



Beath High School Improvement Plan 2022/23

Summary of Priorities

Overarching Focus for session 2022/23: Embedding our Vision

National Improvement Framework Priority 1

Priority 1a: The UNCRC and 'the Promise'
Priority 1b: LGBT Youth Scotland Award
Priority 1c: Pupil Empowerment

National Improvement Framework Priority 3

Priority 3a: Continued focus on Equity
Priority 3b: Improve parental engagement

National Improvement Framework Priority 5

Priority 5a: Focused raising attainment approaches
Priority 5b: Improving quality of Reporting
Priority 5c: Empowering middle leaders
Priority 5d: Improving Pedagogy: CLPL and Learning Visits

National Improvement Framework Priority 2

Priority 2a: Improve attendance
Priority 2b: Positive Relationships and Behaviour Policy
Priority 2c: Mentors in Violence Prevention programme

National Improvement Framework Priority 4

Priority 4a: Senior Phase to deliver robust destinations



Beath High School Improvement Plan 2021/22

NIF Priority 1

Placing the human rights and needs of every child and young person at the centre of education

QIs 1.3 Leadership of Change
 2.1 Arrangements to ensure wellbeing
 2.3 Learning and engagement
 2.5 Early intervention and prevention
 3.1 Wellbeing
 3.1 Inclusion and equality
 3.2 Equity for all learners
 3.3 Increasing employability skills

Priority 1a: The UNCRC and 'the Promise'

Outcome: All members of our school community are aware of their rights and responsibilities regarding the UNCRC and the Promise.

All members of our school community understand what it means to be 'Care Experienced'.

All members of the school community understand our demographic and context.

The UNCRC and the Promise are considered in all aspects of our school life.

Tasks	By Whom	Resources	Timescale	Impact
Updated Infographic: including highlighted information on key groups such as Care Experienced.	N Barker-Harrison	Beath Infographic	October	All colleagues are reminded of the UNCRC and the Promise and our school context.
Following input from Care Experienced Young Person at Nov Inset in	All faculties	Challenge questions provided by N Barker-Harrison.	Ongoing	All colleagues take responsibility for their role in embedding the

2021, faculties are to ensure their courses are non-discriminatory to this group – e.g. not asking for baby photos, being mindful when discussing families/genetics; and being inclusive to all.				Promise in our school community.
Film made of former pupil on their experiences and journey of being 'Care Experienced' to be shown at assemblies.	Former pupil N Barker-Harrison	Time to meet and prepare with former pupil.	Dependant on availability of former pupil.	Our young people understand what being 'Care Experience' means. Hopefully removes some stigma.
Assemblies with a focus on the UNCRC and the Promise.	N Barker-Harrison/Year Heads	Presentation	October to Christmas term	All young people have an understanding of the UNCRC and the Promise and our school context.
Engage with young people to gather their feedback on areas of strength/development.	N Barker-Harrison/G Hunter/Guidance team (link with Student Voice)	Time Pupil focus groups/PSE classes	After assemblies	Young people have an opportunity to reflect on our practice, articulate areas to be developed and feel empowered.
Act on feedback from young people.	N Barker-Harrison/G Hunter/Guidance team (link with Student Voice)	Time	Following pupil engagement	Improved service and young people know their opinions are valued.

Priority 1b: LGBT Youth Scotland Award

Outcomes: Equalities approach pervades every aspect of the school

All young people feel welcome and safe in school

Tasks	By Whom	Resources	Timescale	Impact
Champions identified, trained and training cascaded to 90% of staff Equalities Group Committee to be in post	Equalities Group Champions and LGBT Youth Scotland	LGBT Youth Scotland trainer	November 2022	
School policy to meet relevant criteria, be reviewed and evaluated	Equalities Group Committee (pupil lead) and supported by HBL/WM	LGBT Youth Scotland policy aims and outcomes Current Beath HS policies Consultation process	December 2022	
LGBT lead interventions to take place, days celebrated, signposting available and spaces provided	Equalities Social Group (pupil group, led by HS/HBL)	Advisory materials, review of CFE inclusive education, review of 'I've got a problem' posters, minibus to attend pupil social events	May 2023	
Promotional materials and resources – available online, reception, display, staff and pupil library	Equalities Group Committee (pupil lead) and supported by HBL/WM	Promotional materials from LGBT YS, new materials made by Beath HS, funding for section of library	May 2023	

Priority 1c: Pupil Empowerment

Outcome: Pupils are actively engaged and involved in decision-making that ensures learners' needs are met in ways most appropriate to the school's context.

Tasks	By Whom	Resources	Timescale	Impact
Form a group to support pupil engagement – staff, partners, parent/carers.	G Hunter	Time	June 2022	Young people are actively engaged and involved in decision-making across our school
Look outwards to engage with partners to challenge our own thinking.	Student Voice group	Contacts Time	September 2022	The group will identify examples of good practice.
Utilise the Prefect Leadership Team to reach out to the pupil body	School Captains	Assemblies ICT	September 2022	Young people understand the concept of Pupil Empowerment
Create a mechanism for all pupils to have opportunity to contribute their views.	Student Voice group	ICT Time	October 2022	Young people's views will be gathered in an efficient and user-friendly way.
Create a representative pupil body to engage with pupil views and represent views to ensure learners' needs are met	Student Voice group	Time	October 2022	Young people's views and opinions will help learners' needs to be met.

Create an Infrastructure for contributions and capturing views	Student Voice Group, including Ambassadors	Time ICT	January 2023	A structure for pupils to contribute views and opinions on issues impacting on the life and work of the school is in place.
Improvement planning	Student Voice Group	Time ICT	June 2023	There will be contributions made by pupil voice to plans for school improvement for 2023-24. The empowerment of young people will therefore help to shape the direction of Beath HS which will have a direct impact on learning experiences.
Exemplification of impact	Student Voice Group	Boards ICT	June 2023	There will be explicit and straightforward visual exemplification of the impact of pupil empowerment since June 2022 via school noticeboards and in virtual spaces (Twitter/school website/Sway communications)

NIF Priority 2

Improvement in children and young people's health and wellbeing

QIs 1.3 Leadership of Change
 2.1 Arrangements to ensure wellbeing
 2.3 Learning and engagement
 2.4 Removal of potential barriers to learning
 2.5 Engaging families in learning
 2.5 Early intervention and prevention
 3.1 Wellbeing
 3.1 Inclusion and equality
 3.2 Equity for all learners
 3.3 Increasing employability skills

Priority 2a: Improve attendance

Outcomes: Young people are able to achieve their true potential through being in school.

Robust mechanisms to identify young people requiring support with their attendance.

Increased opportunities to support young people and their families improve attendance – including through partnership working.

Excellent attendance, and improvements to attendance, are recognised and celebrated.

Stretch target achieved.

School attendance figures improve to become in line with Fife and national average.

Tasks	By Whom	Resources	Timescale	Impact
Continued whole school focus on following attendance procedures. Office team identify incomplete registers and compile weekly report highlighting inaccuracies. Support given to colleagues whose practice needs improvement.	All colleagues Office team N Barker-Harrison	Time	Throughout session Input from N Barker-Harrison at August Inset linking to Child Protection and Safeguarding Procedures	Robust attendance data Consistency across whole school when recording attendance and all statutory duties are fulfilled. Reduction in safeguarding concerns and Parents/carers no longer receiving flawed attendance data.

Continue to develop role of PEF funded PT(s) Improving Attendance; work closely with guidance team, and support and challenge individual learners and families to improve attendance.	Guidance Team and PT Improving Attendance to support development of role.	Time. PEF funding for additionality of PT part of salary.	Ongoing	Focussed support for young people identified as requiring 'additional' levels of support to improve attendance, as well as holistic approach and development and implementation of 'universal' strategies.
Scrutinise attendance data and benchmark against stretch target – 88.2%	Office team SLT Guidance team PTs Improving Attendance Registration teachers	SEEMIS data Weekly updated spreadsheets	Ongoing	Awareness of attendance data by year groups and House and a focus on SIMD Able to target approaches based on robust data. Able to evidence improvement.
Attendance SLWG to continue to identify areas requiring improvement and develop and implement potential strategies	N Barker-Harrison M Terry Colleagues in SLWG Parents and young people to be invited to join	Attendance Data Time to meet	Ongoing	Collaborating and engaging with key stakeholders will better allow the group to understand and identify barriers; and work collegiately to develop improvement strategies.
Monitor impact of shift to single year group register classes	N Barker-Harrison PTs Improving Attendance SLWG	Attendance Data Time to discuss	Ongoing	Improved attendance at registration impacts on attendance rates and develops key life skill of timekeeping.

<p>Focus on registration – purpose, expectations etc.</p> <p>Promote the value of attending registration and promote house ethos.</p>	<p>N Barker-Harrison PTs Improving Attendance Attendance SLWG Guidance team Registration teachers</p>	<p>Twitter Email briefings School communications</p>	<p>Input from N Barker-Harrison at August Inset</p> <p>Ongoing throughout session</p>	<p>Improved attendance at registration. Registration teachers taking ownership and pride in classes' attendance.</p> <p>'Team' approach in each registration class.</p> <p>Consistency of experience in registration classes.</p>
<p>Look outwards to other schools within SEIC to gather ideas/good practice.</p>	<p>Attendance SLWG PTs Improving Attendance N Barker-Harrison</p>	<p>Time to visit/speak to other schools</p>	<p>Ongoing throughout session</p>	<p>Opportunity to look outwards and learn from other schools within RIC.</p>
<p>Raise awareness of negative impact of poor attendance across the school community – re-send letter and infographic to all parents.</p>	<p>Attendance SLWG Office team</p>	<p>Email briefings Twitter School website Cluster awareness</p>	<p>Ready to send after October holiday</p>	<p>Increased attendance rates</p>
<p>Develop ways to celebrate VG and EX attendance</p>	<p>Attendance SLWG PTs Improving Attendance</p>	<p>Certificates/rewards</p>	<p>Ongoing throughout session</p>	<p>Encourage all young people to improve attendance</p>
<p>Identify and tackle young people who regularly truant classes – checking up and contacting home promptly.</p>	<p>B Alexander & B Brown (PSOs) PTs Improving Attendance Guidance Team</p>	<p>Lists of Pupils Time</p>	<p>Ongoing throughout session</p>	<p>Improved engagement, attendance and attainment.</p>

Engage parent/carers of young people with 90% or less attendance to develop strategies to improve attendance.	Guidance Team		Begin October 2021	Increased attendance of targeted group and improved parental engagement
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Priority 2b: Positive Relationships and Behaviour Policy

Outcomes: Capacity for young people to achieve is increased by ensuring the school is calm and well ordered

Learners feel safe

Interactions between young people and their peers and young people and staff are positive and respectful

All stakeholders are aware of the school's high expectations

Expectations are consistent across each classroom and area of the school

Young people are able to transition from the school with an awareness of positively working with others

Tasks	By Whom	Resources	Timescale	Impact
Launch Policy to staff	G Fraser and PRC	Class Posters Laminated mini merit/demerit cards Time for training	1 hour on August Inset Day 2022	All staff aware of policy and procedure. All classrooms have procedures on the walls which can be referred to. Queries answered. Reassurance given. Consistency across all classrooms/teachers.
Launch Policy to Pupils	Registration Teachers G Fraser	Power point Posters in classes	Extended Registration on Day 1 of August term Reminders for those absent Referred to in PSE and year group assemblies	All pupils are aware of the policy and procedure and the high expectations we have. Pupils should receive a consistent approach from all staff across the school. Interactions between pupils and staff improve and learners feel safe.

Launch Policy to Parents/Carers	G Fraser Office Staff M Darling	Group Call Twitter Web Page	Week one of August term	Parents and carers are aware of policy and procedure and can encourage and support their young person. The message received is consistent across all stake holders.
Launch Policy to partners	G Fraser	Time at Partners meeting Power point emailed to group	First partners meeting in August term	Raise awareness of procedures being followed in school. Consistent message received across all stakeholders.
Gather feedback on first term of procedures being embedded.	G Fraser and PRC	Google form questionnaire	Last week prior to October Holiday	To inform of areas of strength and weakness with system. Appropriate tweaks made to system. Strengthened system moving forward.
Embed rewards for merits	G Fraser and PRC	Certificates Group Call Badges Trips	First certificate and groupcall after first 4 weeks of system. Monthly certificates/group calls. Termly rewards - TBC Summer Gold/Silver/Bronze merit badges Reward trips in summer term	Motivating positive behaviour and relationships. Continued desire to gain merits and do well. Positive interactions between staff and pupils Positive interactions with parents at home.

Develop procedures for high numbers of demerits	G Fraser and PRC		October term following feedback. Ongoing	Reduction in demerits. Support for those who are struggling. Improved relationships between staff and pupils.
Support for staff	G Fraser and PRC	Twilight sessions De-escalation Training	Ongoing Link with MVP	Staff feel supported and comfortable using the system. Relationships between staff and pupils improve.

Priority 2c: Mentors in Violence Prevention (MVP) Scotland Programme

Outcomes:

Fully Embedded MVP Scotland Programme across Beath HS

Leadership Opportunities for Senior Mentors

Increased numbers of staff and pupil mentors

Increased awareness of bystander and gender-based violence across whole school community

Tasks	By Whom	Resources	Timescale	Impact
Increase Staff Mentor Team membership	D Lowrie L Stean (OMM Lead) Staff volunteers	Ed Scot Training 11 th November 2022 MVP Updated Resources	November 2022	Increased staff group to lead MVP project across Fife
Roll out MVP Inserts to S1-3	D Lowrie MVP Staff Mentors MVP Pupil Mentor Team	MVP Resources Delivered through PSE Programme	Input 1 by November 22 Input 2 by February 23 Input 3 by May 23 Input 4 by June 23	Increased awareness of behaviours and actions in relation to relevant topics for each year group Increased pupil confidence in delivery amongst MVP Pupil mentor team
Primary Inputs on Bystander Theory across cluster	PC Louise Sneddon Senior Mentors Cluster Network	MVP Resources Delivered through PSE Programme	All Schools P7 Inputs by April 23	Increased awareness of Bystander and GBV amongst primary pupils in preparation for Inputs when pupils come in as S1
Deliver SQA Level 5 Leadership Award to Mentor Team	D Lowrie H Gillan MVP Mentors	SQA Leadership Log SQA Assessment Criteria for Level 5 Award	April 23	Accreditation formally for volunteering efforts. Increased SCQF Tariff Points for participants in programme.
Senior MVP Inputs to be Rolled out	D Lowrie D Grierson MVP Mentors	MVP Resources Delivered through PSE Programme	June 23	Targeted input relating to some of the more sensitive workshops within the MVP Programme
Develop MVP Partnerships across Fife	D Lowrie Cheryl Blyth (QAHS) L Stean (OMM) Fife Network Schools	Network Meetings	April 23	Increased confidence across Fife network of MVP. Sharing best practice across schools and network

NIF Priority 3

Closing the attainment gap between the most and least disadvantaged children and young people

QIs 1.3 Leadership of Change
2.1 Arrangements to ensure wellbeing
2.3 Learning and engagement
2.4 Removal of potential barriers to learning
2.5 Engaging families in learning
2.5 Early intervention and prevention
3.1 Wellbeing
3.1 Inclusion and equality
3.2 Equity for all learners
3.3 Increasing employability skills

Priority 3a: Continued focus on Equity

Outcomes: All staff have an appropriately well-developed understanding of the socio-economic and cultural factors experienced by our young people to enable them to support all young people to reach their full potential.

Every aspect of school life (with zero exceptions) is 'poverty proofed' to prevent young people living in poverty being disadvantaged.

Tasks	By Whom	Resources	Timescale	Impact
Continue to grow the Eco-wardrobe success	R Meikle Equity Captains	Clothes Assemblies Rota for captains to man the wardrobe every day	Ongoing to ensure sustainability	Ensures all young people have access to uniform, clothing, toiletries and other sundry items without having to worry about where they can get these items from
Appoint Equity Captains from all year groups	R Meikle Guidance Year Heads Equity Group	Time Training Talks in assemblies	Ongoing to ensure sustainability	Giving pupil leadership and pupil voice to the whole school community. Approachable faces for whole school access to eco-wardrobe and equity initiatives

Creating links with cluster primaries	R Meikle Equity Captains	Time Meetings Discussions	December 2022 Ongoing for sustainability	Meeting with primary heads to create a collegiate working relationship so all families in the cluster can access what is available in Beath. Have a lead equity captain for each school to ensure all young people know that equity is at Beath's heart.
Create a 'warm-bank' for our young people to access during current cost of living crisis	R Meikle Equity group Volunteers from captains and prefects	Rooms Time Food items Volunteers Publicity	September 12 th to launch Ongoing for sustainability	Allow pupils a safe space for homework, somewhere warm to get a toasted sandwich and hot drink, play games with friends. Ensures all our pupils can get warmth before going home.
Create a 'warm-item' area for families to get blankets, hot water bottles and jackets during cost of living crisis winter	R Meikle Equity Group	Publicity Time Volunteers Blankets Hot water bottles	Nov 2022 Ongoing for sustainability	Giving families another way to keep warm over the winter to help with fuel bills and ensure families can eat and not just heat.
Fund raising to raise money for Christmas presents	Equity Group	Ideas Place to hold events Publicity	Nov 2022	Allowing families to have presents for their young people at Christmas, giving everyone a lovely day.
Organising a Saturday for parents/carers to apply for the young people's bus pass	R Meikle Equity Group Welfare officer	Space Time Bacon rolls	Jan 2023	Allowing families to apply for and the bus passes, giving them help to navigate the forms required. Allowing parental contact outside the school building and chatting with the families to open engagement channels.
Begin to measure impact of Equity initiatives	R Meikle	QR code Registration classes	November 2022	Measuring the reach and productivity of the Ready for school boxes and Equity boxes

Priority 3b: Improve Parental Engagement

Outcomes: Parent/Carer body are involved in school decision-making

Tasks	By Whom	Resources	Timescale	Impact
Create Parental Engagement Rationale including meeting schedule	HBL	School Calendar, Consultation with Parent Council	Sept 2022	Parent Council supportive of ideas and mechanism
Create Parental Engagement Group	HBL	Parents, carers and colleagues, Groupcall	November 2022	
School consults with parents re: changes/new initiatives	Leaders of Whole School activities	Parental Engagement Group, presentations, feedback collation mechanism	Jan 2023	
Parents/carers identify areas of family learning or support which would be beneficial	Parental Engagement Group / HBL	Parental Engagement Group, partner agency offers, Partner's Meetings	March 2023	
School to deliver sessions/provide support	HBL / partner agencies	Partners		

NIF Priority 4 Improvement in skills and sustained, positive school-leaver destinations for all young people	QIs 1.3 Leadership of Change 1.5 Management of resources and environment for learning 2.2 Learning pathways 2.2 Skills for learning, life and work 2.7 The development and promotion of partnerships 3.3 Increasing employability skills 3.3 Digital innovation 3.3 Digital literacy
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Priority 4a: Senior Phase to deliver robust positive destinations

Outcome: A curriculum that enables every young person to gain qualifications, skills and experiences whilst providing pathways to robust and sustained positive destinations.

Tasks	By Whom	Resources	Timescale	Impact
Illustrate the pathways provided by the Beath curriculum for 2022-23.	G Hunter Curriculum Group	Curriculum model ICT Insight data Time	October 2022	The School Vision for the curriculum will be exemplified to colleagues, pupils, parents/carers and partner agencies.
Meetings of Curriculum group including representatives from the whole school community.	G Hunter Curriculum Group inc. SDS, Parents/Carers, Learners, other Partner Agencies.	Time Skills Development Scotland (SDS)	October 2022 – January 2023	The Beath curriculum will align with the School Vision and the whole school community will be able to access illustrations of Learner Pathways.

Use of pathways for coursing for 2022-23	G Hunter PTCs Guidance staff Curriculum Group	Time	December 2022 – January 2023	There will be more flexibility in pathways to meet the needs of all learners at Beath.
Focus on ensuring coursing maximises learner opportunities to achieve and to attain	G Hunter Guidance Team PTCs	Time	December 2022 – March 2023	Improvement in Attainment at Level 5/6. Learners on pathways to robust and sustained positive destinations.

NIF Priority 5

Improvement in attainment, particularly in literacy and numeracy

- QIs**
- 1.1 Analysis and evaluation of intelligence and data
 - 1.1 Ensuring impact on learners' successes and achievements
 - 1.3 Leadership of Change
 - 1.5 Management of resources and environment for learning
 - 2.3 Effective use of assessment
 - 2.3 Planning, tracking and monitoring
 - 2.6 Continuity and progression in learning
 - 3.1 Inclusion and equality
 - 3.2 Attainment in literacy and numeracy
 - 3.2 Attainment over time
 - 3.2 Equity for all learners

Priority 5a: Focussed Raising Attainment Approaches

Outcomes: Attainment continues to improve

Key measures are improved following targeted approaches

TMR system used to monitor individuals and cohorts, with appropriate interventions

All colleagues aware of their part in this priority

Care experienced young people attainment in line with their peers

Culture of achievement for all continues to be driven

Attainment matches or exceeds that of Virtual Comparator in INSIGHT

Alignment with school Vision: 'young people supported and challenged to achieve their true potential'

Tasks	By Whom	Resources	Timescale	Impact
Maintenance of target of every S4 pupil achieving minimum of 5 qualifications	Raising Attainment PTs All teaching colleagues	TMR system House spreadsheets S4 Intervention week TMR	Ongoing throughout session Those at risk of not achieving prioritised before Xmas	Fourth Year 5@level 3 and 5@level 4 continues to be above VC, Fife and National level

Monitor and track S4 pupils that are studying at least 5 Nat 5s	Raising Attainment PTs N Barker-Harrison	TMR system Set up alerts re those pupils at risk of dropping from Nat5 to Nat4	Track termly – with particular focus at end of term 1 and term 2	Increase % of S4 pupils achieving 5 Nat5 qualifications – in line with VC
Monitor and track S5 pupils that are studying 3 Highers	Raising Attainment PTs Luciea Abbot S Ross	TMR system Set up alerts re those pupils not on target for 3 Highers	Track termly – with particular focus at end of term 1 and term 2	Increase % of S5 pupils achieving 3 Highers, whilst in turn increasing potential for the following year's 5@level 6 by end of S6 improving
Monitor and track S5 pupils that are studying 5 Highers	Raising Attainment PTs Luciea Abbot S Ross	TMR system Set up alerts re those pupils not on target for 5 Highers	Track termly – with particular focus at end of term 1 and term 2	Increase % of S5 pupils achieving 5 Highers – in line with VC
Monitor and track S6 pupils that are working towards a total of 5 Highers by end of S6	Raising Attainment PTs G Hunter S Ross	TMR system Spreadsheet cross-referencing across S5+S6 Set up alerts re those pupils not on target for 5 Highers	Track termly – with particular focus at end of term 1 and term 2	Increase % of S6 pupils achieving a total of 5 Highers over S5+S6 – in line with VC
Continue tracking and monitoring identified cohorts based on key characteristics including: SIMD/ Gender/ Care Experience/ Currently or Previously on Child Protection register	N Barker-Harrison	Information from Guidance colleagues Time to correctly identify cohorts	Throughout session	Early identification of attainment concerns and emerging patterns to ensure appropriate early interventions can be made – for individuals or cohorts. Attainment for these groups in line with rest of school
Ensure attainment targets are integral to course choice process for 2023/24 timetable	Guidance colleagues Raising Attainment PTs All teaching colleagues	Prior and potential attainment considered when coursing for new S5 and S6	Coursing period January/February	Those young people capable of achieving 3 and 5 Highers are coursed into 3/5 Highers

Priority 5b: Improve quality of Reporting

Outcomes: Consistent high quality, accurate reports are sent home.

Ensure that reports are checked thoroughly during all stages of the quality assurance process.

Develop staff awareness and understanding of what a good report looks like.

Create an opportunity for Guidance staff to have an input for each long report.

Tasks	By Whom	Resources	Timescale	Impact
To improve the quality of written reports.	All staff	TMR system	Throughout session	All pupils should receive a long report which is detailed, accurate and individualised.
To ensure that reports are checked thoroughly at all stages of the quality assurance process	All staff PTCs Guidance staff Year Heads	TMR system – short and long reports	Throughout session	There should be no errors in reports by the end of each stage of the quality assurance process
Whole school input on what a good, bad, average report looks like	All staff L Abbot H Bradley-Laing	TMR system Presentation to staff	November Inset Day	Staff more aware and confident in writing high quality long reports for young people.
Introduction of an optional Guidance report	Guidance staff	One page to be included in report outlining % attendance, merits/demerits, comment	Throughout session	Parents/carers have communication from Guidance staff included with the long report.

Priority 5c: Empowering Middle Leaders

Outcome: Build on the Middle Leaders programme from 2021-22 to further develop the individual and collective capacity of PTCs

Increased confidence at utilising self-evaluation and leading aspects of school improvement, to develop empowered middle leaders

Create opportunities for collaboration across faculties within Beath and Fife

Our school vision is embedded and can be seen and felt by every young person consistently across the whole school community.

Tasks	By Whom	Resources	Timescale	Impact
Meet Lesley Henderson to discuss suitable resources and ideas.	N Barker-Harrison	Meeting	12 th August 2022	Development of a second year of Beath's Collaborative Middle Leadership Programme.
All PTC complete a self-evaluation (SEV) exercise to identify common development areas	N Barker-Harrison L Henderson All middle leaders	Time Presentation GTCS – Actions of Middle Leaders SEV wheel	31 st August 2022	Increased focus on SEV and the links between leadership behaviours and the GTCS standards.
Meaningful programme developed from areas identified in SEV at session 1 – Having difficult conversations, Utilising Data, and Values Based Leadership	N Barker-Harrison L Henderson	Time Presentations Visitors – Alan Cumming to demonstrate Senior Phase Analytical Tracking Tool	1 session per term with a different focus	PTCs feel supported to develop capacity and confidence in aspects of their role.
Build on links established with Auchmuty in 2021-22. Reciprocal visits to be arranged - walk arounds based on an are decided by Auchmuty ELT.	N Barker-Harrison to liaise with P Davie (HT AHS) PTCs and DHTs from Auchmuty. PTCs and DHTs from Beath.	Time	Term 2 and 3	Opportunity to look outwards and engage in collaborative activities with peers across Fife.

<p>All PTCs engage in one of two workstreams – looking at Learning Visits and Inclusive Practice - based on SEV and linked to our SIP. Each action learning set meet regularly and share their findings with the wider school via CLPL sessions.</p>	<p>N Barker-Harrison L Henderson All PTCs</p>	<p>Time Regular afterschool meetings</p>	<p>October - March</p>	<p>Allows professional dialogue and genuine collaboration between middle leaders.</p>
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Priority 5d: Improving Pedagogy: CLPL and Learning Visits

Outcomes: Ensure consistency of lesson structure across the school

Continue to improve teachers understanding of high-quality learning, teaching and pedagogical approaches.

Ensure a more consistent and clearer understanding of expectations in learning across each subject area.

Improved outcomes for learners.

Tasks	By Whom	Resources	Timescale	Impact
CLPL sessions	PT Pedagogy All teaching staff	6 CLPL sessions to be attended by all teaching staff	Ongoing throughout session 1. 21 st September – Differentiation (SLF) 2. 3 rd November – Differentiation 3. 13 th December – Inclusive practices 4. 23 rd March – Restorative approaches 5. 9 th May - TBC 6. 31 st May – TBC	Staff to have an improved understanding of pedagogical approaches. High quality learning and teaching.
Learning visits	PTC's SLT All teaching staff	Observation pro-forma Teacher checklist Observer checklist	Pro forma shared at inset day 2 Peer learning visit: August – October PTC learning visit: November – February SLT learning visits: February – May	To ensure all staff have a clear understanding of the learning visit process and have clear expectations. To ensure that there is evidence of consistent, high quality learning and teaching across all faculties.

Analysis of learning visit evidence	PT Pedagogy PTC group	Faculty analysis form	Ongoing throughout session Feedback to staff at inset day 3	To ensure there is high quality learning and teaching across all faculties and produce future focus priorities.
TLC to support staff with school focus	TLC lead (K Thomson) All teaching staff	Weekly update email Materials in Learning and Teaching part of the server Staff notice board Learning library TLC group to meet monthly for discussion	Throughout the session Term 1 focus differentiation	To allow staff to feel more confident. Encourage members of staff to try new learning techniques Provide access to pedagogical materials, allowing staff to be better informed
Produce a lesson structure information leaflet for new staff	PT Pedagogy PTC group	Leaflet	By end of term 2	All lessons across the school will follow a consistent structure of Start, Learn, Reflect where staff fully aware and understand the different stages.
Learning and Teaching to be a standing item on every Faculty/Department meeting agenda	All PTCs	Discussion with colleagues Examples of practice from staff Minutes of meetings	Ongoing throughout session	Staff encouraged to have regular discussions about Learning and Teaching. Staff will be supported and encouraged to continually improve the quality of learning and teaching