



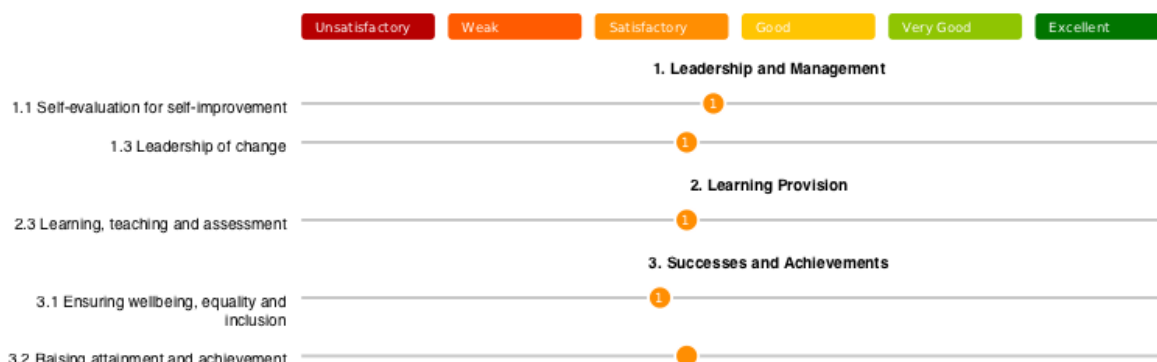
BELL BAXTER HIGH SCHOOL

How do we know how good our school is?

Information for parents.

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Bell Baxter continually looks at how well it is performing. It produces a [Standards and Quality Report](#) which uses Scottish Government [key indicators](#) to assess performance.



May 2019

The indicators above show 'Satisfactory', and we know we could do better. Bell Baxter continually strives to raise its standards and produces an [Improvement Plan](#) that outlines how it will go about this.

This is a short summary of how well Bell Baxter is doing and the planned changes the school are going to make to improve. It was produced in collaboration with a sub-group of the Parent Council.

Leadership and Management

What does this mean?

This indicator focuses on improving collaborative leadership across the school, with the goal of developing a shared vision, values and aims that are relevant to Bell Baxter High School and its community.

The senior and middle leaders within the school, collectively known as the Extended Leadership Team, need to create conditions where the staff feel confident to be able to initiate and plan for changes and that those changes can be implemented at an appropriate pace.

Where are we now?

- Work carried out in the last year has produced a rationalized list of priorities across three key areas. This will form the core of the school's vision, values and aims.
- Faculty Improvement Plans are now aligned with the School Improvement Plan. This will achieve a clear and consistent focus on improving learning outcomes across the school.

- The School's strategic plan and strategic direction has been developed and shared across the School community.
- School Improvement Groups have been created which allows staff at all levels to be involved and have responsibility for implementing change.

Next Steps

- The completion of a strong, shared vision, values and aims for the school which has had input from all parts of the school community - pupils, staff and parents (January 2020).
- Ensuring that the new leadership structure is strong and fully in place, with all members of the extended leadership group feeling well supported and able to carry out their roles effectively.
- A range of leadership opportunities/ support will be created throughout the school to develop the leadership capacity in the wider staff group.
- A 3-year plan has been developed to manage the pace of change. This has been shaped and shared with staff.

Learning, Teaching and Assessment

What does this mean?

This indicator focuses on ensuring the delivery of high quality learning experiences by skilled and motivated staff for the young people in the school. Teaching methods should be in line with the school's vision and values, using a variety of resources and experiences. Assessment of learning needs to be effective to ensure young people achieve the best possible outcomes.

Where we are now?

- The Bell Baxter Learning Standard was launched in October 2018 and is displayed throughout the school. The Standard is yet to be fully embedded but reviews indicated positive improvements in most learning environments.
- Work has started on Learner Engagement and work to develop a Learner Council and leadership framework has begun.
- During the inservice days in 2018/19, staff from all faculties shared learning with one another by showcasing best practice in assessment and teaching.
- Improved, streamlined processes for monitoring learners' progress have been introduced which give a clearer picture on attainment. (On the Button)

Next Steps

- All faculties to engage in fortnightly meetings to share information with the objective of continually improving learning and teaching methods.

- A plan for faculties to review improvements is to be rolled out, with the aim of promoting consistency in learning and teaching across the school.
- A professional development model to support staff to fully implement, and consistently apply, the Bell Baxter Learning Standard is to be planned into staff CPD hours.
- All 2019/20 Inservice days and School Improvement Groups will have learning and teaching focus.
- Extended Learning Partnership with Fife Council and Headteachers of other schools to learn from each other and review progress made to date.

Wellbeing, equality and inclusion

What does this mean?

This indicator focuses on the school's approach to ensuring the wellbeing of all the school community - pupils, staff and families, and ensures they are all treated with respect and without discrimination. The school should have effective strategies in place to support those who need it, allowing all pupils to maximise their attainment.

Where are we now?

- Respect and Restorative training at In-service days has led to more positive relationships in the classroom.
- Collaboration with Fife College and the introduction of alternative pathways and subject choice has led to better subject choice and the engagement of more learners.
- Updated strategies have been put in place which have improved attendance and reduced exclusions.

Next steps

- We will continue to develop the new support structures designed to respond flexibly to meet the changing needs of young people.
- We will improve our nurturing approach for those pupils who require intense support.
- We will work to ensure all our learners' needs are met by adapting lessons as required.
- We will implement a clear anti-bullying strategy.
- The Equalities Group will work towards achieving a Chartermark from LGBTi Scotland

Raising attainment and achievement

What does this mean?

While attainment looks at the results achieved in national assessments and compares levels in literacy and numeracy, it is also important to focus on the contribution of pupils towards the wider

community and as global citizens. Effective systems should be in place to promote equity of success for all pupils regardless of their background or personal circumstances. All learners should be supported to find a positive destination when they leave school.

Where are we now?

- National 3: S4 learners achieving at least 5 course awards at Level 3 or better is now 95% approximately, an 9 % improvement on the previous session.
- National 5: Our improvement focus on S4 learners has also had a positive impact, with 58% securing 5 A-D grades at National 5, compared to 50% in 2018/2019.
- Advanced Higher: Attainment in S6 for those achieving an A-D grade in at least one course at Advanced Higher is around 54%. Many S6 pupils do a mix of National 5, Highers and Advanced Highers.
- 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.
- Almost all of our learners move into sustained positive destinations when they leave school with our initial destinations measures for 2017/18 at 95%. This will be updated in February 2020 for 2019/20 leavers.
- 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

Next steps

- We will analyse attainment data in Faculties and whole school at stages throughout the year in order to plan targeted interventions for specific groups of learners.
- A focus on learners achieving higher quality passes at National 5 in S4 and a subsequent improvement of 5 at Higher in S5 is required in session 2019-2020.
- We are making a number of management improvements in how we collect and analyse data so that we are able to work on increasing attainment for all young people.

Wider Achievement

Bell Baxter learners are provided with a diverse range of opportunities to succeed in the wider community, creating well-rounded learners and confident individuals.

What happened this year?

- We were selected to be the Polar Academy school for Scotland, leading to an **expedition to the Arctic** in Easter 2020.
- Maintaining and building upon success with additional support pupils through competing in 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.
- 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.
- Our Under 18 Football team had a very successful season, **remaining unbeaten** throughout a long campaign and securing a Fife League and Cup double.
- Our team of Sports Ambassadors have worked incredibly hard this year to further **develop strong sporting links** across the Bell Baxter primary schools cluster. The Ambassadors have been involved in the planning and delivery of a series of extra-curricular opportunities within our primary cluster schools.
- 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 four. Bell Baxter A progressed, eventually coming second.
- March 2019 saw us host our first ever **Sports Awards dinner**. 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.
- Our Sports Leaders have worked extremely hard. 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.
- We hosted four final year St Andrew University students (two Biologists, a Chemist and a Physicist) 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.

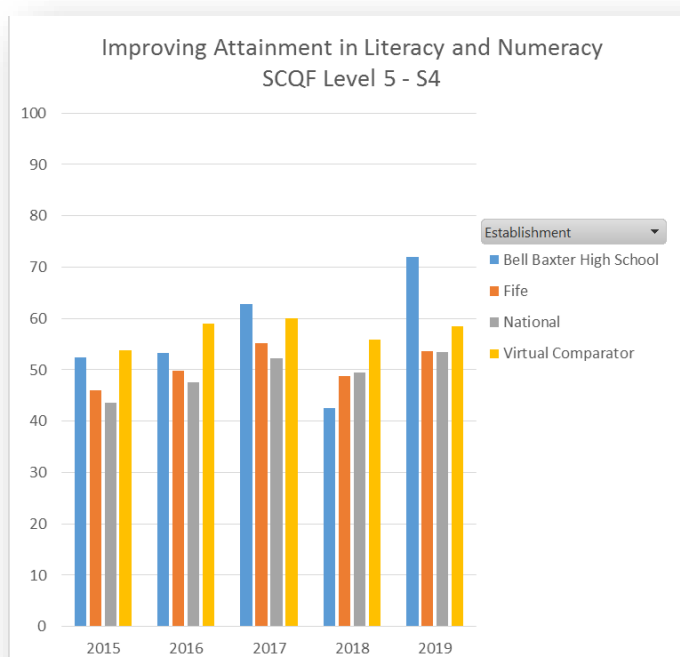
- Our Go4SET team, accompanied by their fabulous model of a future Bell Baxter High School (created in partnership with Scientists working at Kettle Produce) came away from their event in Glenrothes with the **Pupil's Vote prize**.
- A large group of junior Scientists worked with engineers from Babcock 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** to project manage a challenge of building a table tennis ball launcher. Feedback from all pupils was positive.
- S4 Biologists spent a day outside on a curricular visit to Vane Farm **sampling biodiversity**.
- This session we've been teaching science to classes from Kilmaron school giving young people with complex needs **hands on Science experiences**.

Well done for reading this far! You clearly are interested in how good the school is. How about getting more involved with how the school works? The Parent Council is a great way to converse with senior staff and our Rector, and be the first to hear about new plans. If you would like to be involved in the Parent Council, email bellbaxter.parentcouncil@gmail.com or look for more information on our [Facebook page](#).

Attainment Appendix: 1

Improving Attainment in Literacy and Numeracy by End of S4

YEAR	2015	2016	2017	2018	2019
Size of S4 Cohort	280	289	285	277	257



Breadth and Depth of Attainment

S4 ATTAINMENT - BREADTH AND DEPTH

*Candidates attaining at A-D Grade Course Awards @ Level 5 (National 5 or equivalent) and/or Course Awards at SCQF Level 3 and Level 4 as a percentage of the S4 Cohort

YEAR	2015	2016	2017	2018	2019
Size of S4 Cohort	280	289	285	277	257

Bell Baxter High School S4					
	2015	2016	2017	2018	2019
5 @ SCQF 3	77.14%	75.09%	76.84%	85.92%	94.94%
5 @ SCQF 4	76.79%	73.70%	75.09%	81.95%	85.21%
5 @ SCQF 5	38.21%	44.98%	43.51%	49.82%	57.59%

S5 ATTAINMENT - BREADTH AND DEPTH

*Candidates attaining level 6 (Higher or equivalent) course awards at A-D grade as a percentage of the S5 Cohort.

YEAR	2015	2016	2017	2018	2019
Size of S5 Cohort	305	241	242	234	226

Bell Baxter High School S5					
	2015	2016	2017	2018	2019
1 @ SCQF 6	68.85%	65.15%	74.79%	70.94%	73.01%
3 @ SCQF 6	45.25%	42.74%	52.48%	48.72%	48.23%
5 @ SCQF 6	19.34%	19.09%	25.21%	22.65%	18.58%

S6 ATTAINMENT - BREADTH AND DEPTH

*Candidates attaining at A-D Grade Course Awards @ Level 6 and Level 7 (Advanced Higher or equivalent) as a percentage of the S6 Cohort.

YEAR	2015	2016	2017	2018	2019
Size of S6 Cohort	180	233	168	164	140

Bell Baxter High School S6					
	2015	2016	2017	2018	2019
3@ SCQF 6	74.44%	72.53%	70.83%	77.44%	82.86%
5 @ SCQF 6	56.67%	54.08%	50.00%	62.80%	65.00%
1 @ SCQF 7	43.33%	35.19%	46.43%	51.83%	53.57%