BEATH HIGH SCHOOL

Standards and Quality Report 2025

Context of our school

Beath High School is situated in Cowdenbeath, a former mining town in central Fife. It is an area of high socio-economic deprivation with a rich and proud heritage. Our catchment is diverse, and in addition to Cowdenbeath includes: Kelty, Lumphinans, Hill of Beath and Crossgates; as well as a number of placing requests from Lochgelly and beyond. We have a roll of 1350 pupils, half of whom reside in SIMD deciles 1 – 3. The percentage of young people registered for free school meals is 21%. Our staying on rates into S5 and S6 are in line with the Fife average. Our leaver destinations for session 23/24 (published in Feb 25) were:

College – 35%
Employment – 33%
University – 20%
Other – 7%
Training – 5%

We have 42 care experienced young people on our roll. We have 18 young people identified as Young Carers. 44% of our young people have an additional support need as below:

21 – EAL
125 – SEBD
251 – Dyslexia
31 – Dyscalculia
85 – ADHD
135 – ASD
20 – visually impaired

We strive constantly to meet the needs of all our young people and endeavour to ensure they fulfil their true 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. We have a particular focus and emphasis on Equity. Our PEF plan for 2024/25 is a separate document.

The school does not charge young people/parents/carers money for any aspect of curricular delivery.

Vision and Values

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."

Values

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

Core Priorities

In order to synthesise our Improvement Plan and School Vision, we have agreed on 5 Core Priorities:

1. **We are focussed on continuing to raise attainment for all our learners**

2. **We encourage everyone in our school community to take leadership opportunities**

3. **Positive relationships and an awareness of our local context results in an equitable and inclusive approach to every aspect of Beath school life**

4. **High quality learning and teaching and effective partnership working ensures our young people are supported and challenged to achieve their true potential**

5. **Our positive destinations target is 100%**

School Improvement Plan 2024/25 Summary of Priorities

NIF 1

Priority 1a: Continue to improve pupil voice and empowerment

NIF 2

Priority 2a: Improve attendance

Priority 2b: Improve staff and pupil wellbeing

Priority 2c: Celebrating success

NIF 3

Priority 3a: Continue to improve parental engagement

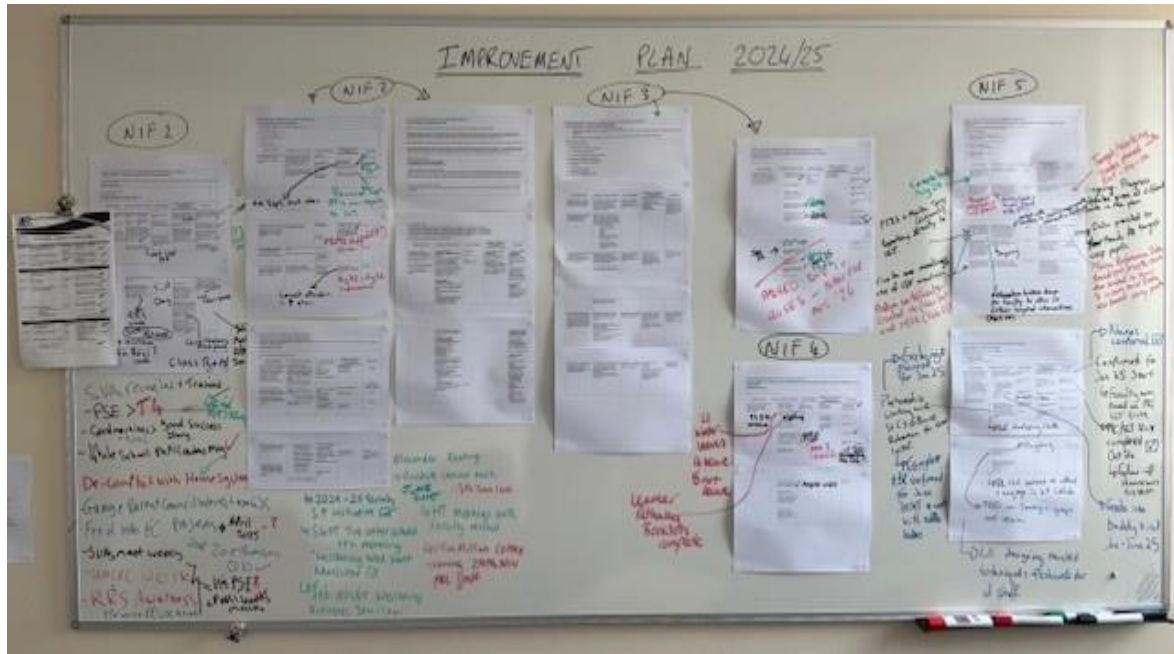Priority 3b: Develop curriculum for asymmetric and 27.5-hour week

NIF 4

Priority 4a: Continue to improve positive destinations

NIF 5

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

Priority 5b: Improving pedagogy

Improvement Planning as a 'live' document:

Above is a photograph of our Improvement Plan in hard copy form. This is regularly updated and annotated by those leading the various work streams.

Improvement Priority Session 2024 – 2025

Priority 1a: Continue to improve pupil voice and empowerment

Learners are actively engaged and involved in decision-making processes, ensuring learners needs are met in ways appropriate to the school's context**.**

Directorate Improvement Plan (delete as necessary)	HGIOS 4 Quality Indicators **1.3** Leadership of change **2.7** Partnerships **3.1** Ensuring wellbeing, equality and inclusion **3.2** Raising attainment and achievement			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	X

Progress:

- **Rights Respecting School Bronze Award:** Successfully achieved the Rights Respecting School Bronze award (Rights Committed), signifying our commitment to pupil rights and participation.
- **'5-a-day' Rector Meetings:** Established meetings with the Rector, fostering direct and consistent communication channels with pupils from all year groups.
- **Student Voice Ambassadors (SVAs) Recruitment & Training:** Successfully recruited SVAs at the start of the session; completing comprehensive, pupil-led training by October.
- **Student Voice Captains Appointed:** Two S6 Pupils were appointed Student Voice Captains to ensure all SVA initiatives remained genuinely pupil led.
- **Pupil Empowerment Strategic Group:** Established a whole-school Pupil Empowerment Strategic Group, comprising diverse staff and including Student Voice Captains, to ensure broad representation and pupil perspective.
- **SVA Calendar of Events:** Created a detailed Calendar of Events outlining the SVAs' year-long programme, including regular meetings that became weekly by the academic year's end.
- **Whole School Pupil Leaders Day:** Hosted a significant event in February 2025, bringing together all pupils in leadership roles to discuss Children's Rights, gender-based violence, wellbeing, and school improvement aligned with HGIOS 4.
- **Scottish Youth Parliament Visit:** The Scottish Youth Parliament visited Beath, where pupils provided direct feedback on the Scottish Governments 'Learning for Sustainability' action plan, influencing parliamentary discussions.
- **SVA Meetings with Year Heads:** Regular SVA meetings with year heads led to tangible improvements, including cafeteria card machines, waste bins

on all floors, and significant pupil engagement in the PSE curriculum development.

- **NSPCC Online Safety Project:** Beath was selected by the Scottish Youth Parliament as a 'regional voice group' for an NSPCC online safety project, with pupils currently developing national resources for the Scottish Government.
- **Pupil-Led Focus Groups (LTA):** Conducted pupil-led focus groups in May 2025 on Learning, Teaching, and Assessment (aligned with HGIOS 4); outcomes will inform future school improvement planning.
- **Pupil Leadership Team.** Reviewed the PLT structure and consulted with pupils on a potential refresh to it for academic year 25/26.
- **'Ask the Rector'.** Pupils from across the school were invited to submit questions directly to the rector for response. These were put to the Rector, with his responses shared by registration teachers.

Impact:

Awareness of Children's Rights:

- Achieving the Rights Respecting School Bronze award has started to cultivate pupil awareness of their rights and responsibilities.
- **Evidence:** Feedback from pupil focus groups indicates a majority of pupils are developing a clearer understanding of their rights. Anecdotal staff observations suggest less than half of pupils are becoming more confident in advocating for themselves and others.

Improved Communication and Responsiveness:

- '5-a-day' meetings and SVA meetings with year heads have opened strong communication channels. Pupil concerns and queries are increasingly being heard and addressed. A majority of pupils are confident to raise issues relating to them.
- **Evidence:** Tangible changes, such as the introduction of cafeteria card machines and waste bins throughout the school, demonstrate to pupils that their contributions are starting to lead to real-world outcomes.

Developing Pupil Agency and Leadership:

- The recruitment and initial training of Student Voice Ambassadors and the appointment of Student Voice Captains are embedding a stronger pupil leadership culture amongst almost all pupils at Beath.
- **Evidence:** Staff within the Pupil Empowerment Strategic Group have observed the Student Voice Captains beginning to effectively steer discussions and promote pupil-led initiatives.

Learning, Teaching & Assessment:

- Pupil voice is starting to feed into a majority of school improvement processes, with initial pupil influence visible in aspects of school life.

- **Evidence:** Pupil input has contributed to early discussions around the PSE curriculum. The recent pupil-led focus groups on Learning, Teaching, and Assessment are set to directly inform upcoming school improvement planning, though their full impact is still developing.

Responsible Citizens & Effective Contributors:

- Participation in events like the 'Whole School Pupil Leaders Day' and engagement with the Scottish Youth Parliament are beginning to foster articulate and engaged pupils who are keen to engage.
- **Evidence:** Almost all pupils expressed a sense of being heard during the Scottish Youth Parliament visit. The ongoing NSPCC project, where pupils are involved in developing national resources, showcases their emerging capacity for wider engagement.

Next Steps:

- **Progression to Silver Rights Respecting School Award:** This will involve further integrating children's rights into all aspects of school life, moving beyond awareness to full embodiment.
- **Refreshing the PSE Curriculum:** Continue to support the refresh of the PSE Curriculum, ensuring there is adequate time assigned to focussing on children's rights.
- **Engagement with Supporting Learners faculty:** Further direct engagement with the SLF is crucial to ensure pupil voice opportunities are available throughout all areas of Beath High School.
- **Contributing to Fife Council Authority-Wide Pupil Voice:** Begin to actively contribute to, and learn from, broader Fife Council initiatives related to pupil voice, sharing our practices and potentially participating in wider networks.
- **Professional Learning for Staff:** Providing professional learning for all staff is essential to enhance their capacity to genuinely embed pupil voice in their practice, growth in confidence amongst staff and fostering a whole-school culture of empowerment.
- **Continuing Pupil-Led Focus Groups:** Regular pupil-led focus groups, particularly those aligned with HGIOS 4, will continue to be a vital mechanism for gathering direct pupil feedback to inform continuous school improvement planning.

Improvement Priority Session 2024 – 2025						
Priority 2a: Improve Attendance						

Directorate Improvement Plan (delete as necessary)	HGIOS 4 Quality Indicators
	1.3 Leadership of change
	2.1 Safeguarding & child protection
	2.3 Learning, teaching & assessment
	2.4 Personalised support
	3.1 Ensuring wellbeing, equality & inclusion
	3.2 Raising attainment & achievement
	3.3 Increasing creativity & employability

Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	

Progress:

- Communicated with all staff in writing and via a presentation about attendance procedures.
- Reviewed remits linked to PTs Improving Attendance with the new strategic lead for Attendance identified in Pupil Support (A-L Cunneen).
- Developed Outreach processes and policies with M Terry.
- Used Power BI to identify cohorts where improvements in attendance could be made.
- PT1s Raising Attainment began reporting directly to SLT to providing overview of attainment including those who are hardest to reach and have low attendance. Programmes of work were put in place for these young people to attend school at specific points in the week.

Impact:

- Most young people are regularly attending school, and this is an improving picture. The attendance stretch target of 88.3% has been overtaken. Attendance is at 88.43% in June 2025.
- The majority of monthly attendance figures for 2024-25 are an improvement when compared with the same month in 2023-24. From October 2024 to March 2025, all the monthly attendance figures were higher for each month than they were in 2023-24. In January 2025 the overall attendance figure was 5.65% higher than it was in January 2024, this was the highest monthly increase between 2023-24 with 2024-25.
- A few young people have attendance below 50%. The number of young people in this category has reduced from 2023-24 to 2024-25.
- Overall attendance was 86.7% in September 2024. It is 88.43% in June 2025.

Next Steps:

- Streamline processes to ensure consistent and accurate coding of attendance.
- Continue to engage parents/carers in improving attendance.
- Launch 'know your number' campaign to engage even more young people in maintaining very good attendance at school.

Improvement Priority Session 2024 – 2025						
Priority 2b: Improve staff and pupil wellbeing						
<u>Directorate Improvement Plan</u> (<u>delete as necessary</u>)			HGIOS 4 Quality Indicators *3.1 Ensuring wellbeing, equality and inclusion*			
Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	

Progress:

- Established and expanded the Staff Wellbeing Committee
- Delivered staff wellbeing activities on INSET day & whole staff CLPL on 'Skills for Wellbeing' delivered by Wendy Simpson, a Health Psychologist & Fife CAMHS Early Intervention Service
- Continued successful initiatives such as *Secret Friend* and a positive Mental Health Awareness Week programme which included Wellbeing daily lunchtime walks, a 'Wear it Green' day and a whole staff scavenger hunt.
- Continued termly celebration reflections and staff appreciations.
- Collaborated with "Seemesee change" workshop.
- Creation of staff wellbeing noticeboard.
- Conducted a survey for feedback for wellbeing activities on INSET to gather feedback and inform planning.
- Faculty lunches with Head teacher took place in response to data from STAFFWISE.

Impact:

- Almost all staff responded positively to wellbeing initiatives.
- Increased sense of staff community and improved morale as evidenced through informal feedback and survey results.
- Greater participation and awareness of mental health issues through CPD and school events.
- Positive cultural shift towards openness and support around mental health in school.
- More staff are engaged in shaping wellbeing priorities through the committee and informal channels.

Next Steps:

- Finalise and communicate a shared vision for staff wellbeing aligned with the Beath Vision.
- Launch a calendar of wellbeing events for 2025–26 including "Walking Wednesdays", yoga, and social meetups (coffee mornings) – promote on staff wellbeing board.
- Expand staff representation in the wellbeing committee to cover all faculties in Aug INSET.

- Use staff survey data to create targeted INSET sessions and support programmes.
- Develop an online Wellbeing Hub to centralise access to supports and resources.
- Showcase Mental Health First Aiders to build a supportive presence across the school.
- Evaluate all initiatives regularly and refine based on feedback to ensure sustained impact.

Improvement Priority Session 2024 – 2025

Priority 2c: Celebrating success

Directorate Improvement Plan (delete as necessary)	HGIOS 4 Quality Indicators
	1.1 Self-evaluation for self-improvement
	1.3 Leadership and management of staff
	2.1 Safeguarding and child protection
	3.1 Improving wellbeing, equality and inclusion
	3.2 Raising attainment and achievement

Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	

Progress:

- The committee have reviewed and renewed the current celebrating success policy on how best to obtain examples of learner achievements and success across the school.
- The committee has spoken with colleagues on how best to gather faculty success and implemented suggestions.

Impact:

- The new strategy for obtaining pupil success across the whole school suits majority of staff thus has increased the number of responses staff have put forward.
- Speaking with colleagues has benefited this SIG with regards to staff's understanding thus increased the number of responses input.

Next Steps:

- The committee is yet to reach out to other schools in Fife to see how they celebrate success.
- The committee should link with other SIGs (AA -Newsletter, GF - Merits/Above & Beyond, HBL – Parental Engagement, LT – DYW).
- The committee should delegate pupil representatives to design board.

Predicted impact of these next steps…

- The expected impact of reaching out to other school's will develop this SIG further and explore different ways to celebrate the success of our young people.
- Linking with other SIGs will provide continuity across the school and provides one platform where all learners success is celebrated. This will support almost all parents/carers / staff / pupils understanding on where to access young people's success.

- The board will provide a focal point in the school to support the development of the SIG as well as pupil voice by using the representatives to develop this / explore ideas.

Improvement Priority Session 2024 – 2025						
Priority 3a: Continue to improve parental engagement						
Directorate Improvement Plan (delete as necessary)			HGIOS 4 Quality Indicators **2.5 Engaging families in learning** **2.5 Early intervention and prevention**			
Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	

Progress:

- Parental Engagement working group sustained with 12 members from across a range of faculties.
- Teams and Technology classes at a variety of times to suit working patters, providing opportunities to use Teams platform, view homework, submit work and see files.
- Production of report writing guide, using committee and parent members' feedback. Circulation through usual cascading channels of ELT, then whole school with PTC support.
- S1 Celebrating Success Event delivered in October with 260 guests.
  - Majority of year group represented
  - Evidence of work completed on show
  - Discussion opportunities with faculty members
  - Opportunity to learn about courses and qualifications.
- Committee provided support for Senior Awards Ceremony with over 200 guests.
  - Front of house support for door, ticketing, welcoming and meeting needs re: seating, handling event queries and hospitality.
- Over 100 parents/carers welcomed into school for S4 Start Here for Success event in August.
  - Information shared about courses, prelims, deadlines, revision strategies, study support and wellbeing support.
- Committee provided support for Career's Fair, welcoming almost 550 people into the school.
  - Front of house support for door, ticketing, welcoming and hospitality providing guides and escorts for those requiring adaptations.
- Committee provided support for Sports Awards Ceremony which was a sold-out event at 170 seats.
  - Front of house support for door, ticketing, welcoming and meeting needs re: seating, handling event queries and hospitality

Impact:

- Majority of parents engaged with S4 event, providing positive feedback about supporting young people during prelims and examinations. Almost all said they had learned more about the structure of exams and expectations on the learners. Almost all felt more informed about the role of SLF in supporting.
- Almost all S1 parents/carers were in attendance in October. Positive feedback received from majority about opportunities to see work and engage informally with teachers. All enjoyed being welcomed into school early in the year.
- All felt Teams and Technology workshops were beneficial to their understanding of how to access homework and support young people with completion.
- Report writing guide has seen some improvement in long report, with fewer errors noted around pronouns, spelling of names and improved content relating to course outlines.

Next Steps:

- Continued focus on reporting standards and content being delivered to parents/carers – requirement to commit to reporting guide from colleagues and through QA
- Continued focus on supporting attainment through event provision
- Continued focus on supporting celebration of success through committee

Improvement Priority Session 2024 – 2025						
Priority 3b: Develop curriculum for asymmetric and 27.5-hour week						

Directorate Improvement Plan (delete as necessary) Achievement	HGIOS 4 Quality Indicators *1.3 Implementing improvement and change* *1.5 Management of resources and environment for learning* *2.2 Rationale and design. Development of the curriculum, Learning Pathways, Skills for learning, life and work* *2.4 Removal of barriers to learning* *2.6 Continuity and progression in learning* *2.7 Collaborative learning and improvement* *3.3 Increasing creativity and employability*

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	X

Progress:

- A Curriculum Group was re-established in August 2024 with a key focus on preparing for the move to an asymmetric week model in June 2026.
- Although the formal transition to the asymmetric timetable was delayed by a year (*due to bus contracts*), meaningful preparatory work has taken place.
- Reviewed and discussed curriculum provision for all year groups.
- Drafted and agreed the curriculum offer for session 2025–2026 in collaboration with PTCs and faculties.
- Course descriptors were revised and distributed to staff, pupils, and families prior to the Christmas break.
- The school hosted a Careers Fair in November to enhance awareness of senior phase pathways and opportunities post-school.
- PTC consultations and course choice interviews were held in January–February 2025, ensuring all learners had personalised support through their Guidance teacher.
- A new school timetable, reflecting these developments, was built and launched on 4th June 2025.

Impact:

- The school has built foundational understanding and consensus among staff in preparation for the shift to an asymmetric week.
- Early planning has enabled a curriculum offer that is increasingly responsive to pupil needs and flexible in structure.

Next Steps:

- Continue and deepen curriculum planning aligned to the June 2026 move to an asymmetric timetable.
- Finalise curriculum rationale, including learner voice and parental input.
- Engage all faculty teams in planning that reflects both curricular depth and breadth across all stages.
- Build in evaluative measures for the impact of curriculum structure changes on learner outcomes and staff workload.

Improvement Priority Session 2024 – 2025					
Priority 4a: Continue to improve positive destinations					

Directorate Improvement Plan (delete as necessary) Positive Destinations	HGIOS 4 Quality Indicators *1.1 Analysis and evaluation of intelligence and data* *1.3 Implementing improvement and change* *2.2 Rationale and design. Development of the curriculum, Learning Pathways, Skills for learning, life and work* *2.3 Planning, tracking and monitoring* *2.4 Removal of barriers to learning* *2.6 Continuity and progression in learning* *2.7 Collaborative learning and improvement* *3.1 Inclusion and equality* *3.2 Overall quality of learners' achievement* *3.3 Increasing creativity and employability*

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	X

Progress:

- Improved Initial Positive Destinations rate from 93.9% to 95.72%, now outperforming the Virtual Comparator, Fife average, and National benchmark.
- Strengthened partnerships with Skills Development Scotland (SDS), the DYW coordinator, and Pupil Support staff to better understand and influence pupil pathways.
- Expanded work-based learning opportunities through business, college, and training provider collaborations.
- Introduced a broader course offer for S3 learners, including new National Progression Awards at SCQF Level 5.
- Enhanced tracking of attainment for pupils involved in new course pathways.

Impact:

- Most young people are now engaging in curricular pathways that better reflect their interests and long-term aspirations, resulting in improved sustained destination outcomes.
- The inclusion of NPAs and increased vocational opportunities has begun to diversify the skillsets and post-school trajectories available to learners.

- Career-related learning is becoming more embedded across stages, with pupils demonstrating greater awareness of employability and post-school options.

Next Steps:

- Improve the tracking and monitoring processes for school leavers to ensure continued progression post-school.
- Further refine the curriculum to maximise attainment and achievement, especially for those pursuing vocational or flexible pathways.
- Broaden links with local employers and businesses, using tools such as the WorkIt programme to provide authentic work experience placements.
- Promote career education across the curriculum, ensuring all learners develop the skills and awareness needed for positive transitions beyond school.

Improvement Priority Session 2024 – 2025						
Priority 5a: Raise attainment: level 6 in S5 and 5@6 by end of S6						

<table>
<tr>
<td colspan="3">Directorate Improvement Plan <u>(delete as necessary)</u></td>
<td colspan="4">
<u>HGIOS 4 Quality Indicators</u>

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
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Progress:

- CfE machine (Results Machine) used for the second year, colleagues able to analyse pupil performance and also compare it to previous attainment.
- All colleagues with certificate classes self-evaluated pupil performance for their classes and this information was then shared with the PTC.
- PTC used colleague self-evaluation to evaluate faculty performance, identifying areas of strength and areas for development.
- Faculty attainment reviews were held during term 1, each faculty had the chance to reflect on pupil attainment and specific improvement priorities were agreed for the session ahead.
- Robust tracking and monitoring schedule implemented during 2024/25 session, that allowed learner progress to be tracked over time.
- Tracking data shared with colleagues regularly and colleagues encouraged to share this with young people to involve them in their learning.
- Data shared with colleagues included On/Off Track, Working Level, Prelim Grades, Estimates, Dual Entry.
- PTC's used tracking data to make informed decisions and implemented targeted interventions to support young people to remain on track.
- Parents and carers received regular feedback on the progress of their young person.
- Specific INSIGHTS created for year heads to target cusp 5@6 pupils.

- Whole school presentation policy outlined school's aspirational presentation policy, almost all faculties have increased the number of young people being presented for the final exam.
- Expansive study support and Easter school programme implemented, to support young people.

Impact:

- Greater consistency in relation to SQA analysis.
- Informed discussion during attainment reviews and focused identification of improvement priorities for the session ahead.
- Colleagues knew areas for improvement and targeted support was given when required to support improvement.
- Pupils identified as 'off track' benefited from early intervention which allowed them to build their capacity over time.
- Pupils and parents informed about attainment progress throughout the process.
- Cusp 5@6 pupil attainment was tracked over time, to ensure appropriate interventions were implemented and that they were given the best chance of enjoying success.
- Colleagues were able to tailor learning and teaching to pupil need in order to get the best out of young people.

Next Steps:

- CfE machine to be used again to analyse SQA results in August 2025.
- Identify whether our attainment and intervention strategies have had a direct impact on our results. Focus on S4 5@5 and S5/S6 5@6.
- Continue expand our curriculum offer to include new L5 and L6 qualifications.
- Continue to develop targeted strategies to make improvement for S5 learners at level 6 and 5@6 by the end of S6 to ensure we are in line or better our virtual comparator.
- Continue to use data and prior attainment to assist pupils in making informed course choice for session 2026/27.

Improvement Priority Session 2024 – 2025						
Priority 5b: Improving Pedagogy						
<u>Directorate Improvement Plan</u> (delete as necessary)			<u>HGIOS 4 Quality Indicators</u> *1.2 Leadership of Learning* *1.3 Leadership of Change* *2.3 Learning, Teaching and Assessment* *2.7 Partnerships*			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	X

Progress:

- We have engaged 10 additional staff in our OSIRIS OTI programme, taking the total number of staff trained in this to 20 across our school by September 2025, which is when the current cohort is due to complete.
- Summary Self Evaluation completed and submitted to Local Authority in November 2024, where we self-evaluated across 2.3 as "Good".
- Faculty PTC and SLT joint visits completed by December 2024 with almost all staff observed and fed back to.
- Cross faculty "Buddy" visit programme completed by June 2025, with almost all staff engaging in this second learning visit of the session. PTCs leading on this, engaging both faculties in follow up discussions and next steps. Views sought by DL regarding process for session 25-26.
- November INSET handed over to Bruce Robertson (Next Level Education) who led all teaching staff through a bespoke workshop with a clear focus on Questioning and Feedback. Overwhelmingly positive response from staff in relation to this session. Clear next steps identified at both whole school and faculty level; these will be evident in SIP for session 25-26. This was completed in partnership with colleagues from St Columba's HS and our cluster Primary schools.
- LE created "Trusted Technique" resource for ease of use, shared with all staff.
- Bruce Robertson led an additional 3-hour session at the June INSET focusing on Middle Leaders' role in leading improvements in pedagogy. All members of our faculty leadership teams attended this session. Next steps to feature as part of 25-26 SIP.
- Teacher Exchange Programme continues for a second year, with 26 staff across Beath HS, Kirkcaldy HS and St Columba's HS involved (8 participants from Beath). Staff engage in planned visits to each other's schools, with opportunities to share practice and collaboratively plan at least 1 learning episode, with both staff reviewing these lessons together.
- School CLPL programme continued with specific inputs on pedagogy around areas such as Rosenshine's Principles of Instruction, Doug Lemov's "Teach Like a Champion" techniques, and use of ICT to enhance

learning (e.g Plickers). Staff also beginning to engage in Transforming Learning project inputs ahead of implementation during session 25-26.
- DL and LE (PT Pedagogy) continue to engage in DHT 2.3 Collaboratives across the session.
- LE has been involved in designing local authority online resources in partnership with colleagues across the local authority.
- LF (Pupil Empowerment) has begun work with pupil led focus groups of young people looking at aspects of HGIOURS theme 2.
- Faculties fully resourced with mini white boards as part of whole school approaches to check for pupil understanding and making thinking visible within the classroom.
- ES has engaged in Fife wide work looking at Moderation through network meetings. ES feeds back regularly at LTA Strategic meetings.

Impact:

- Evidence from observations/PTC discussion of techniques from OSIRIS programme and Bruce Robertson inputs being used by **a few** staff.
- Feedback from **almost all** staff very positive in relation to BR workshop, specifically around the simplicity of message and ease of use of some of the techniques covered within this session around feedback and questioning.
- PTCs report an increase in confidence from **almost all** staff involved in OSIRIS OTI programme around their capacity to think creatively around appropriate pedagogy for different classes/groups of young people.
- PTC/SLT learning visits showed that **most** staff are trying to use specific techniques to check for pupil understanding (e.g MWB, fist of 5 etc). A few staff are making effective use (Plickers etc) of ICT to check for pupil understanding on a regular basis.
- **Almost all** staff have very specific PRD priorities relating to improving their pedagogy.
- Evidence from staff questionnaires shows that **most** staff find the process of learning visits worthwhile, with **a few** suggesting ways in which the process could be tweaked to further improve this for teaching staff.

Next Steps:

- Continue with a clear whole school pedagogy focus on Questioning and Feedback.
- Further develop use of ICT to enhance pupil learning in the classroom (including engagement in Transforming Learning work). Clear focus on 1 or 2 strands of transforming learning programme and look at consistent application in Beath, linked to whole school pedagogy priorities.
- Review Learning Visit paperwork to provide a more meaningful tool for evaluation (including self-evaluation) with a specific focus on the two whole school pedagogy priorities (Questioning and Feedback).

- Train staff in use of new paperwork to ensure consistency in application and delivery of feedback. This is particularly important for middle and senior leaders to ensure consistent application and feedback.
- Further develop QA/Self Evaluation processes to gather views on learning and teaching. Continue to develop pupil led focus groups using HGIOURS.
- Create opportunities for middle leaders to meet with specific focus on QI 2.3 across the course of the school session.
- Continue to review processes around Learning Visits
- Consider Local Authority review with a specific focus on QI 2.3.
- Continue with a very specific focus on Questioning and Feedback across Learning Visits, CLPL programme, Local Authority review etc.
- ES to continue to engage in local authority work around moderation.

SQA Results Analysis 2025

Session 2024/25's strategic target of increasing S4 5@5 and S5/6 5@6 has been successful, with a significant increase in all. In S4, we met the aspirational target of more than half of S4 achieving at least 5 level 5 qualifications. In S5 and S6 we are very close to matching VC. This focus will continue for session 2025/25 with a target of reaching our VC in these key measures.

Individual faculty attainment is mixed. Some very strong with significant improvement this session, others with particular concerns around level 5 and 6 attainment. These have been highlighted and discussed at faculty attainment review meetings with resulting clear and focused 'agreed actions' for this session.

Across the senior phase, we have successfully achieved our target with breadth and depth – our next step is to improve the quality of the passes in Nat5 and Higher.

This is the third year of our 'supported classes' (known as 'DAS' in Fife) being included in the Senior Phase attainment picture – whilst Fife produce 'DAS adjusted' figures, Insight does not have this capability, and we need to be mindful of the school context when comparing with VC and National figures. For example, our 5@3 in S4 DAS adjusted is 100%, compared to the Insight published figure of 95%. Similarly, our 5@5 in S4 is 53%, compared to the published figure of 51%. Next session this issue will not exist, due to the seemis coding being correct for September 2025 census data uplift.

Level 4 and Level 5 Literacy and Numeracy in S4 have improved significantly from last session and are now matching our VC when the percentages are adjusted as above.

Further evaluations below in the following areas:

- Breadth and depth
- Literacy and numeracy
- Improving attainment for all
- Attainment versus deprivation

Breadth and Depth from Insight, September 2025

S4		**2023**		**2024**		**2025**
5@3	91%	(VC 85%)	90%	(VC 85%)	95%	(VC 89%)
5@4	81%	(VC 81%)	73%	(VC 81%)	81%	(VC 84%)
5@5	40%	(VC 52%)	46%	(VC 56%)	51%	(VC 61%)

S5		**2023**		**2024**		**2025**
5@3	99%	(VC 93%)	95%	(VC 93%)	94%	(VC 92%)
5@4	93%	(VC 91%)	86%	(VC 91%)	84%	(VC 90%)
5@5	61%	(VC 70%)	66%	(VC 71%)	73%	(VC 75%)

S5		**2023**		**2024**		**2025**
1@6	56%	(VC 72%)	66%	(VC 72%)	74%	(VC 75%)
3@6	30%	(VC 48%)	40%	(VC 49%)	54%	(VC 53%)
5@6	11%	(VC 25%)	20%	(VC 26%)	29%	(VC 30%)

S6		**2023**		**2024**		**2025**
5@3	100%	(VC 98%)	96%	(VC 97%)	99%	(VC 98%)
5@4	99%	(VC 97%)	95%	(VC 97%)	96%	(VC 97%)
5@5	90%	(VC 90%)	81%	(VC 88%)	93%	(VC 91%)

S6		**2023**		**2024**		**2025**
1@6	91%	(VC 92%)	85%	(VC 95%)	93%	(VC 92%)
3@6	61%	(VC 78%)	61%	(VC 78%)	77%	(VC 80%)
5@6	38%	(VC 60%)	43%	(VC 60%)	60%	(VC 63%)

S6		**2023**		**2024**		**2025**
1@7	21%	(VC 39%)	31%	(VC 39%)	23%	(VC 41%)

Highlighted data was a focus last session – significant improvement realised and much, *much* closer to our virtual comparator (VC).
This data has also seen significant improvement.

Literacy and Numeracy

S4 Literacy levels 3 & 4

Local Benchmarking Measure: Literacy and Numeracy by Measure
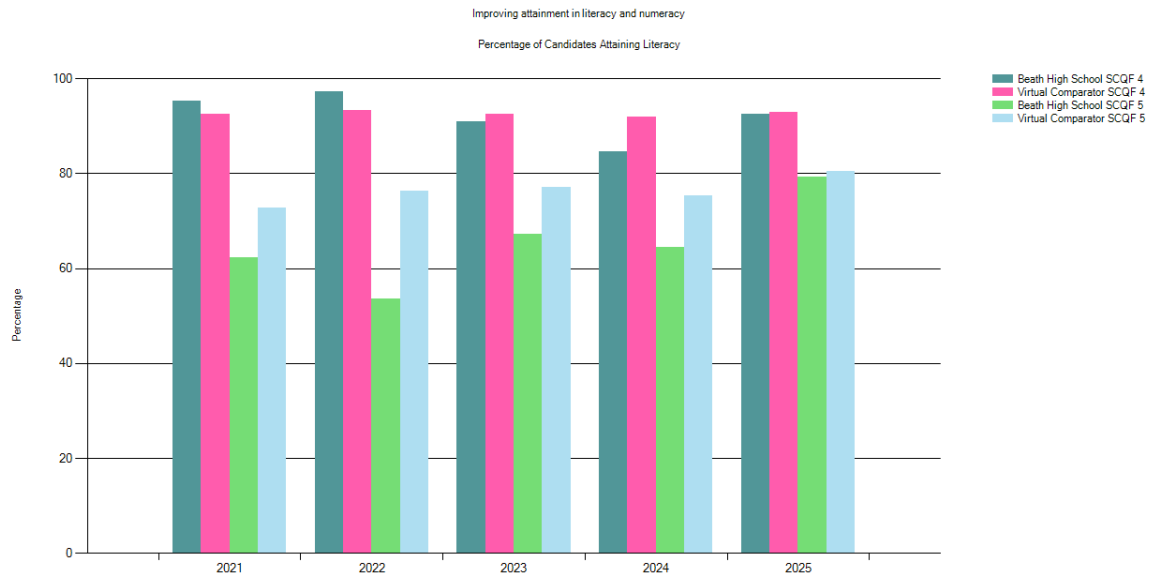

S4 Literacy levels 4 & 5

Local Benchmarking Measure: Literacy and Numeracy by Measure

Level 3 performance has improved and exceeds VC.

Levels 4 and 5 significantly improved and in line with VC when adjusted for census.

S4 Numeracy Levels 3 & 4

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Numeracy

Legend:
- Beath High School SCQF 3
- Virtual Comparator SCQF 3
- Beath High School SCQF 4
- Virtual Comparator SCQF 4

S4 Numeracy Levels 4 & 5

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Numeracy

Legend:
- Beath High School SCQF 4
- Virtual Comparator SCQF 4
- Beath High School SCQF 5
- Virtual Comparator SCQF 5

Level 3 performance has improved and exceeds VC.

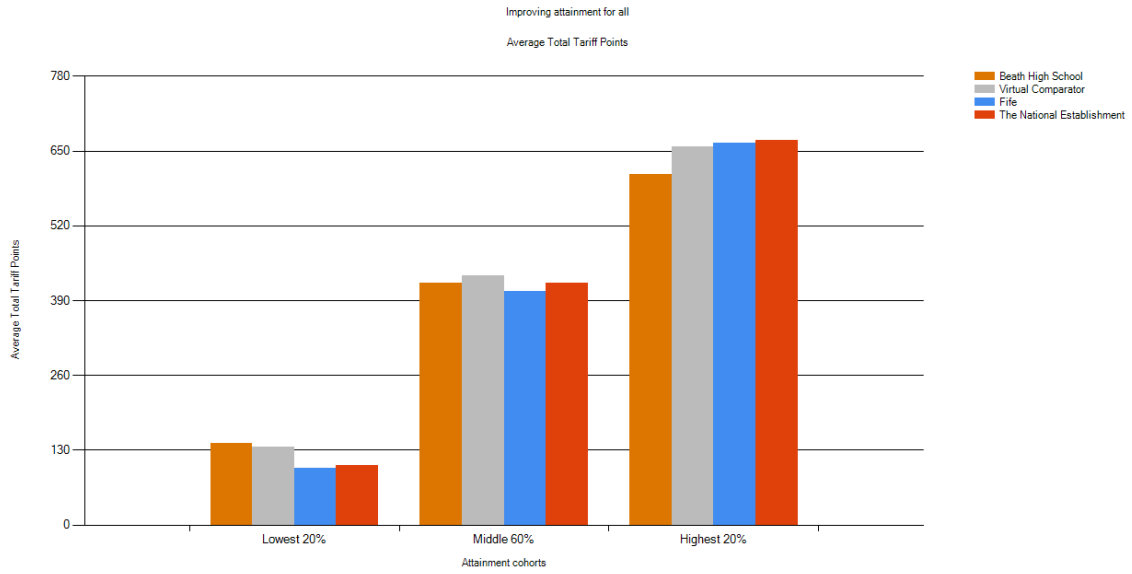Levels 4 and 5 significantly improved and in line with VC when adjusted for census.

Improving attainment for all

S4

Local Benchmarking Measure: Improving Attainment for All

The selected year is **2025**

Improving attainment for all

Average Total Tariff Points

Legend:
- Beath High School
- Virtual Comparator
- Fife
- The National Establishment

S5

Local Benchmarking Measure: Improving Attainment for All

The selected year is **2025**

Improving attainment for all

Average Total Tariff Points

Legend:
- Beath High School
- Virtual Comparator
- Fife
- The National Establishment

S6

Local Benchmarking Measure: Improving Attainment for All

The selected year is 2025

Improving attainment for all

Average Total Tariff Points
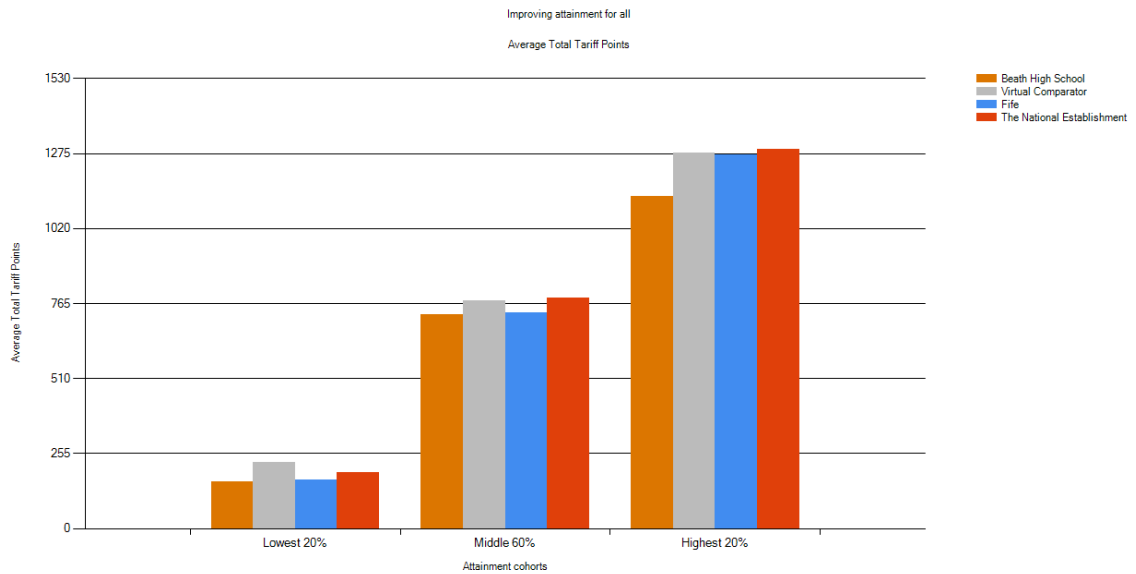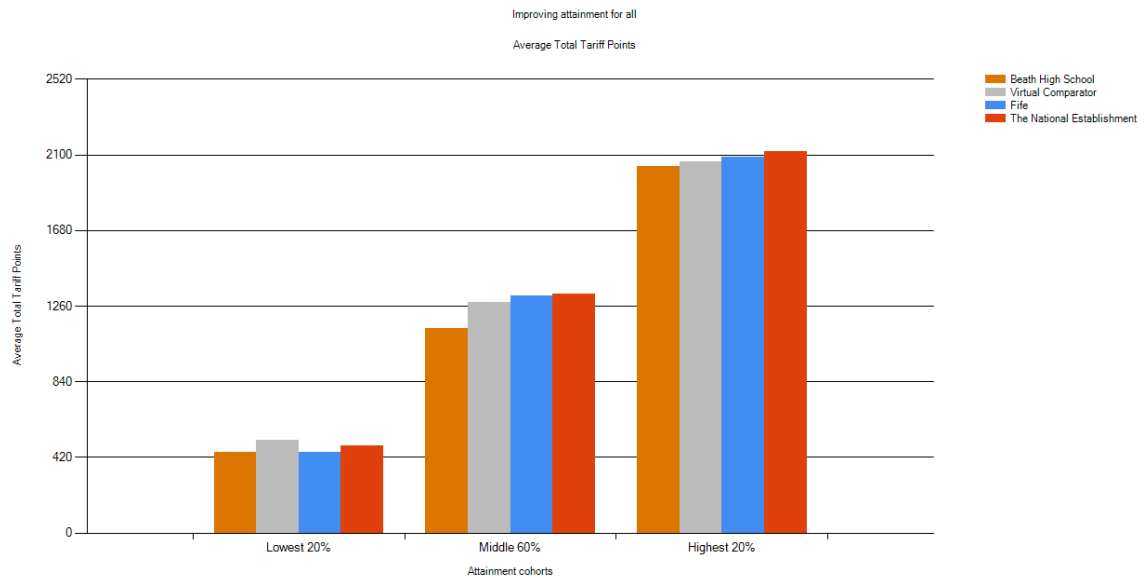
Across all three year groups, our highest 20% is not performing in line with VC/Fife/National picture. This aligns with the action point for session 2025/26 of needing to improve the *quality of pass* in N5 and Higher qualifications.

Lowest 20% and middle 60% have seen improvements.
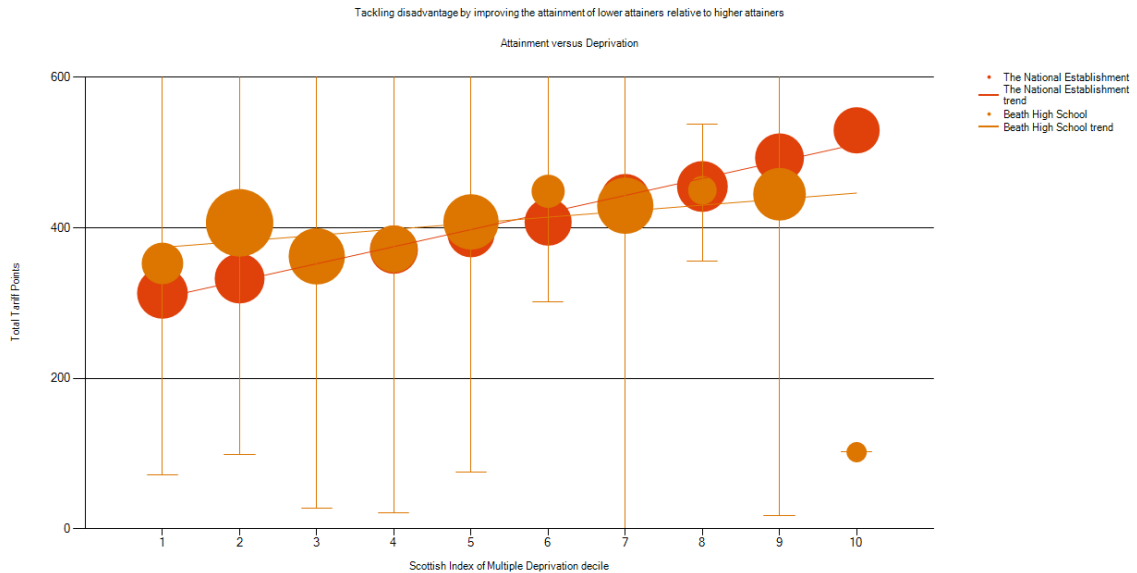
Attainment versus deprivation

S4

Local Benchmarking Measure: Attainment versus Deprivation

The selected year is **2024/25**

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

- The National Establishment
- The National Establishment trend
- Beath High School
- Beath High School trend

Y-axis: Total Tariff Points
X-axis: Scottish Index of Multiple Deprivation decile

⊕ Add to personal dashboard

Testing found that the following comparisons were significant.

In **SIMD decile 2**, your performance is **greater than** the National Establishment

S5

Local Benchmarking Measure: Attainment versus Deprivation

The selected year is **2024/25**

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

- The National Establishment
- The National Establishment trend
- Beath High School
- Beath High School trend

Y-axis: Total Tariff Points
X-axis: Scottish Index of Multiple Deprivation decile

S6

Local Benchmarking Measure: Attainment versus Deprivation

The selected year is **2024/25**

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

- The National Establishment
- The National Establishment trend
- Beath High School
- Beath High School trend

Total Tariff Points

Scottish Index of Multiple Deprivation decile
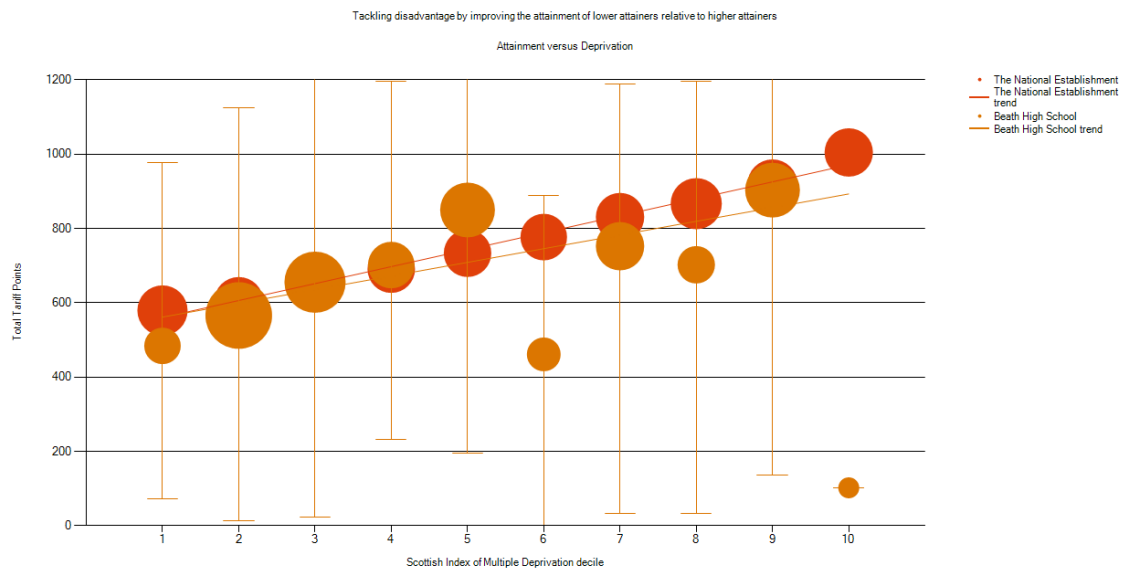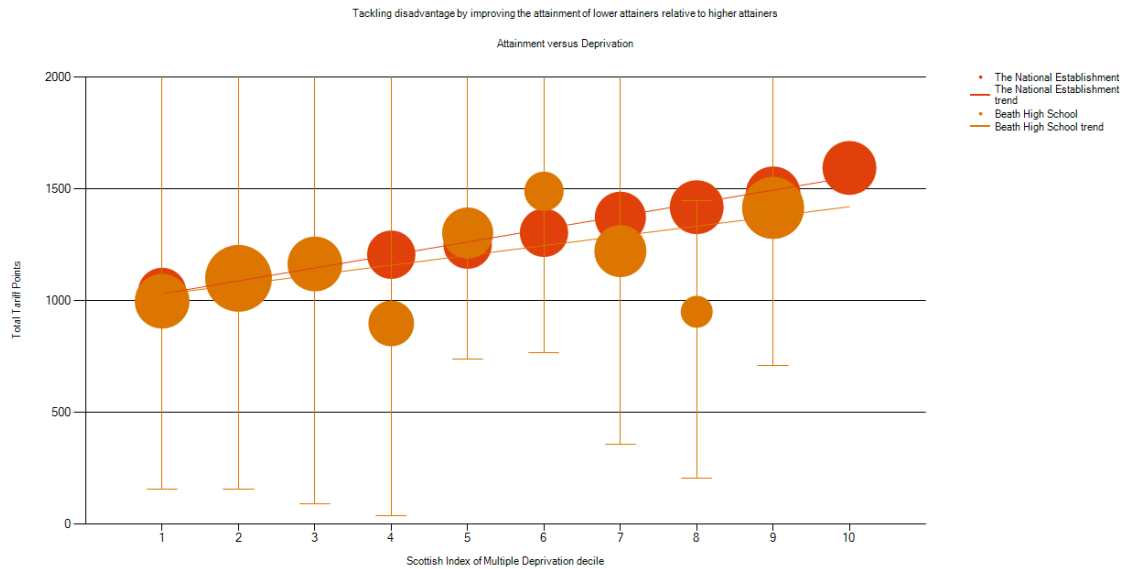
⊕ Add to personal dashboard

Testing found that the following comparisons were significant.

In **SIMD decile 4**, your performance is **lower than** the National Establishment
In **SIMD decile 6**, your performance is **greater than** the National Establishment

S4, S5 and S6 all dip as the SIMD scale increases.
This correlates somewhat to our top 20% being a focus and the related quality of pass target.
All 3 graphs are showing continued improvement when compared with last session and beyond.

Other attainment

S3 CfE Declarations				
Stage	**Reading**	**Writing**	**Listening and Talking**	**Numeracy**
S3 (Level 3)	93%	93%	93%	96%
S3 (Level 4)	88.7%	88.7%	88.7%	86.6%

S4 Literacy & Numeracy				
Level/ Measure	**Literacy**		**Numeracy**	
	Stretch Target	**Actual**	**Stretch Target**	**Actual**
Level 3	NA	100%	NA	100%
Level 4	NA	91.9%	NA	96.8%
Level 5	NA	80.5%	NA	72.8%

Summary of evaluations against key quality indicators

Quality Indicator	Descriptor	Evaluation
1.3	**Leadership of Change**	**4**
2.3	**Learning, teaching and assessment**	**4**
3.1	**Improving wellbeing, equality and inclusion**	**4**
3.2	**Raising attainment and achievement**	**4**

Evaluation key:

Level 6	Excellent	Outstanding or sector leading
Level 5	Very Good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses