BEATH HIGH SCHOOL

Standards and Quality Report 2021

Context of the school

Beath High School is a comprehensive school with a roll of 1250 pupils, half of whom reside in SIMD deciles 1 – 3. The percentage of young people registered for free school meals is 20%. Our staying on rates into S5 and S6 are in line with the Fife average. Attendance is below the Fife average but improving and the number of exclusions has historically been higher than the Fife average, but this has dropped significantly recently.

Approximately one third of our young people have an additional support need. We cater well for our young people and endeavour to ensure they fulfil their potential and leave school with the required skills to equip them well for life after school, in line with our school vision statement.

We use Pupil Equity Funding (PEF) from the Scottish Government to support targeted groups of young people by employing additional staff, buying additional equipment and paying for the services of partner agencies. All of the PEF money is used to close the poverty related attainment gap that exists in our community with a particular focus on literacy, numeracy, health & wellbeing and the acquisition of the skills young people require for learning, life and work.

Vision and Values

Following an intensive consultation that included all aspects of the school community, we now have the following agreed school vision and values:

Beath's Vision

"Every young person is supported and challenged to achieve their true potential through participation in excellent quality learning in a safe, welcoming, nurturing, happy, equitable and inclusive environment.

The school will work in partnership with our local community to ensure every young person leaves Beath with a portfolio of qualifications, skills, experiences and a knowledge of the job market so they can enter a sustained, robust positive destination of further/higher education, apprenticeship or employment."

Beath's Values

*B*elonging
*E*xperiences
*A*spirations
*T*eamwork
*H*onesty

Additional Context

1. Inspection February 2019

The school had a short model HMIe inspection in February 2019.
HMIe found the following strengths:

- The recently appointed headteacher, along with his deputes, is providing strong leadership for the school. Together with stakeholders they are developing a clear vision for taking Beath High School forward.

- The effective work to improve relationships across the school. This is helping to establish a calm, secure environment to support more effective learning and teaching.

- Across the school, staff are enthusiastic, committed and determined to improve the school through innovative and creative approaches.

HMIe found the following areas for improvement:

- Building on the determination for improvement, staff should define and agree their expectations of high-quality learning, teaching and assessment to ensure a consistent approach across the school. This should help to ensure an inclusive learning environment which provides flexible pathways to meet the wider range of needs across all young people.

- Develop robust tracking and monitoring systems to have a better understanding of progress in broad general education. This will support staff to more effectively identify and evaluate the interventions which will improve attainment and achievement for all young people.

- Ensure change is well-paced with appropriate, clear priorities for improvement in which the roles of all stakeholders are clearly understood. This should include a clear and shared understanding of effective leadership at all levels, particularly middle leadership.

The school was evaluated as '*Weak*' in Quality Indicator 3.2 (Raising attainment and achievement) and '*Satisfactory*' in Quality Indicator 2.3 (Learning, Teaching and Assessment). HMIe were scheduled to return in Autumn 2020 to note progress in the designated areas for improvement (on hold due to COVID-19).

2. Improvement Planning during 2020/21

Due to the pandemic, many of our 2019/20 improvement priorities were still 'live' for session 2020/21.
Those that could be progressed during the ongoing pandemic were – there is a review of progress in this document.
In line with all secondary schools in Fife, the following was our core focus whilst COVID-19 still impacted significantly upon our school community:

Core Priorities for 2020/21

- *Ensuring the safety of those in our school community*
- *Catching up on learning lost during 'Lockdown'*
- *Health and wellbeing of all young people and colleagues*
- *Recovery planning*

3. Significant events in 2020/2021

A chronology of significant events in session 2020/21 is included at the end of this document.

School Improvement Plan 2020/21 Summary of Priorities

NIF 1
Priority 1a: Continue with establishing a robust tracking and monitoring system
Priority 1b: Continue to develop Pedagogy
Priority 1c: Improve Moderation and Assessment in the BGE
Priority 1d: Develop a Collaborative Middle Leadership Programme
Priority 1e: Develop a robust whole school Digital Strategy

NIF 2
Priority 2a: Continue with our Positive Relationships approaches
Priority 2b: Reduce number of pupil exclusions
Priority 2c: Begin the 'Daily Dozen' initiative
Priority 2d: Promotion of Equity
Priority 2e: Lead and manage the transition from HUB to mainstream

NIF 3
Priority 3a: Improve attendance
Priority 3b: Improve parental engagement

NIF 4
Priority 4a: Continue with developing a curriculum that meets the needs of all learners
Priority 4b: Liaise and partner more closely with our wider community
Priority 4c: Develop a Former Pupil network

Review of School Improvement Plan 20/21 Progress

School Improvement Priority 1a: Continue with establishing a robust tracking and monitoring system

NIF Priority	HGIOS 4 Quality Indicators
Improvement in attainment, particularly in literacy and numeracy	1.1 Analysis and evaluation of intelligence and data
	1.1 Impact on learners' successes and achievements
NIF Driver	1.3 Implementing improvement and change
	2.3 Effective use of assessment
Teacher Professionalism	2.3 Planning, tracking and monitoring
Assessment of children's progress	2.6 Continuity and progression in learning
Performance Information	3.1 Inclusion and equality
Parental Engagement	3.2 Attainment in literacy and numeracy
School improvement	3.2 Attainment over time
School leadership	3.2 Equity for all learners

Progress

- New staff trained in the use of Didbook TMR system in August 2020.
- Didbook framework used to track pupil engagement during lockdown.
- Praise engagement letters sent out to all pupils with high levels of engagement.
- Parental phone calls carried out by all middle leaders to encourage engagement with online learning.
- Improvement in the quality of reports - Greater degree of quality assurance on all reports – involvement of guidance in final checks before distribution.
- Parents informed of 1st provisional grade in the ACM using departmental information.
- Didbook framework used to inform parents of the final provisional grade across all levels of attainment Nat 3, Nat 4, Nat 5, Higher and advanced higher with the ACM.
- Parents informed of final provisional grade by Certificates created and sent out to all S4 – S6 pupils in June.

Impact

- Improvement in the quality of information to parents and carers in terms of achievements and attainments.
- Pupils engagement monitored closely throughout lockdown and parents made aware. Praise letters sent and parents phoned where required.
  Parents informed throughout the ACM. Parents felt informed throughout the process.

Next steps

- Move to a single reporting format – to allow progression to be seen more readily.
- Greater use of Didbook for monitoring and tracking pupil attainment.
- Improve the quality or report information – parents more informed on strengths and areas for improvement.
- TMR system used to monitor individuals and cohorts with appropriate interventions put into place

- Involvement of pupils in the Didbook system to set targets, record wider achievements, highlight successes. Pupils becoming part of their learning journey.

School Improvement Priority 1b: Continue to develop Pedagogy	
<u>NIF Priority</u> *Improvement in attainment, particularly in literacy and numeracy* <u>NIF Driver</u> *Teacher Professionalism* *School improvement* *School leadership*	<u>HGIOS 4 Quality Indicators</u> 1.1 Impact on learners' successes and achievements 1.2 Professional engagement and collegiate working 1.3 Implementing improvement and change 1.4 Building and sustaining a professional staff team 1.5 Management of resources and environment for learning 2.3 Learning and engagement 2.3 Quality of teaching 2.3 Effective use of assessment 2.7 Collaborative learning and improvement 3.2 Attainment over time 3.2 Equity for all learners

Progress

- In order to provide learners with a range of opportunities for 'live' lessons between January and April 2021 it was important to co-ordinate this at a whole school level. It was appropriate to make our young people and their parents aware of when these opportunities were going to be available. Each member of staff was asked to complete a weekly Glow form outlining which (if any) of their lessons (as per the school timetable) were going to be 'live.' These responses were collated to give staff, pupils and parents an overview of the periods when staff and learners would be online together. This information had to be updated weekly and published with the learning overviews each Monday via Teams, Twitter and Groupcall.

- It was imperative that staff followed protocols regarding the use of 1-way and 2-way live video and audio. This was to safeguard for whichever 'live' lesson approach they wished to adopt and ensured that those who wanted to use this approach had taken all the necessary steps to ensure that the lesson was delivered appropriately.

- Staff also had to familiarise themselves with the risk assessments regarding the use of 1-way and 2-way live video and audio, if they had opted to use these approaches. All parents and carers had been contacted in advance to ask for consent to participate in a 'live' lesson. It was important that every member of staff had access to an up to date list of pupils where consent had been given for the use of live video and audio.

- There were clear expectations about what behaviour was acceptable during live video and audio sessions and these were shared with young people and their parents/carers beforehand.

- There was a daily drop in session on Teams to support staff with any technical issues. The support was offered by a group of colleagues who had been identified as the IT link for each Faculty across the school. They were on hand to help, guide and advise

- with any questions or queries regarding 'live' lessons as well as any other aspect of online teaching and learning.

- The TLC ran a weekly drop in session in order to support staff with any aspect of Learning and Teaching. They co-ordinated a weekly gathering of good practice and shared this across the school via the staff group on Teams.

Impact

- Young people and their parents/carers were fully aware of all lessons which were going to be 'live' each week and were able to be involved in lessons where they could interact with staff and other pupils within the class.
- Staff and pupils have become more confident in the use of IT, particularly Teams, Glow, MS Forms etc.
- The TLC, staff involved in the Tech Support Group and DHTs linked in with HMI during this process to feed back on progress. This allowed us to share what we were doing but also to gain advice on how we could further develop the role of the TLC.

Next steps

- TLC to further support staff (via Teams) particularly with aspects relating to the 'Beath Lesson Structure,' – there will be a focus on starters and plenaries where staff will be given the opportunity to share good practice.
- Staff will continue to use Glow/Teams as a tool for sharing resources and materials, issuing homework and communicating relevant information with pupils/classes.

School Improvement Priority 1c: Improve Moderation and Assessment in the BGE

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Teacher Professionalism
School improvement
Assessment of children's progress
School leadership
Performance information

HGIOS 4 Quality Indicators

1.1 Impact on learners' successes and achievements
1.1 Analysis and evaluation of intelligence and data
      1.1 Impact on learners successes and achievements
1.1. Professional engagement and collegiate working
1.2. Implementing improvement and change
2.3 Effective use of assessment
2.6 Continuity and progression in learning
3.2 Attainment over time

Progress

- All subject teachers fully involved with Alternative Certification Model (ACM)
- Moderation and assessment key to ACM
- In-service days and further time used to collaborate across Fife
- Huge amount of quality assurance built into Fife and Beath ACM approach
- Transparency and regular communications with parents/carers and young people

Impact

- ACM delivered on our rationale of ensuring every young person achieved the qualifications they were capable of, with all necessary evidence banked
- Zero concerns raised by parents/carers or young people on results day
- One appeal submitted to SQA

Next steps

- Subject teachers enhanced knowledge of moderation and assessment will ensure standards are maintained going forward

| **School Improvement Priority 1d**: Develop a Collaborative Middle Leadership Programme |

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<tr><td>

<u>NIF Priority</u>

Improvement in attainment, particularly in literacy and numeracy

<u>NIF Driver</u>

Teacher Professionalism
School improvement
School leadership

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<u>HGIOS 4 Quality Indicators</u>

1.2 Professional engagement and collegiate working
1.3 Implementing improvement and change
1.4 Building and sustaining a professional staff team

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Progress

- No progress during session 2020/21 due to impact of pandemic

Impact

- N/A

Next steps

- On SIP for session 2021/22

School Improvement Priority 1e: Develop a robust whole school Digital Strategy

NIF Priority	HGIOS 4 Quality Indicators
Improvement in attainment, particularly in literacy and numeracy	1.3 Implementing improvement and change
	1.5 Management of resources and environment for learning
NIF Driver	2.3 Quality of teaching
	3.2 Equity for all learners
Teacher Professionalism	3.3 Digital innovation
School improvement	3.3 Digital literacy
School leadership	3.3 Increasing employability skills

Progress

- Delivery of robust Digital CPD calendar
- New School Website and School App designed, populated and launched
- Establishment of Website and App Administration Team
- Conducted re-audit of current Faculty digital provision
- Invited Feedback from each Faculty in regards to the impact of current IT provision
- Formulated a strategy for Whole School IT refresh

Impact

- Improvement in colleague's confidence and ability to deliver high quality learning experience to our young people – proved invaluable during home learning
- Improved channels of communication with all stakeholders
- Dedicated team specialising in the maintenance and updating of the School Website and App. Clear job roles and duties identified to ensure that an up-to-date and professional communication platform is maintained
- In-depth understanding of current IT provision
- Faculties' best placed to explain what the current impact of IT provision has on learners. Feedback then used to formulate IT refresh strategy
- Clear strategy in place that will best serve the needs of our pupils in regards to IT, while minimising disruption to learning and teaching

Next steps

- Implement IT refresh strategy
- Continue to offer IT CPD opportunities to improve staff skillset
- Invite applications from young people to join Website and App Administration Team

School Improvement Priority 2a: Continue with our Positive Relationships approaches	

<u>NIF Priority</u>
 	
Closing the attainment gap between the most and least disadvantaged children and young people
 	
<u>NIF Driver</u>
 	
School Leadership
Teacher Professionalism
School improvement
Parental engagement
	<u>HGIOS 4 Quality Indicators</u>
	
	    1.3 Implementing improvement and change
	    2.1 Arrangements to ensure wellbeing
	    2.3 Learning and engagement
	    2.4 Removal of barriers to 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

Progress

- No progress during session 2020/21 due to impact of pandemic.

Impact

- N/A

Next steps

- On SIP for session 2021/22

School Improvement Priority 2b: Reduce number of pupil exclusions

NIF Priority	HGIOS 4 Quality Indicators
Closing the attainment gap between the most and least disadvantaged children and young people	1.3 Implementing improvement and change
	2.1 Arrangements to ensure wellbeing
NIF Driver	2.3 Learning and engagement
	2.4 Removal of barriers to learning
School Leadership	2.5 Early intervention and prevention
Teacher Professionalism	3.1 Wellbeing
School improvement	3.1 Inclusion and equality
Parental engagement	3.2 Equity for all learners
	3.3 Increasing employability skills

Progress

- No progress during session 2020/21 due to impact of pandemic

Impact

- N/A

Next steps

- Ongoing focus for session 2021/22

School Improvement Priority 2c: Begin the 'Daily Dozen' initiative

NIF Priority	HGIOS 4 Quality Indicators
Closing the attainment gap between the most and least disadvantaged children and young people	1.3 Implementing improvement and change
	2.1 Arrangements to ensure wellbeing
NIF Driver	2.3 Learning and engagement
	3.1 Wellbeing
School Leadership	3.1 Inclusion and equality
Parental engagement	
School improvement	

Progress

- Daily Dozen started in session 2019/20. No progress during session 2020/21 due to impact of pandemic.

Impact

- N/A

Next steps

- Daily Dozen interviews will resume when safe to do so (on hold due to COVID-19 restrictions)

School Improvement Priority 2d: Promotion of Equity

NIF Priority

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

NIF Driver

School Leadership
Teacher Professionalism
School improvement
Parental engagement

HGIOS 4 Quality Indicators
1.3 Implementing improvement and change
1.5 Management of resources and environment for learning
2.1 Arrangements to ensure wellbeing
2.4 Targeted support
2.4 Removal of barriers to learning
2.5 Early intervention and prevention
2.7 The development and promotion of partnerships
3.1 Wellbeing
3.1 Inclusion and equality
3.2 Equity for all learners

Progress

- Working Group for Equity & Access to Trips created
- Created Ready for School Boxes
- Created educational excursion access policy
- Created and staffed an 'Eco Wardrobe'
- Appointed Equity Captains
- Ensured the sustainability of the initiatives set up under the equity role.
- Constructed an alternative curriculum during study leave for those young people studying at Nat3/4 level – postponed due to Covid. (Is in place and ready to be visited when restrictions are lifted)
- Developed and distributed 600 learner packs during lockdown to ensure all young people had access to learning at home
- Worked with the cluster to distribute care packs and food parcels to families identified as struggling during lockdown
- Revised the Colours Policy to make it more equitable and inclusive
- Finance Officer in place to begin after October '21
- Collegiately working with CLD to create a family programme for health and wellbeing
- Challenge Poverty Week planned and ready to be put in place, with every teacher teaching the same lesson at the same time across the school
- On-going provision with Aldi vouchers, funding and Amazon vouchers for families in need
- On-going provision for families who struggle at Christmas
- Our first Equity Captains are paired with Cowdenbeath Primary School to mentor, support and assist in any way they can with their equity programme
- Working with other schools in the Fife and out with the area to assist them with their own equity programme

Impact

- Whole school community has a raised awareness of equity and the positive effects of the initiatives set up to combat the cost of the school day
- Young people leading the changes increases confidence and removes any stigma there may be over the various initiatives
- Young people have barriers removed from them participating in their daily education

- Whole school community has a raised awareness of various barriers our young people have when it comes to accessing education

Next steps

- Create a whole school rationale and poverty proofing statement which aligns fully with the school vision
- Continue to identify and create initiatives that will benefit the school community
- Utilise the pupil voice, and feedback from the wider community, to be responsive to the needs of Beath High School

School Improvement Priority 2e: Lead and manage the transition from HUB to mainstream

NIF Priority

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

NIF Driver

School Leadership
Parental engagement
School improvement

HGIOS 4 Quality Indicator
1.3 Implementing improvement and change
1.5 Management of resources and environment for learning
2.1 Arrangements to ensure wellbeing
2.2 Learning pathways
2.3 Learning and engagement
2.4 Targeted support
2.4 Removal of barriers to learning
2.6 Continuity and progression in learning
3.1 Wellbeing
3.1 Inclusion and equality
3.2 Equity for all learners
3.3 Increasing employability skills

Progress

- Improvement Priority completed June 2020

Impact

- HUB no longer in existence and all young people's needs met within the school

Next steps

- N/A

School Improvement Priority 3a: Improve attendance	
NIF Priority *Improvement in children and young people's health and wellbeing* NIF Driver *School Leadership* *Parental engagement* *School improvement* *Performance information*	HGIOS 4 Quality Indicators 1.3 Implementing improvement and change 2.1 Arrangements to ensure wellbeing 2.3 Learning and engagement 2.4 Removal of potential barriers to 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

Progress

- No progress during session 2020/21 due to impact of pandemic

Impact

- N/A

Next steps

- Continues on SIP 2021/22

School Improvement Priority 3b: Improve parental engagement	
NIF Priority *Improvement in children and young people's health and wellbeing* NIF Driver *Parental engagement* *School leadership* *School improvement*	HGIOS 4 Quality Indicators 1.3 Implementing improvement and change 2.4 Removal of barriers to learning 2.5 Engaging families in learning 2.5 Early intervention and prevention 2.6 Arrangements to support learners and their families 3.1 Wellbeing 3.1 Inclusion and equality 3.2 Equity for all learners

Progress

- No progress during session 2020/21 due to impact of pandemic

Impact

- N/A

Next steps

- Continued focus for 2021/22

School Improvement Priority 4a: Continue with developing a curriculum that meets the needs of all learners	
NIF Priority *Improvement in employability skills and sustained, positive school leaver destinations for all young people* NIF Driver *School Leadership* *Teacher Professionalism* *Parental engagement* *School improvement* *Performance information* *Assessment of children's progress*	HGIOS 4 Quality Indicators 1.3 Implementing improvement and change 1.5 Management of resources and environment for learning 2.2 Development of the curriculum 2.2 Learning pathways 2.2 Skills for learning, life and work 2.4 Targeted support 2.4 Removal of barriers to learning 2.6 Arrangements to support learners and their families 2.7 The development and promotion of partnerships 3.3 Increasing employability skills

Progress

- In June 2021, the S4 cohort were presented for eight (rather than six) qualifications for the first time.
- Candidates were presented for nineteen additional course awards: twelve NPAs, three SfW National 4/5, two National 4/5 courses, a National Certificate (NC) course and a City & Guilds Award.
- Significant improvements in attainment - 5@ level 3: 100%, 5@ level 4: 89%.
- Positive Destinations continue on an improving 5-year trend.
- Revised Beath curriculum beginning to show options for a wider range of pathways. For example: Construction and Care.
- DYW coordinator role to help to improve Foundation Apprenticeships and Positive Destinations.

Impact

- Significant improvements in attainment - 5@ level 3: 100%, 5@ level 4: 89%, 5@ level 5: 38%.
- Positive Destinations continue on an improving 5 year trend.
- Better opportunities for pathways for learners within the revised Beath curriculum: for example: construction, childcare and the Foundation Apprenticeship programme.

Next steps

- Illustrate the changes made to the curriculum since 2018 and the impact of these changes to the whole school community and beyond.

- Re-form the Curriculum group to plan for 2022/23.

- Plan the coursing model for 2022-23.

- Focus on ensuring coursing to maximise learners opportunities to achieve and attain.

School Improvement Priority 4b: Liaise and partner more closely with our wider community	
<u>NIF Priority</u> *Improvement in employability skills and sustained, positive school leaver destinations for all young people* <u>NIF Driver</u> *School Leadership* *Teacher Professionalism* *Parental engagement* *School improvement*	<u>HGIOS 4 Quality Indicators</u> 1.3 Implementing improvement and change 2.7 The development and promotion of partnerships 2.2 Skills for learning, life and work 3.3 Increasing employability skills

Progress

- No progress due to impact of pandemic

Impact

- N/A

Next steps

- Continued focus for 2021/22

School Improvement Priority 4c: Develop a Former Pupil network

<u>NIF Priority</u>

Improvement in employability skills and sustained, positive school leaver destinations for all young people

<u>NIF Driver</u>

School Leadership
Parental engagement
School improvement

<u>HGIOS 4 Quality Indicators</u>

1.3 Implementing improvement and change
2.7 The development and promotion of partnerships
2.2 Skills for learning, life and work
3.3 Increasing employability skills

Progress

- 100+ former pupils have signed up to the Network
- Video messages from FPs used at 'distanced' Colours Ceremony
- A number of pupils linked to FPs to gather more specific information on career choices

Next steps

- Receive and utilise up to date data from SDS on senior pupil career plans to merge with FP Careers spreadsheet
- Target career areas linking to pupil interest
- Create a database of video blogs from FPs regarding their career pathway
- Double number of members

Significant events in 2020/2021

Chronology of Significant Events
2020 - 21

When?	What?	Key issues arising/ areas focused on	Leader(s) of Identified area and summary of actions
Easter – Summer Term 2020	Closure of Schools 1	Learning & Teaching – online	LM and PTCs
		Equity of access to L&T – many young people unable to access online	RM and Equity Elves - paper packs made and distributed. SEIC IQIP (NBH and SLWG)
		Impact of poverty during lockdown. Lack of food/hygiene products/money/	NBH, RM and Guidance – appropriate support for all families. Food parcels distributed weekly.
		P7 Transition – blend of online and in person ½ day visits.	NBH planned programme. Guidance and volunteers supported visits.
		SQA Assessments	GH and PTCs
		Blended learning and full time timetables prepared	GH and SLWG
August 2020	Return to school	Early return to school – full time, not blended learning. Risk Assessments and mitigations to be put in place.	SLT planned for return during summer holiday (guidelines released week before term starts)
		Phased return in week 1	GH – timetable created.
		Focus on Wellbeing – Induction Day and beyond	Guidance team created programme to support anxieties of yp and promote wellbeing.
		Focus on Digital Literacy - Induction Day and beyond	MD and BIT faculty ensured all learners are confident using Teams
		Focus on relationships – young people struggled with being back together	SLT and Positive Relationships Officers reset expectations and dealt with issues as they arose.
Starting September – October 2020	Significant Covid Outbreaks begin	Track and Trace of positive cases.	SLT - Year Heads responsible for identifying and alerting contacts. SR liaised with Public Health and Fife.
		Supporting young people struggling to come back into building due to Covid anxiety	MT – small group and individual support to build up confidence, resilience and attendance of yp.
		Ongoing disruptions to Learning and Teaching due to staff and pupil absence	When possible work was also shared in Teams to allow those self-isolating to access their learning.
October 2020	Suicide of S1 pupil	Immediate support for young people and school community.	SLT, Guidance, Positive Relationships Officers and all staff.
		Preparations for funeral.	SLT and partner agencies worked together to support the family and ensure funeral went smoothly.
		Longer term support for young people and wider community with self-harm, suicide, loss and bereavement.	NBH and EPs produced support matrix to assist Guidance team. NBH and EPs established Coaching and Mentoring programme – 25 Beath colleagues signed up. Review of PSE programme.

			NBH part of Fife Suicide Prevention group – NHS, Police, SW, Samaritans etc also involved.
January – April 2021	Closure of Schools 2	Learning and Teaching – online, learner overviews and live learning.	LA, LMcL,TLC and PTCs led the use of Teams, ensuring work was spread out and introduction of live learning episodes.
		Equity of access to L&T – many young people unable to access online	Technicians reconfigured school laptops MT led distribution of laptops
		Quality Assurance of L&T	PTCs – ensure high standards of L&T in faculties SLT linked to faculties to QA L&T.
		Keyworker and Vulnerable Young People in school provision	NBH led organisation, including identification and communication with families. Staff volunteered to support bubbles on weekly rota.
		Impact of poverty during lockdown. Lack of food/hygiene products/money.	NBH, RM and Guidance – identify appropriate support for families. ALDI vouchers and care packages shared with identified families.
April – June 2021	Return to school	SQA and Alternative Certification Model (ACM) moderation	GH – SQA overview PTCs – led moderation in faculties SLT linked to faculties to support ACM at all stages.
		Completely Virtual/Digital P7 Transition – due to ongoing restrictions.	NBH and Primary HTs. NBH and Guidance planned August P7 induction.

Ongoing Engagement with HMI
2020 - 21

When?	What?	Why?	Who met with HMI
December 2019	Learning and Teaching	Whole school focus on ensuring consistent, high quality learning and teaching	LA, LMcL, SR and TLC leads
June 2020	Raising Attainment	Whole school focus on improving attainment. Developing Middle Leaders	KB, RB, GL, RR and NBH
June 2020	Equity	Ensuring whole school approach to equity Developing Middle Leaders	RM, NBH Pupil Equity Captains