



Beath High School Improvement Plan 2025/26

Summary of Priorities

Overarching Focus for session 2025/26: Sustaining our Vision

National Improvement Framework Priority 1

Priority 1a: Continue to improve pupil voice and empowerment

National Improvement Framework Priority 2

Priority 2a: Continue to improve attendance
Priority 2b: Create a relevant and proactive PSE programme

National Improvement Framework Priority 3

Priority 3a: Develop curriculum for asymmetric and 27.5-hour week

National Improvement Framework Priority 4

Priority 4a: Continue to improve positive destinations
Priority 4b: Launch the SCQF Ambassador Programme

National Improvement Framework Priority 5

Priority 5a: Raise attainment: level 6 in S5 and 5@6 by end of S6
Priority 5b: Improving pedagogy

Key priorities of the National Improvement Framework

NIF Priority 1: Placing the human rights and needs of every child and young person at the centre of education

NIF Priority 2: Improvement in children and young people's health and wellbeing

NIF Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people

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

NIF Priority 5: Improvement in attainment, particularly in literacy and numeracy

Education Directorate Improvement Plan: Attendance & Engagement/Equality & Equity				
Focused Priority 1a: Improve Pupil Voice & start journey to Silver Rights Respecting School status				
HGIOS4 Quality Indicators				
1.3 Leadership of change 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Learners feel heard, listened to and their views valued as part of the Beath High School community.</p> <p>The 'feedback loop' is always closed with young people.</p>	<p>Pupil Empowerment Group established to oversee, lead and co-ordinate work, including RRSA work. Pupils will be part of this group, alongside staff from across the school community.</p> <p>Various pupil voice opportunities provided throughout the year, for all pupils at all stages.</p> <p>'5-a-day' daily meetings between pupils & Rector continue to occur throughout the year.</p>	<p>L Fowley G Hunter</p> <p>Pupil Empowerment SIG</p> <p>S Ross</p>	<p>Learners feel confident to share their views and opinions of the Beath High School Community.</p> <p>Learners feel their opinions are valued.</p> <p>'Feedback Loop' is always closed, ensuring opinions shared by learners are responded to either individually or as a collective.</p>	<p>August 2025</p> <p>Regularly occurring by Dec 2025</p>

Empowered learners become vocal advocates for themselves and their peers, fostering a more positive and collaborative school environment.	<p>Opportunities via PSE for all classes to share their views.</p> <p>Pupil led focus groups taking place throughout the year, with a particular focus on Learning, Teaching and Assessment</p> <p>Opportunities for wider consultation, including national activities, taking place in Beath.</p> <p>Continue our partnership with the Scottish Youth Parliament on suitable projects & consultation work.</p>	<p>Guidance Teachers PSE Co-ordinator</p> <p>L Fowley Student Voice Ambassadors</p> <p>L Fowley/ S6 Student Voice Captains</p> <p>L Fowley/ S6 Student Voice Captains</p>	<p>Triangulation:</p> <p>Quantitative Data – Learners engaged in feedback methods; frequent dialogue and a clear confidence displayed in responses to challenge questions.</p> <p>Qualitative Data: Regular use of Surveys, Polls, MS Forms, Quizizz etc to inform and clarify pupil views & understanding.</p> <p>People's Views – Learners & Staff will share their views on the strength of work delivered equating to learners being empowered within the school. Delivered via surveys, discussions & challenge questions.</p>	<p>Beginning in August, frequently delivered by October 2025.</p> <p>Consistent use throughout session.</p>
<p>Learners take responsibility for their own learning.</p> <p>Beath HS is a more Inclusive and Equitable Environment</p>	<p>Recruitment of 30 Student Voice Ambassadors across all year groups.</p> <p>Appointment of Student Voice Captains (S6 pupils)</p> <p>Establishment of the '<i>Beath Pupil Parliament</i>' as a mechanism to bring together pupil leaders and actively engage them in the decision-making process of the school.</p>	<p>L Fowley/ Pupil Empowerment SIG</p> <p>L Fowley/ Pupil Empowerment SIG</p> <p>L Fowley S6 Pupil Leadership Team</p>		<p>October 2025</p> <p>August 2025</p> <p>January 2026</p>

<p>Learners are aware of their rights, why they have them and how to use them.</p> <p>Staff understand their role as duty bearers & how to protect young people rights.</p>	<p>Pupils receive input from Guidance teachers as part of the PSE curriculum</p> <p>Communication & Engagement with parents & carers regarding our rights respecting school journey.</p> <p>CLPL delivered to all-staff regarding the UNCRCE, Rights Respecting School & their roles as duty bearers.</p> <p>Development of a Rights-Respecting Curriculum.</p>	<p>Guidance Teachers PSE Co-ordinator</p> <p>L Fowley</p> <p>L Fowley/ Pupil Empowerment SIG</p> <p>PTCs/Subject PTs</p>	<p>Direct Observation – Learners, staff and community partners will recognise a confidence amongst learners in sharing their own opinions of the school.</p>	<p>April 2026</p> <p>December 2025</p> <p>November 2025</p> <p>Planning commences Feb 2026.</p>
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Education Directorate Improvement Plan: Attendance & Engagement				
Focused Priority 2a: Continue to improve attendance				
HGIOS4 Quality Indicators: 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3.				
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				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Streamlined processes that ensure consistently accurate attendance.	Focus on all staff following Beath attendance procedures to clearly identify attendance cohorts requiring actions. Engage new staff at the start of 2025-26 session and refresh information for existing staff.	G Hunter DHT Pupil Support A-L Cunneen PT Pupil Support PTs Improving Attendance	Data in Power BI demonstrating improvements in cohorts (measured cumulatively).	September 2025
	Incomplete register protocols	Clerical/ G Hunter DHT Pupil Support		June 2025 - June 2026 Weekly checks

Young people have accurate knowledge of their own attendance and the difference that all improvements to attendance can make.	"Know your number" campaign launched via Assemblies and PSE classes	A-L Cunneen PT Pupil Support Guidance team PTs Improving Attendance	Young people can verbalise their attendance figures and any changes to these in learner conversations (PSE, 5-a-day etc.)	September 2025
Parents/Carers will continue to be engaged in improving the attendance of young people.	Universal communication with all parents\carers. Additional supports for targeted group of parents\carers.	A-L Cunneen PT Pupil Support PTs Improving Attendance	Power BI will be showing improvements in the attendance of individuals identified due to parent/carers engagement.	September 2025 – June 2026

Education Directorate Improvement Plan: Health & Wellbeing				
Focused Priority 2b: Relevant and proactive PSE programme				
HGIOS4 Quality Indicators: 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3.				
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				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Consistency – All learners experience a consistent approach of learning & teaching methods in relation to PSE Topics.	Pupil Support teachers to follow the core approaches plan throughout the academic session.	Pupil Support team – GF strategic lead. SLT	QA via Guidance business meetings Classroom visits	August 2025-June 2026
Progressive – the PSE curriculum is progressive for all year groups; building on & extending knowledge, whilst avoiding repetition. There is a wide coverage of themes, and all aspects of PSE are valued as important for the development of our young people.	Adopt the core approaches for each stage throughout the academic session.	Pupil Support team – GF strategic lead.	Presented at SLT meeting. Beath PSE Core Approaches Curriculum published and shared with all stakeholders.	September 2025 October 2025

<p>Flexibility – the PSE curriculum is relevant, and teaching staff can adapt the core curriculum to address any pertinent topics and/or issues within the local community or wider world if they are impacting on learners.</p>	<p>Beath Partners meeting programme 2025-26 to inform trends and influence PSE curriculum programme as required.</p>	<p>G Hunter, Support DHT</p> <p>Pupil Support team</p>	<p>Beath Partner meeting minutes.</p> <p>Beath PSE Curriculum revised as required.</p>	<p>August 2025- June 2026</p>
<p>Rich & differentiated experiences – the experiences of our young people meet their individual needs & can therefore be differentiated to offer challenge and/or support as required.</p>	<p>Use of data (inc. Power BI, VPDs, C&W forms) to inform and influence approaches for individual young people within the PSE curriculum</p>	<p>G Hunter, Support DHT</p> <p>Pupil Support team</p>	<p>Microsoft Forms returns from young people in every year group</p>	<p>April 2026</p>

Education Directorate Improvement Plan: Equality & Equity/Achievement//Positive Destinations/Attendance & Engagement				
Focused Priority 3a: To develop a curriculum for asymmetric and 27.5-hour week				
HGIOS4 Quality Indicators QI1.3, 1.5, 2.2, 2.4, 2.6, 2.7, 3.3				
1.3 Leadership of Change 1.5 Management of resources and environment for learning 2.2 Curriculum 2.4 Removal of potential barriers to learning 2.6 Transitions 2.7 Partnerships 3.3 Increasing creativity and employability				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Timescales

<p>A redesigned curriculum that reflects the needs of all learners and maximises the 27.5-hour asymmetric model.</p>	<ul style="list-style-type: none"> • Re-establish Curriculum Group with representatives from each faculty, pupil voice and parent voice. • Review existing curriculum structure and propose an updated rationale aligned with national guidance. • Benchmark curriculum models from other authorities operating a 27.5-hour week. 	<p>LA PTCs Pupil Representatives Parent/Carer Representatives Curriculum Group</p>	<p>Curriculum rationale approved by SLT and shared school wide.</p> <p>Pupil, parent and staff feedback indicates understanding and support for the new model.</p> <p>Documentation will evidence benchmarking and best practice research.</p>	<p>August – September 2025</p>
<p>Equity of curriculum access and experience across all year groups, particularly in relation to the BGE.</p>	<ul style="list-style-type: none"> • Conduct an audit of existing course access, uptake, and attainment. • Engage PTCs and stakeholders in mapping a curriculum offer that supports learner choice, equity and progression. • Develop revised course choice structure for 2026-27 based on 	<p>LA PTCs Curriculum Group Pupil Support Team</p>	<p>Equity audit completed with actions embedded into course planning.</p> <p>Learner uptake data reflects balanced choices across demographic groups.</p> <p>Staff, parent and pupil feedback reflects improved access and understanding.</p>	<p>August – October 2025</p>

<p>Learners, staff and parents are fully informed and engaged in the new curriculum planning process.</p>	<p>feedback and evaluation.</p> <ul style="list-style-type: none"> • Deliver curriculum rationale and model presentations to staff, pupils, and parents. • Publish updated course descriptors in accessible digital and print formats. • Hold parental information evening and one-to-one course choice planning meetings. 	<p>LA PTCs Pupil Support Team</p>	<p>Attendance and feedback from information events.</p> <p>Course descriptors used effectively by staff and learners.</p> <p>Course choice data shows increased alignment between learner aspirations and available pathways</p>	<p>October 2025 – February 2026</p>
<p>A new timetable structure successfully implemented and operational for session 2026–27.</p>	<ul style="list-style-type: none"> • Complete one-to-one interviews for all S2 - S5 pupils with Guidance Teachers. • Collate and finalise course choices to build 2026-27 structure. • QA processes and contingency planning to be built in. 	<p>LA Pupil Support Team Admin Team</p>	<p>Course choice completion rate at 100%.</p> <p>Timetable construction completed by late April/early May 2026.</p> <p>Post-launch QA confirms effective operation of new model</p>	<p>January – April/May 2026</p>

Education Directorate Improvement Plan: Continue to improve Positive Destinations				
Focused Priority 4a: To continue to improve in employability skills and sustained, positive school leaver destinations for all young people				
HGIOS4 Quality Indicators Q11.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, 3.2, 3.3				
1.1 Analysis and evaluation of intelligence and data 1.3 Strategic planning for continuous improvement 2.2 Skills for learning, life and work 2.3 Planning, tracking and monitoring 2.4 Personalised support 2.6 Transitions 2.7 Partnerships 3.2 Equity for all learners 3.3 Increasing employability skills				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

<p>A minimum of 95% of all school leavers will transition into a sustained, positive destination.</p>	<ul style="list-style-type: none"> • Review and enhance the current leavers transition process through analysis of SLDR data and leaver profiles. • Develop a comprehensive tracking system that records individual pupil progression, aspirations, and risk factors. • Provide personalised career guidance sessions aligned with local labour market information and pupils' strengths/interests. 	<p>LA</p> <p>Pupil Support Team</p> <p>DYW Co-ordinator</p> <p>SDS</p> <p>Partners</p>	<p>SLDR shows 95%+ positive destinations.</p> <p>Annual review of individual leaver profiles.</p> <p>Data reports show early identification and support for at-risk pupils</p>	<p>December 2025 for Winter Leavers</p> <p>May 2026 for Summer Leavers</p>
<p>All young people will have access to high-quality advice, guidance and mentoring to support informed course and pathway decisions.</p>	<ul style="list-style-type: none"> • Embed meaningful career education across the curriculum (aligned with DYW and Career Education Standard). • Schedule individual pathway planning meetings for all S3 - 	<p>Pupil Support Team</p> <p>SDS</p> <p>DYW Co-Ordinator</p>	<p>Feedback from pupils and parents indicates increased confidence in decision-making.</p> <p>SDS and Pupil Support monitoring show 100%</p>	<p>August 2025 – May 2026</p>

Expand and diversify real-world learning experiences through structured work-based learning.	<p>S6 pupils with SDS advisors.</p> <ul style="list-style-type: none"> • Host careers fair focused on post-school pathways. • Design a Work Experience Strategy with key partners including employers, primary schools, training providers, DYW Co-ordinator, Pupil Support Team and school staff. • Staff and young people to develop a better working knowledge of Workit. • Ensure all young people in S5/S6 access at least one high-quality work-related learning experience annually. 	<p>DYW Co-ordinator DYW Group DYW Ambassadors Partners Pupil Support Team Work Placement Officer</p>	<p>participation in planning meetings.</p> <p>Improved progression to appropriate destinations.</p> <p>Percentage of pupils accessing work-based learning increases year-on-year.</p> <p>Partner and pupil evaluations report high satisfaction and relevance.</p> <p>Work-based learning is referenced positively in learner reviews and leaver destinations.</p>	August 2025 – June 2026
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<p>Staff will actively contribute to a whole-school culture that promotes and supports positive destinations for all learners.</p>	<ul style="list-style-type: none"> • Develop a work experience policy with clearly defined roles and referral processes. • Celebrate destination success stories through displays, assemblies, and newsletters. 	<p>LA DYW Co-ordinator DYW Group DYW Ambassadors Pupil Support Team SDS Partners</p>	<p>Policy embedded in school improvement planning.</p> <p>Positive destinations featured in communication channels</p>	<p>August 2025 – June 2026</p>
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Education Directorate Improvement Plan: Positive Destinations				
Focused Priority 4b: Launch of SCQF Ambassador Programme				
HGIOS4 Quality Indicators:				
1.3 Leadership of Change – Strategic planning for continuous improvement 2.2 Curriculum – Learning pathways 2.4 Personalised Support - Removal of potential barriers to learning 2.5 Family Learning - Engaging families in learning 2.7 Partnerships 3.2 Raising attainment and achievement - Equity for all learners 3.2 Raising attainment and achievement – Attainment over time				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Increase whole school awareness of SCQF Pathways	Nominated staff, PTs and SLT take part in training from the SCQF Partnership.	K. Henderson	Donnie Wood (Lead for Learning Pathways) to deliver a training session to staff group. Evidence from session will form application for bronze award.	Term 1

Raising pupil awareness of SCQF Pathways	Pupils are recruited and trained to lead the School Ambassador programme	K. Henderson L. Edmondston	Pupil led ambassador group to lead on promotion and education of pathways.	Term 1 to establish group Work will then continue
Increased Parental Engagement and Understanding	<p>Link to the SCQF website provided through the parent/carer section of school website, and linked on the social media accounts</p> <p>Pupil Ambassadors deliver awareness - raising sessions at some parents' evenings and course choice options events.</p>	<p>K. Henderson L. Edmondston</p> <p>K. Henderson L. Edmondston</p>	Raising awareness of the SCQF to parents of both BGE and senior phase pupils will help to create a culture to understand the parity of esteem between qualifications.	Term 2 - 4
Increased Learner Pathways	A wider range of learning pathways are established, using NPAs, other SQA courses and Foundation Apprenticeships.	K. Henderson L. Edmondston	Increased offering of alternative qualifications is offered at course choice.	Term 3

An increased development of external relationships	A wide range of links are developed in partnership with colleges, universities, local businesses and youth work organisations to support learning pathways for pupils	K. Henderson L. Thomson	Links with DYW engagement data	Term 1-4
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Education Directorate Improvement Plan: Attendance & Engagement/Achievement				
Focused Priority 5a: Raise attainment: level 6 in S5 and 5@6 by end of S6				
HGIOS4 Quality Indicators: 1.1, 1.3, 1.5, 2.3, 2.6, 3.1, 3.2				
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				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Pupil prior pupil attainment is known and understood. All staff are prepared for the faculty attainment review. Clear targets can be set for faculties to assist them in their attainment journey development.	Thorough, deep dive into school's attainment data using all analysis tools.	All teaching staff	Attainment data scrutinised under several headings including: course summary, pupil summary, 5@5/6, marking reviews, prior attainment and component marks analysis.	Sept 2025

			<p>All teaching staff complete attainment evaluation for their classes.</p> <p>PTC's complete attainment evaluation for the faculty and submit this to the Rector and SLT link prior to the attainment meeting.</p>	
Young people to have their learning journey tracked to ensure that they are making incremental improvement over time.	Targeted tracking and monitoring calendar in place for all S5/S6 learners to identify those at risk of not achieving their true potential. Specific focus on pupils studying L6 qualifications in S5 and ensuring that S6 5@6 attainment is maximised.	TMR Working Group All Staff	Didbook tracking data will identify whether a young person is on/off track, their current working grade and their target grade.	Aug 2025 – Apr 2026
Almost all pupils are supported through targeted interventions to attain appropriate qualifications and go on to a sustained positive destination.	Implement targeted intervention strategies for pupils identified as being off track at level 6 based on Didbook data. Focus on cusp pupils who are close to achieving key performance indicators 1@6, 3@6 and 5@6.	All Staff	Increase in the % of S5 pupils achieving level 6 qualifications and the % of S6 pupils achieving 5@6 – in line or better virtual comparator.	Aug 2025 – Apr 2026

Opportunity for all pupils to further refine their subject knowledge and SQA exam technique. Also, an opportunity for colleagues to build a rapport with pupils. This will further strengthen colleague's ability to tailor learning and teaching to get the best out of pupils.	Extensive study support and masterclass programme to be created to support level 5 and level 6 attainment.	All Staff	Study support and masterclass programme shared with pupils and parents and carers. Support systems also regularly communicated via the school's communication platforms.	Sept 2025 – Study Support March 2026 – Masterclass Programme
All pupils are well positioned to make informed course choice based on maximising their ability to achieve level 5 and level 6 qualifications.	Guidance teachers to use assertive course choice strategy when advising young people to maximise pupil capacity to attain at the highest possible level.	RC/GF/LS/ALC	Thorough scrutiny of pupil's prior attainment using previous attainment data obtained from CfE machine. Pupils presented with information to allow them to make an informed decision that will give them the best chance of passing at level 6 in particular.	Jan 2026 – Aug 2026
The number of young people changing level will be reduced. All pupils will have the opportunity to attain at the highest possible level for them, which will maximise L6 attainment.	Implement level change workflow within the Didbook system to ensure authorisation is sought prior to any level changes.	DL	Reduction in the number of young people changing level, which will reflect the school's aspirational presentation policy.	Sept 2025 – April 2026

Education Directorate Improvement Plan: Attendance & Engagement				
Focused Priority 5b: Improving Pedagogy through a clear focus on Questioning and Feedback				
HGIOS4 Quality Indicators: 1.3, 2.3, 2.4, 3.2				
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				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Improved engagement in learning across all classrooms in the school.	Launch of new Beath HS Lesson Visit pro-forma, with a more focused approach in line with whole school improvement priorities.	D Lowrie (DHT) L Edmondston	Learning Visits Information gained from LV pro-forma at faculty/whole school level.	By October 2025
Deeper understanding of key knowledge and skills at all stages to ensure young people are better equipped to progress in their learning.	Staff development around new Lesson Visit pro-forma to ensure more consistent approaches to post-visit feedback.	M Martinez (PT Pedagogy)	Faculty Meeting Minutes Collated feedback from Learning Visits MS Forms – feedback capture.	By December 2025

<p>More consistent approaches to Learning, Teaching and Assessment across the school.</p> <p>Greater clarity around areas for improvement and clearer guidance to provide meaningful feedback to inform practice.</p>	<p>Clear whole school focus on Questioning and Feedback. Clear focus for all Learning Visits, CLPL inputs, Faculty Meetings, Professional Reading etc. Core aspect of new LV pro-forma.</p>	<p>M Martinez (PT Pedagogy) D Lowrie (DHT) PTCs</p>	<p>Learning Visits Faculty Meeting Minutes Pupil Focus Groups Feedback from 2.3 Local Authority Review (Jan 26)</p>	<p>By June 2026</p>
	<p>Engagement in Transforming Learning developments.</p>	<p>D Lowrie PT Pedagogy Transforming Learning Ambassadors</p>	<p>CLPL Programme Learning Visits Faculty Meeting Minutes Pupil Focus Groups</p>	<p>By June 2026</p>
	<p>Development of BHS PTC 2.3 Network Meeting Programme</p>	<p>A Calder (PTC Performing Arts) PTC/Subject PTs M Martinez (PT Pedagogy)</p>	<p>Meeting Minutes ELT Meetings Faculty Meeting Minutes PTC Questionnaires</p>	<p>By April 2026</p>

