety of contexts.
- Increased use of home school communications through the school weekly sheet, social media and the school app to advertise training and employment opportunities was evident.
- Skills Development Scotland (SDS) engagement with learners increased during the Session
 - In the BGE 257 learners made subject choices in S3 and 228 had 1:2:1 engagement with SDS at this time (118% of minimum expectation).
 - The number of pupils engaged with SDS in S4-S6 increased from 500 to 575 a 15% increase on 2016-2017.
 - The number of pupils receiving coaching guidance in S4-S6 increased from 292 to 324 an 11% increase on 2016-2017.
- SDS Ambassadors supported parents and pupils to facilitate with the use of My World Of Work (MWOW)
- The Careers in Technologies day allowed 400 pupils to make contact with employers relating to their subject choice.
- Partnerships with Fife College enabled our young people to achieve in National 4 & 5 Early Education and Childcare courses.
- Skills for Work Travel and Tourism was delivered for the first time within the Social Studies faculty enabling 25 senior pupils to work with partners (e.g. Fairmont Hotel, AM Soccer) to achieve National 4 & 5 Awards.
- PTs Nurture worked closely with local partners including Falkland Estate and SRUC to provide access to a Land Based Skills course over an 8 week period to engage YLAR. One pupil has successfully accessed an apprenticeship through their involvement in this project.

Next Steps

- Maintain the post of DYW Coordinator to support the development of employability and continue to increase positive destinations within the school.
- Develop a Bell Baxter High School skills framework that supports our work to embed the Career Education Standards within the work of faculties.

- Develop and embed a Skills for Learning, Life and Work Curriculum to be delivered initially to S4 one period a week with plans to further expand in subsequent years.
- Through developing our Young Learners at Risk Strategy and offering improved targeted support through our 'Supporting All Learners to Achieve' improvement plan priority we will work closely with partners to offer a flexible and accessible curriculum to ensure positive destinations for all with a target of 95% in Session 2018-19.
- Further extend partnerships with SRUC to enable us to deliver a wider range of courses to pupils in the Senior Phase within the sector of engineering, care and hospitality.
- Foundation apprenticeships will continue to be offered within the same three sectors and young people supported to engage with these programmes through course choice and pathway information evenings.
- Further develop the Fife college offer around key areas of care, engineering and hospitality/tourism. Initial engagement work to support an offer of Hair and Beauty to a targeted cohort from January 2018, with a full suite of options for 2019/20

Priority 5: Further developing workforce professionalism.



Progress and Impact:

- Professional discussions within faculties have led to a clearer focus on the quality of Learning and Teaching and work to improve consistency with regard to pedagogy and practice within faculties has started.
- Staff engagement in the validated self-evaluation process has supported understanding of Quality Indicator 2.3 Learning, Teaching and Assessment led to an increased understanding of staff in faculties of the need to focus on collaborative processes to improve practice.
- The professional learning sessions delivered by each faculty following this review allowed us to identify good practice to be shared across the school. The cluster Career Long Professional Learning programme included both the Spotlight groups and our in house leadership programme, both of which have enhanced capacity in school for continuous improvement and improved teaching and learning.
- Twelve members of staff were engaged in an intensive three day professional learning course in restorative practices and are actively engaged in facilitating restorative approaches across the school. All staff were engaged in a half day restorative approaches workshop to support staff to model restorative approaches in their classroom practice. Learners, parents and staff indicate that these improved approaches to restorative practice are resulting in meaningful reconnection meetings that are having long term positive impacts on relationships within our school community.

Next Steps

- Develop processes to ensure clear and sustained impact on consistently embedding the Bell Baxter Learning Standard across the curriculum
- Develop and roll out a Professional Learning Programme around the key strands of the Bell Baxter Learning Standard to ensure a clear and shared understanding of what makes excellent practice.

- The Extended Leadership team will develop engagement with a Middle Leadership Professional Learning Programme using the Leadership Matters programme to enhance the capacity for improvement at this level of school leadership.
- CLPL from the Supporting Learners Service will be delivered during In-Service day one.
- CLPL around Adverse Childhood Experiences (ACEs) and input from Young Carers will be delivered during In-Service days over the Session.
- CLPL from Fife College and the Local Authority Lead on Foundation Apprenticeships and College Pathways will be delivered during In-service days over the Session.

What is our capacity for continuous improvement?



An evaluation was carried out in June 2018 against the key HGIOS 4 Quality Indicators by the SLT and Acting Rector, Mrs Smart. Evidence from whole school, faculty evaluations and authority reviews was collated and overall evaluations reached for each of the four Quality Indicators that are the current focus of Education Scotland evaluations:

- 1.3 Leadership of Change - **Satisfactory**
- 2.3 Learning, Teaching and Assessment - **Satisfactory**
- 3.1 Ensuring wellbeing, equity and inclusion - **Satisfactory**
- 3.2 Raising attainment and achievement - **Satisfactory**

The staff engaged in working with Bell Baxter High School have shown a clear commitment to having a positive impact on the school's self-evaluations over the next three years. A three year School Improvement Plan for 2018-2021 has been drafted and indicates capacity for improvement over this period to ensure that our work has maximum impact on all learners outcomes across the school. As a school we will be reviewing our progress regularly throughout the year to ensure a clear and sustained focus on impact and learners' outcomes.

School Improvement Strategic Aims 2018-2019



1. Supporting all learners to achieve

- 1.1: Develop and embed Support vision and values, establishing clear roles and consistent planning around wellbeing indicators and within a defined continuum
- 1.2: Increase whole school attendance to 92.5%
- 1.3: Reduce period truancy by 30%
- 1.4: Reduce school exclusions by a minimum of 20% from 29 per year in 2018 to 23

2. Raising attainment and delivering equity

- 2.1: >90% of learners to achieve robust evaluations of level 3 literacy and numeracy by the end of S3
- 2.2: >93% of S4 learners to achieve at least 5 course awards at level 3
- 2.3: >90% of S4 learners to achieve at least 5 course awards at level 4
- 2.4: >55% of S4 learners to achieve 5 course awards at level 5 A-D
- 2.5: >40% of learners to achieve at least 5 course awards at level 5 A-C
- 2.6: Gap in attainment outcomes between our most and least deprived young people to be narrowed in S4 by 10%

3. Delivering High Quality Learning and Teaching across the curriculum

- 3.1: Consistent understanding of the features of high quality learning and teaching, as exemplified through the Bell Baxter Learning Standard to be developed and introduced this Session
- 3.2: Clear processes will be in place to evaluate the quality of learning and teaching and impact of professional learning underpinning the Standard
- 3.3: All learners will be engaged in consistently high quality learning and teaching experiences across the curriculum.

The school has committed to delivering on the above stated aims.

Evaluations of progress will take place throughout the year in January and May.

All stakeholders will be invited to take part in this process to ensure we have robust, triangulated evidence to support our evaluations.

