Balfron High School
Standard and Quality Report 2018-19

BE YOURSELF!

Respect **Trust** **Honesty** **Fairness** **Responsibility**

Balfron High School is a six-year non-denominational comprehensive school serving rural West Stirlingshire. Our associate primaries include Balfron, Buchlyvie, Drymen, Fintry, Killearn, Kippen and Strathblane. At Balfron High we work closely with primary colleagues to maintain effective and productive links that benefit our community and young people. The school has a few placing requests (approximately 2%) from outwith our catchment area and 4% with a Free Meal Entitlement. We have a strong, positive partnership with Care Visions and up to 15 Looked After and Accommodated young people. The school roll at September 2018 was 865 with 61.8 FTE teaching staff. Of these, four were newly qualified teachers.

Our school aims focus firmly on putting young people first. Positive attitudes, strong values and high quality relationships underpin the work we do. With the support of Stirling Council, our goal is to improve the life chances of all of our young people, working in partnership with parents, carers, employers and the wider community. We have a supportive Parent Council that provides a vehicle for strong and effective partnerships with our parents and support with fundraising.

The school is fully committed to meeting the needs of all young people and to providing a wide range of opportunities for all members of our school community. Supporting learning and learners are core responsibilities of all members of staff. Pupils and staff have a strong affiliation to our House system. There are three Houses – Campsie, Endrick and Lomond. Within the House system, Form Class Leaders ensure that all young people are known very well. To support the transition and create positive relationships from the start, all S1 pupils participated in a residential experience with their Form Class, Form Class Leader, House Principal Teacher, Principal Teacher of Pupil Support and Head of House. Form Class Leaders and the House team provide effective universal and targeted support and guidance to young people throughout their time at Balfron High.

The school has a broad and balanced curriculum. Pupils in S1-3 follow a Broad General Education programme of study that reflects the principles and practices of Curriculum for Excellence. There are opportunities for specialisation at the end of S2, S3, S4 and S5. S4-6 pupils embark on National Qualification courses. Pupils in S4 studied up to 6 subjects leading to National Qualifications. Young people reduce to five subjects as they enter S5.   All pupils in S1-S6 follow a planned programme of Personal Social and Health Education.

The Senior Leadership Team consists of the Head Teacher and three substantive Depute Head Teachers. A fourth DHT was appointed in January 2015 to lead and manage the Developing the Young Workforce and Pupil Equity Fund projects. The Leadership Team includes seven Principal Teachers of Learning and Teaching/Pastoral Care, five Principal Teachers of Pupil Support (3FTE) and one Principal Teacher Staged Intervention. The school has two Chartered Teachers. The Support for Learning Team includes 2.8 FTE of teaching staff and 89 hours of core SLA/ASN support.

We are very proud of the wide range of opportunities for personal achievement in the school. More than 25 co-curricular activities are available throughout the year. We have a number of successful sports teams, dance groups, creative writing, debating, history, science, astronomy clubs, an orchestra, choir and a range of bands. We provide many opportunities for our young people to experience a variety of trips and expeditions locally and abroad.

Feedback, comments or suggestions on this report are most welcome.
Elaine Bannatyne, Head Teacher

Our Priorities 2016-19

- Improvement in **attainment**, particularly in literacy and numeracy
- Closing the **attainment gap** between the most and least disadvantaged young people
- Improvement in young people's **health and wellbeing**
- Improvement in **employability skills** and sustained **positive destinations** for all young people
- Increased rigor in self-evaluation for **self-improvement**

**Heads Prefect 2018-19** (left)

Deputy Head Girl Cara Begbie, Head Boy Jamie Cushing, Head Girl Anna McDonald, Deputy Head Boy Harry McCarron

We work towards overtaking our priorities in close partnership with the pupil council. Our pupil council is led by our head prefects. In 2018-19, they led a number of topic specific focus groups that influenced improvement. These included healthy eating options, learning and teaching practice and approaches, strategies to raise awareness on mental health, approaches to recycling. Using How Good is OUR School, all year groups reviewed the themes and identified strengths and areas for improvement. These were shared with all staff for discussion and action where appropriate. A Thematic Inspection by Education Scotland in March 2019 highlighted the following highly effective practice:

Highly effective practice
'Genuine involvement of pupils and parents in all decision making and evaluation within the school. All feel very included and involved. The parent body, through the Parent Council, are heavily invested in the school. Young people speak very knowledgably about a wide range of aspects of school life. They are rightly very proud of their school and its community.'
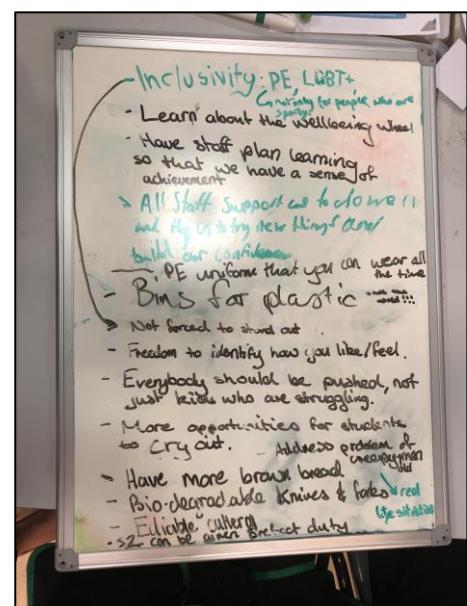
Balfron High School Standards and Quality Report 2019
What is a Standards and Quality Report?

This report provides an evaluation of the overall quality of educational provision within our school. It shows the positive aspects of our provision and highlights the areas that the school is planning to improve.

Each evaluation is supported by evidence from the past school session. This is generated in a planned and systematic way throughout the year. This session we have used a wide range of approaches including:

• Classroom observations, formal, informal and our tri-learning programme
• Open doors visits (Head Teacher and Principal Teachers spend a morning in each faculty)
• Pupil, staff (teaching and support) and parental questionnaires
• Pupil focus groups & pupil council
• Staff focus groups & improvement groups (linked to improvement priorities)
• Parent focus groups & Parent Council
• Data analysis – Insight, SIMD, FME
• SQA results
• Discussions between Senior Leadership Team and Principal Teachers
• Review and improvements led by improvement working groups of staff and pupils

The Head prefects with pupil council came together early in September 2018 to discuss and agree priorities and improvement tasks for the session (right).

Information is shared frequently with parents. The school website, Twitter and Facebook are used to celebrate key aspects of the work of the school and pupils' experience and achievements. The school is regularly featured in The Stirling Observer and the Milngavie and Bearsden Herald.

The school was last fully inspected by HMIe in September 2014. We were pleased at the outcome of the inspection. The school was judged 'very good' in every category. The report can be found on our school website or by following the link below:

Team Improvement Priorities 2018-2019
HEAD PREFECT TEAM

Raise awareness of importance of recycling and improve the amount of waste that is recycled in the school.

Continue to work on the strategies to raise awareness of mental health and provide strategies to deal with exam stress.

Through the pupil council, lead improvements to the 'little things' that will make a difference.

http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BalfronHighSchoolStirling.asp

We recognise that a strong attainment portfolio opens doors for our young people and is one key element that secures a positive destination beyond school. We are committed to raising attainment and achievement for all of our young people. We strive to provide high quality learning experiences at all times and in all contexts that reflect and support this.   The school continues to perform well above the national average in every indicator.

By end of S6 as % of S4 roll (accumulate)	2013	2014	2015	2016	2017	2018	2019
1 + Advanced Higher	31%	32%	38%	34%	36%	40%	**35%**
2 + Advanced Higher	13%	19%	21%	16%	21%	22%	**19%**
3 + Advanced Higher	5%	7%	9%	4%	7%	9%	**6%**
5 + Higher	49%	54%	52%	54%	55%	57%	**56%**
3 + Higher	66%	69%	62%	73%	70%	69%	**70%**
1 + Higher	82%	85%	77%	83%	85%	82%	**83%**
5 + N5	83%	89%	77%	83%	81%	82%	**82%**

Insight data as published in September 2018 shows our pupils' performance.

Glossary:

Insight: Insight is a benchmarking tool for secondary schools and local authorities to reflect on performance and seek improvements in outcomes for learners.

Virtual Comparator (VC): A virtual cohort that is comprised of similar pupils (based on demographic characteristics) to pupils in our school.

Complementary Tariff points: is the sum of the tariff points accumulated across the best attainment in subjects in which the learner has achievement.

Improving Attainment for All: a benchmarking measure of the average complementary tariff score for the lowest 20%, middle 60% and highest 20% of attainers within the cohort.

Attainment Versus Deprivation: A benchmarking measure of the average tariff point score of learners by Scottish Index of multiple Deprivation decile (www.gov.scot/simd)

By the end of S6 2018-19
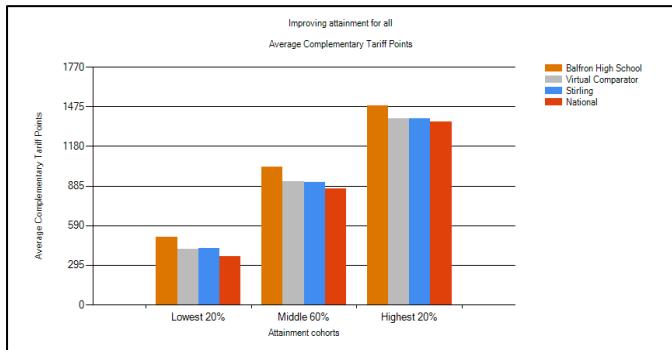
The graph shows the average complementary tariff points attained by S6 pupils **over their whole time** at Balfron High.

Overall pupils' attainment was stronger than the virtual comparator, national and Stirling average. The points gained reflect the quality of passes attained by young people.

S6 Attainment during session 2018-19

S6 pupils embark on 4 courses. For some, this may include a period of work experience.
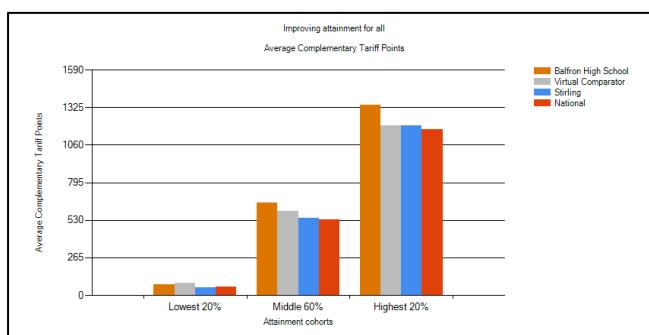
The graph shows the average complementary tariff points attained by S6 pupils in 2018-19 only. Overall performance was stronger in terms of SQA qualifications for the highest 20% and middle 60% than the virtual comparator, Stirling and national averages. In session 2018-19, there was an increase in the number and range of work experience and volunteering placements which impacted on number of courses for some young people. The focus in these instances was ensuring appropriate skills for work pathway into a positive destination.

S5 attainment during session 2017-18
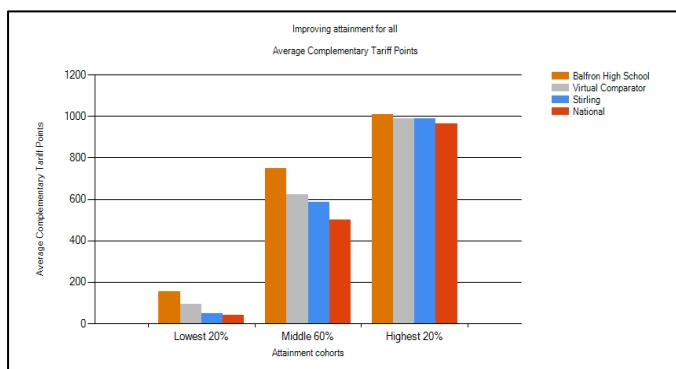
In all groups, S5 pupils performed more strongly than our Virtual Comparator, Stirling and National averages.

The performance of our middle 60% learners is significantly stronger than our virtual comparator, national and Stirling. Our analysis showed that the quality of passes contributed significantly to this.

S4 Attainment during session 2018-19
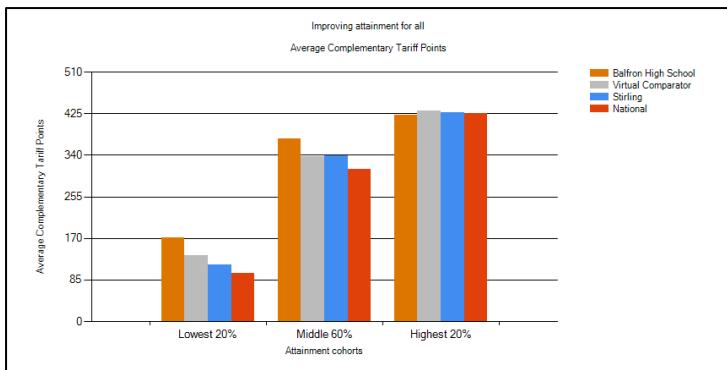
S4 attainment was strong in all groups. A maximum average of 420 tariff points was met.

The performance of our lowest 20% and middle 60% significantly exceeds the performance of our virtual comparator, national and Stirling averages.

Observations and data show that this is due to high levels of personalisation of learning.

Areas for improvement/focus in 2019-20

- All staff to analyse tracking data and SQA data to identify areas for curricular improvement and targeted intervention.

- Embed use of Balfron Magic Dashboard (internal data software) by all staff to personalise learning and support targeted interventions in classrooms.

- Continued priority on high quality learning and teaching for all. Embed the 'Balfron lesson'. Highlight connections between strategies. All staff to share and participate in professional learning and tri-learning for teaching and support staff.

- Review and share information on assessment timing.

- Focus on equity – continued classroom engagement tracking and interventions of targeted pupils. Close communication with parents, carers and external partners.

- Early recognition and storing of evidence for pupils at risk of poor attendance by house team.

- Continued increase the range of skills for work SQA accredited courses offered.

- Monthly update and reminder to staff of target pupils.
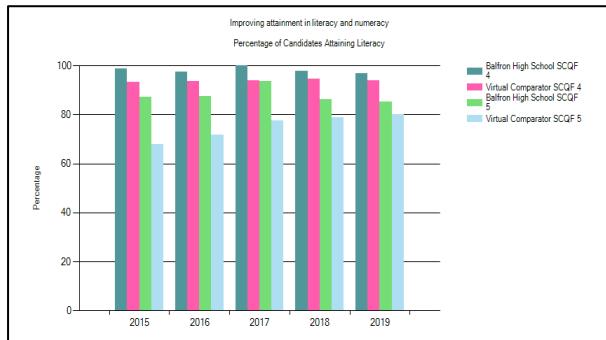
S4 Literacy 2018-19

Almost all S4 pupils (97%) attained National 4 literacy with most (85%) attaining National 5.

This performance is greater than the virtual comparator.

The English team track progress and target interventions.

S5 Literacy 2017-18
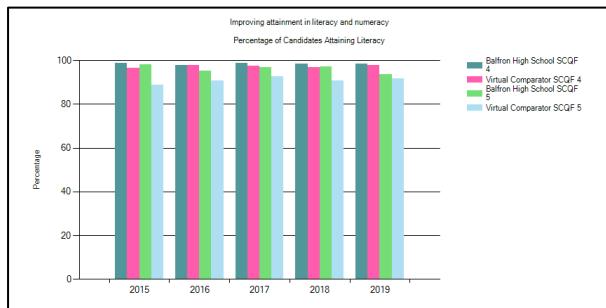
By the end of S5 almost all pupils (99%) attained National 4 literacy. Almost all pupils (93%) attained National 5 by the end of S5.

This performance is greater than the virtual comparator.

S6 Literacy 2018-19
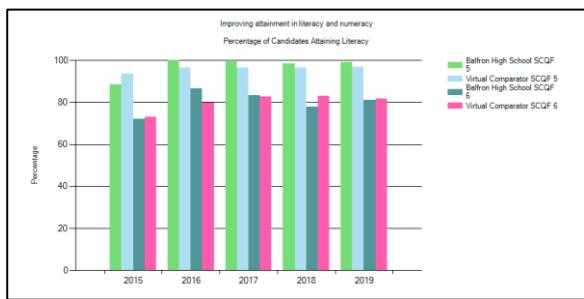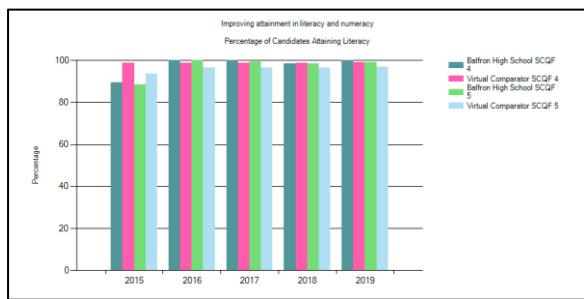
By the end of S6, 99% of pupils achieved National 5 Literacy. On analysis we noted that the lowest 30% by deprivation achieved National 5 literacy. Most S6 pupils (81%), achieved level 6 (higher) literacy through attainment in Higher English. Although an improvement on last session, this is below our virtual comparator.

Areas for improvement/focus in 2018-19
- Use of N5 data to target pupils who should continue with English to higher.
- Consolidation of whole school approaches to improving literacy across the curriculum.

S4 Numeracy 2018-19
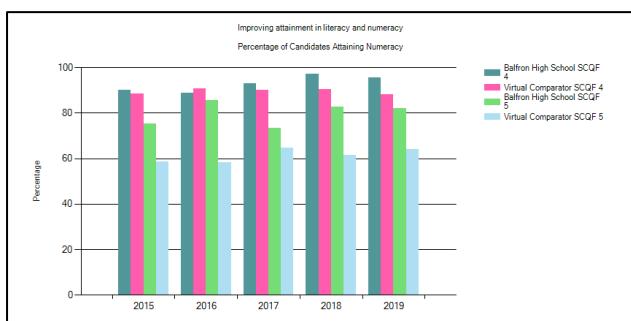
Almost all S4 pupils (96%) attained National 4 numeracy with most (82%) attaining National 5.
This performance is much greater than the virtual comparator at N5 level.

The maths team track progress and target interventions to support and secure interventions as appropriate.

S5 Numeracy 2018-19
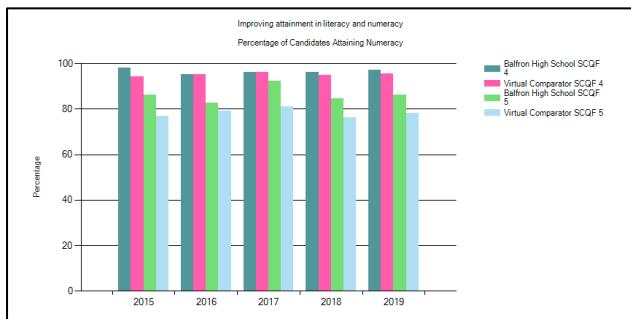
By the end of S5 almost all pupils (97%) attained National 4 numeracy. Almost all pupils (86%) attained National 5 by the end of S5.

This performance is greater than the national average and virtual comparator.

S6 Numeracy 2018-19
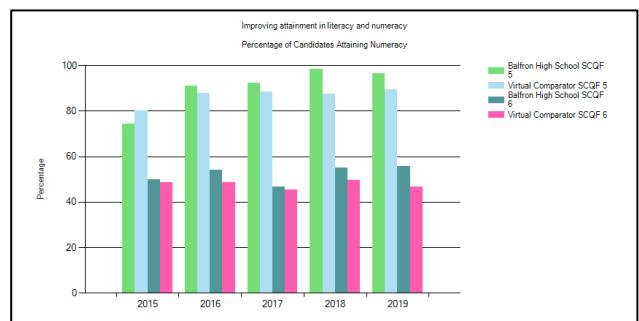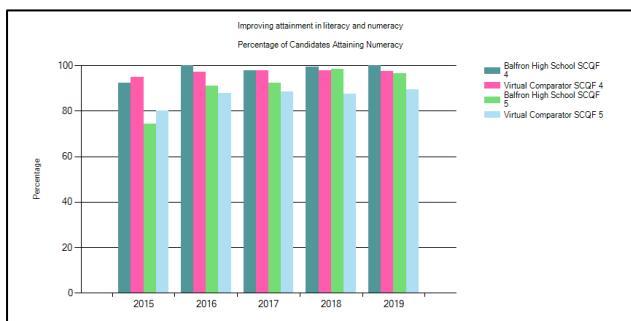
In 2018-19, 96% of S6 pupils had achieved National 5 numeracy. This is above the national average and much greater than the virtual comparator. The majority (56%) achieved level 6 (higher) numeracy through attainment in higher maths. This is greater than the national average and the virtual comparator.

Areas for improvement/focus in 2018-19

- Continued systematic, rigorous tracking of attainment and interventions
- Review of pathways to N5 and Higher attainment with clarity of levels and progress for learners, parents and carers.
- Implementation of N5 Applications of Mathematics as part of pathway.

Leaver Destinations
Confirmed for leavers in 2017-18 as at September 2019

Increasing post-school participation

Percentage of School Leavers in a Positive Destination
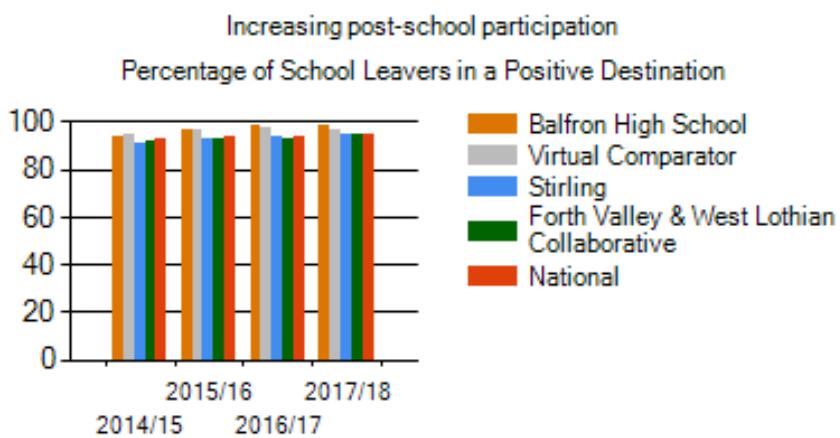
There were 163 leavers in 2017-18. 99% of all S4-6 leavers left to go into a positive destination. This is greater than the virtual comparator, Stirling, Forth Valley& West Lothian Collaborative and the national data. A break down of destinations can be seen below:
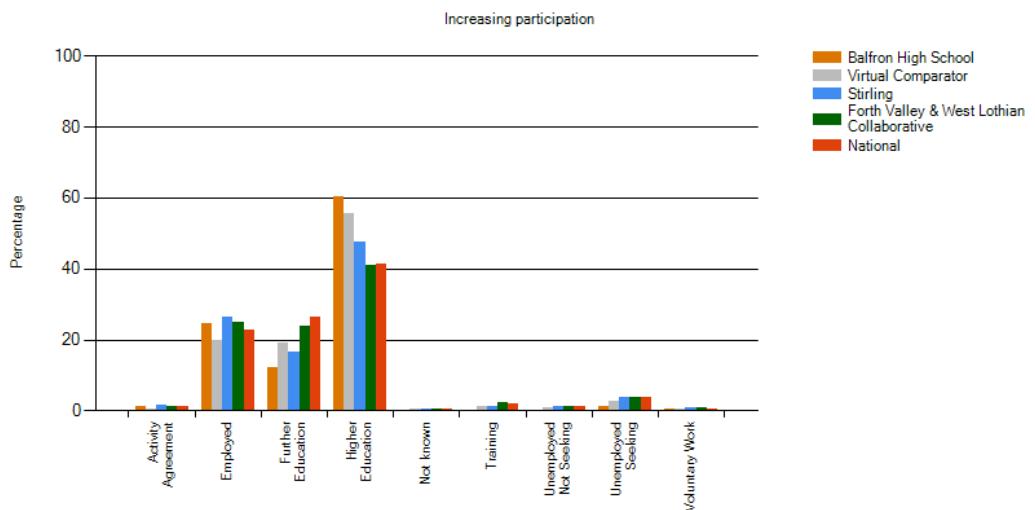
12% of leavers went to further education. This figure is below the virtual comparator and all other measures. A significant amount of work is being done in partnership with Forth Valley College to increase the numbers of young people who transition to college. Feedback from young people and parents has highlighted that there is a transport barrier that is associated with the rural nature of our community. Most leavers (60%) left to go to higher education. This is above the virtual comparator and all other comparative measures. 25% of leavers went straight to employment. A significant number of leavers secured deferred entry to university and went into employment in a gap year.

National Improvement Framework Policy - **School Improvement Overview – Pupil Equity Fund** - PEF Allocation: **£22, 000 for 2018-19**
• **Closing the attainment gap between the most and least disadvantaged children**
Contextual analysis (identify the gap and barriers to learning

Balfron High is a high attaining rural secondary school with 865 pupils. Trends in data over time indicate that the attainment gap between the most and least disadvantaged is most commonly linked young people who are in receipt of free school meals (FME). There is not always a link between FME and SIMD. The graphs below show that pupils who left Balfron High last session performed better than the national trend. However, relative to our virtual comparator, there were 6 young people who (on average) left with fewer tariff points. Of all of these leavers, 99% went to a positive destination.
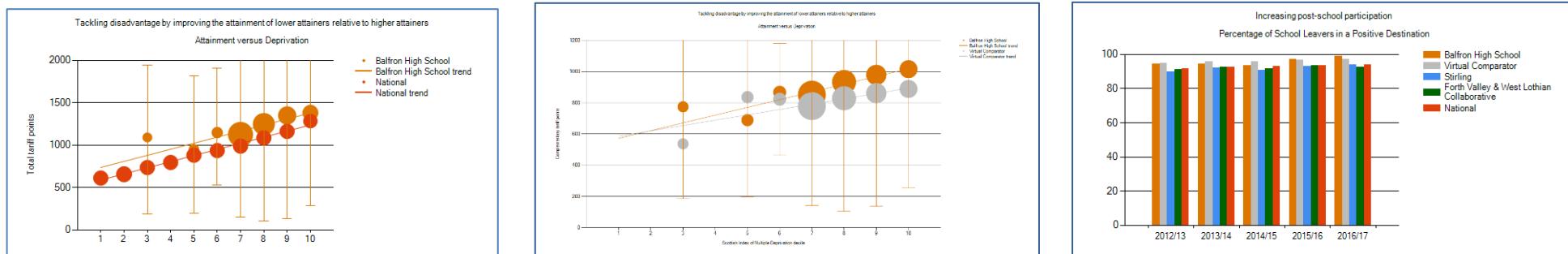
It is also important to note that a significant number of young people are looked after and accommodated in postcodes related to high SIMD. The young people are not in receipt of free school meals. Analysis of young people who access clubs at lunchtime activities as well as excursion opportunities, highlighted that those on FME tended to access the fewest number of clubs. It should be noted that this is not true of all but most.

We have a robust and effective integrated pupil support structure that provides our most vulnerable young people (staged 2-4) with specialised key person support and achievement intervention and tracking in addition to the staged intervention plans. Our approach to maximising the impact of PEF is designed to redress the balance between those young people who are at risk from accessing learning opportunities due to financial pressures that exist in their families.

We have identified a target group of young people who are in receipt of FME for a programme of regular coaching. Our in-house data would suggest that they are most at risk of underachieving or having low levels of participation in extra-curricular activities or excursions. One key issue that impacts participation is the cost of transport to access excursions, college, work experience. Ours strategy aims to identify and address these cases.

We have appointed a team to work with the targeted group of young people and to provide some help for the resources that are not readily available. We recognise that engagement is critical in the achievement of all young people. We have based our strategy and approach on the research undertaken by Fredricks, Blumenfeld, & Paris, 2004. Our aim is to think about and focus on engagement as encompassing three interconnected dimensions – behavioural, cognitive and relational. All staff associated with the targeted young people support, intervene and report based on the individual targets set for each pupil.
We have also identified a group of young people who are living above the line.

Progress and Impact of Pupil Equity Funding 2018-19

Balfron High School received £22,000 of Pupil Equity Funding through the Scottish Attainment Fund in 2018-19 to reduce the poverty-related attainment gap. Following data analysis and consultation with our school community we focused on the following priorities:

- Improving engagement of pupils in class
- Improving participation and widening opportunities for achievement
- Embedding a chromebook policy for pupils with no access to ICT

Improving engagement of pupils in class

We employed a Teacher of Equity (0.2) to develop a programme to improve the level of engagement of identified/targeted pupils and an Equity SLA (0.2) to support this program. While analysing our data we found that pupils receiving FME who were not on staged intervention had been identified by teachers as needing support to improve their engagement in lessons and their attainment. We established them as a target group for a Coaching Program. This target group were invited (and their parents were consulted) to join the group. The first task the pupils were asked to perform was to create their own driver diagram to map out what they felt was their main target/s for the year and were supported to identify drivers which would support them to achieve this aim. Pupils in this targeted group meet with the Teacher of Equity or the Equity SLA weekly.. To allow us to track engagement, our Teacher of Equity and DHT developed a system where staff who teach this group would assess a level of engagement for the emotional, cognitive and behavioural engagement each week - where 5 is 'Excellent - no intervention' to 1 'Concern - intervention'. This developed into a weekly tracking system which allows us to track the engagement of this target group across subjects over the week as well as tracking their engagement over time.

Weekly coaching meetings are summarised on a Coaching Meeting profile that provides an agenda and focus for staff and pupils to reflect on targets and progress. The weekly tracking spreadsheet is an invaluable tool used during the coaching meetings to support pupils with their target setting and reflection on successes/areas for further improvement. The teacher of equity and equity SLA report an average improvement of around 80% of the coaching target pupils over the year in their engagement in 50% of subjects tracked with some pupils now demonstrating a steady 4 or 5 on our 5 point scale for more than 50% of their

subjects. The tracking spreadsheet also demonstrated that 100% of the target group had shown improvement by the end of the year.

Improving participation and widening opportunities for achievement

Another area highlighted by initial data analysis was a gap in the level of participation of FME pupils compared to the average rate of participation of the whole school. A section was added to the coaching meeting sheet to ensure that level of participation was discussed. This allowed targets to be set and action plans set up. For example some our young people were unable to access opportunities due to lack of equipment eg no swimming trunks. The PEF team were able to identify what the barriers were and through sharing and discussing the extensive extra curricular activities and lunchtime clubs, the target pupils in this group showed a 30% increase in participation.

To support pupils accessing opportunities, an Access Scholarship was created and an application form (to be completed by staff or the PEF team) set up. This has allowed pupils to access a range of activities including trips, clubs and work experience (where travel costs were supported).

Embedding a chromebook policy for pupils with no access to ICT

Following a whole school ICT survey we were able to identify pupils who were not able to access ICT at home and were therefore not engaging with GLOW, Show my homework, etc. We found that, in addition to pupils who receive FME, we were able to identify and support pupils who were 'in work poverty'. The feedback received from our staff questionnaire on the use of PEF chrome books demonstrate that 70% of pupils are using their chromebook effectively in class to improve their engagement in learning. It has also been noted from the pupil questionnaire that pupils are using this ICT during the classes, during break/lunch, after school or at home to do homework, study or carry out research. They feel included now that they can easily engage in the homework set or can prepare for assessments.

School Improvement Progress 2018-19		
Improvement Priority	**Whole School Targets**	**Evidence/Action used to inform 2019-20 School and Team Plans**
National Improvement Framework Key Priority 1: **(a) Improvement in attainment, particularly in literacy and numeracy** (b) Learning, teaching and assessment	• To support the continued improvement of literacy and numeracy across the curriculum **in targeted groups** • Robust system for **BGE tracking** – curricular, literacy and numeracy • Systematic approach to **learning conversations** (curricular & pastoral) • To continue to consistently deliver **high quality learning and teaching** across the school (Balfron High School Lesson) • Further increase number of pupils leaving S6 with 5 Highers **(stretch aim - 60% of S4 roll)** • **Increase attainment of lowest attaining 20% of leavers** • Continue to improve in-house **CPL programme** for new & experienced teachers; leadership programme • Provide opportunities for staff to **collaborate with colleagues** and partners outwith school	• Analysis of data on progress & attainment Care Experienced, FME, SIMD, ASD, SI, Young carers remain strong. Progress of individuals was closely tracked. • BGE tracking reviewed by group and updated for implementation 2019-20. Given views of stakeholders, the updated version will include working level, likely NQ pathway and assessment overview. • Observations and focus groups show an increase in young people being clear about next steps in learning. Evidence in classrooms and through FCL/SI meetings. Next steps is to link conversations closely to tracking. • Whole school and departmental inputs has supported all staff being clear about expectations of a great lesson & links with nurture principles. All staff observed with feedback on quality learning and teaching. Further whole school work on consistency across the school. • Actual outcome 56% (2019). DHTs have reviewed progression from N5 to Higher for all pupils. Continued analysis, interviews and interventions by DHTs throughout 2019-20. • Target group tracked. Close communication between SfL team and PTs PS and parents/carers. All staff aware of who these young people are and which interventions/supports to employ. • Increased training available for new, experienced teachers and aspiring leadership roles in house and externally (Stirling Council) • Almost all staff took part in 'look outwards day' relevant to an aspect of improvement at another school or partner agency/business. Observations and lessons learned shared across teams. Feedback reflected influence of improvement to practice.

	• Improve use of **digital technology** to support delivery of curriculum and feedback with pupils	• All S1 pupils issued with a chromebook (2018-19) and google classroom was employed in most teams as platform to support learning and curriculum delivery. Effectiveness measured through observations, views, homework & assessment data
National Improvement Framework Key Priority 2: **Closing the attainment gap between the most and least disadvantaged children:** **(a) Effective use of PEF** (b) Monitoring, tracking & interventions (c) Curriculum	• Targeted intervention for pupils identified through PEF	• All staff are aware of targeted equity group (FME) and implemented agreed strategies to support learners. Almost all staff reported regularly on pupils' progress (observations, views, data collected) • RAfA strategies(driver diagrams, were implemented and tracked for targeted young people ○ Equity tracking, mentoring, counselling, cost of school day support to targeted young people
	• Review and improve support to target protected groups (FME, SIMD, Care Experienced, ASD, Young Carers, LGBT)	• Curriculum range increased to include Forest Schools. Nurture hub set up in A11 following consultation with care experienced pupils. LGBT group running and leading awareness raising in assemblies and whole school activities.
	• All staff use of **Balfron Magic Dashboard**	• All staff feedback that they make use of MD to ensure planning takes account of most up to date information. Improvement made to MD following staff feedback.
	• Update curriculum in line **SQA c**hanges	• All changes to higher implemented. Prelims adjusted accordingly. Effectiveness evaluated through views, observations and data. In 2019-20 focus on appropriate support to pupils and malpractice.
	• Review of approach to in **STEM**	• Increased opportunities for real life, project based learning in BGE and out of school events and competitions. S2 took part in plastic challenge STEM IDL, planned and delivered with Aggrekko.
	• Improve Wider Achievement/Participation offer (S1-6)	• Increased number of partners supporting the delivery of curriculum. Increased flexible approaches to learning for targeted young people and some senior pupils. Increased opportunities for vulnerable groups to engage in volunteering
	• Increase opportunities to engage families in learning (QI 2.5)	

		• In 2019-20 all teams to review universal and targeted support that enable families to access learning activities starting with an S1 focus. • Clear overview of assessment expectations and timings for parents have been collected posted on website.
National Improvement Framework Key Priority 3: **Improvement in children and young people's health and wellbeing**	• Systematically track HWB • To promote positive mental health • Embed Growth Mindset into day to day approaches • Review & update anti-bullying policy • Review & update promoting positive behaviour policy • Development of **Relationships Policy**	• At staged intervention meetings, data relative to the wellbeing indicators were collected and analysed. This should be rolled out in a systematic way to all young people in 2019-20. • Increased profile of mental health first aid across the school. Curriculum updated to support wellbeing. Mental health ambassadors raise awareness of issues and supports. • Year group assemblies and focus weeks raised profile and pupil understanding of growth mindset. Curriculum, tracking approaches, learning conversations, feedback reflect growth mindset philosophy (observations, views) • Almost all staff are aware of the principals of GIRFEC • Some young people are aware of the wellbeing indicators – are a for improvement in 2019-20. • Some staff are using the wellbeing indicators to identify strengths, barriers and support strategies for pupils with ASN • Stirling Council Policy has been updated 2018-19. Collaborative approach to updating school policy based on feedback, observations and data. Information to be shared with staff November inset day 1 and young people through subsequent assemblies. • Links being made explicit with nurture approaches; most staff aware and employ of strategies to support pupils with social emotional behaviour needs • Head prefects led collection of views on our efforts to promote wellbeing through assemblies, activities and pupil council feedback • Working group to collected evidence of success (data, views, observations) and reviewed and began to update policy.

	• Consider opportunities for alternative learning spaces	• Working with SC and partners, an increased number of learning spaces were identified for targeted young people. Space in some classrooms has been made for nurture. This should be shared across the school in 2019-20. Current data (Sept 19) shows that there will be a continued high number of positive destinations
	• Increase opportunities for collaborative planning with partners	• All teams collaborate with partners to enhance the delivery of the curriculum and identify real life tasks (S1-3) making learning relevant and developing skills
National Improvement Framework Key Priority 4: Improvement in employability skills and sustained, positive destinations for all young people	• DYW Group to further embed Career Education Standard and Work Placements Standard	• Form class activities embed Career Education Standard (views, observations) • All teams to engaged further with DYW – Career Education standard (lesson inserts, career management skills) • Planned use of My World of Work planned for profiling.
	• Decrease/improve leavers attainment gap (as per priority 1).	• All young people known well through IPSS. Early identification of possible leavers and their aspirations. Planned, supported transition in partnership with SDS took place. Literacy and numeracy attainment maximised and captured for almost all target pupils.
	• Increase wider achievement opportunities & certification	• The wider achievement/Participation offer has improved in senior phase in partnership with FVC, businesses/ work placements/ volunteering, other educational establishments.
	• Plan for opportunities to provide/track skills curriculum	• All teams have created curriculum map with pathways for senior phase offer and experience. • Balfron High Skills framework was created in partnership with the local community, pupils and associated primary schools. This was shared with staff and pupils. It is planned to incorporate this into lessons and general course plans in 2019-20.
School Improvement Key Priority 5:	• Build impact measures into school improvement Intelligent use of data – target groups	• Analysis of all of data took place throughout the year and influenced interventions and policy amendments. (SNSA, Insight, internal tracking, attendance, exclusions,

Self evaluation for self improvement		behaviour, homework by target group – FME, SIMD, Care Experienced, SI, Young Carers)
	• Build learner Participation activities (HGIOURS) into all aspects of practice	• The profile of HGIOURS was raised through pupil council. Targets based on themes were shared with all staff. • **All teams sought opportunities to increase learner participation in learning, teaching and assessment**
	• Continue to collaborate with partnership schools	• Established working with tri schools (St Modan's, SEBN) • Established partnership with Linlithgow Academy. • Contributed to VSE delivery within trio at St Modan's High School • Increased links with partnership schools – link with INSIGHT, learning partners
	• Review and update school policies – relationships, digital, phone	• Digital learning policy and protocols shared with parents and on website. • Communication policy updated and shared on website • Excursion policy updated and shared on website. • Relationships and phone policy will be finalised following consultation activities with stakeholders in 2019-20