BEATH HIGH SCHOOL

Standards and Quality Report 2024

DRAFT Sept 2024

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 1400 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. Our leaver destinations for session 22/23 (published in Feb 24) were:

College – 29.7%
University – 28.8%
Employment – 28.8%
Training – 6.1%
Other – 6.6%

We have 21 care experienced young people on our current roll. We have 40 young people identified as Young Carers. Approximately one third of our young people have an additional support as below:

18 – EAL
154 – SEBD
180 – Dyslexia
26 – Dyscalculia
82 – ADHD
72 – ASD
8 – 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 2023/24 is a separate document.

Vision and Values

Following an extensive consultation in session 2018/19 that involved all aspects of the school community, we have the following agreed school 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 2022/23 Summary of Priorities

NIF 1
Priority 1a: LGBT Youth Award Scotland Award
Priority 1b: Pupil Empowerment

NIF 2
Priority 2a: Improve attendance
Priority 2b: Promote the use of respectful language
Priority 2c: Staff wellbeing

NIF 3
Priority 3a: Continue to improve parental engagement
Priority 3b: Embed the use of appropriate homework in our pedagogy

NIF 4
Priority 4a: Senior Phase to deliver robust destinations

NIF 5
Priority 5a: Focused raising attainment approaches
Priority 5b: Research new level 5 and level 6 courses

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 2023 – 2024						
Priority number and NIF – Priority 1a: LGBT Youth Scotland Award						
Directorate Improvement Plan (delete as necessary) Equality & Equity Health & Wellbeing			HGIOS 4 Quality Indicators 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			
Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	

Progress:

What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

- We have sustained and reappointed a new Equalities Committee for this session, led by pupils following an application and interview process.
- The Committee have reviewed the current Anti-Bullying policy and Equality policy
- The Committee have led learning in PSE lessons on anti-bullying themes
- The signposting on the school website and of LGBT Youth Scotland has been reviewed to increase visibility
- Equalities topics / diverse representation become more actively embedded in learning throughout the school
- The library has a larger and more diverse section of LGBTQ+ themed texts
- Young people have continued to socialise with young people in other contexts through the wider Fife Equalities Network
- Staff training from LGBT Youth Scotland completed

- LGBT Youth Scotland evidence portfolio against standards for evaluation have been completed and uploaded
- Award achieved for LGBT Youth Scotland Silver Charter status

Impact:

What impact has the progress/work undertaken had on improving the outcomes of your children and young people?

What evidence do you have? Quantitative or qualitative data to support this impact

Impact statements should be written evaluatively eg almost all, most, majority etc

- Increased confidence amongst majority of staff to navigate LGBTQ+ topics and conversations with pupils, colleagues, and parents/carers.
- Sense of belonging and inclusion for all involved in process of achieving Charter status. Important to have non-LGBT voices championing the progress.
- Developed capacity to consult all and meet needs of majority of LGBTQ+ community.
- Policies consider unique challenges of LGBTQ+ people more thoroughly. All pupils protected more thoroughly by specific reference in policy.
- More instances of positive LGBTQ+ representation, providing visibility for all LGBTQ+ young people and opening conversation for allies. Increased feelings of safety, diversity, and inclusion in the classroom, evidenced through Pupil Wise.

Next Steps:

Identify a few next steps linked directly to progress and impact for this priority

If there are numerous next steps does this need to be a continued priority for following session?

- Continue to generate fresh ideas to celebrate events in the LGBTQ+ calendar
- Continue with an established Equalities Committee
- Continue to review policies at least annually
- Work with other schools to establish a Fife Equalities standard
- Continue to log bullying incidents in Seemis by category

Improvement Priority Session 2023 – 2024						
Priority number and NIF – Priority 1b: Pupil Empowerment						
Directorate Improvement Plan (delete as necessary) Equality & Equity Health & Wellbeing			HGIOS 4 Quality Indicators **3.1 Ensuring Wellbeing, Equality and Inclusion** - Wellbeing - Inclusion and equality			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	X

Progress:

- Staff group who want to be involved in improving pupil empowerment at Beath were identified.
- S4 and S5 Beath Senior Phase representatives on the Fife Senior Pupil Empowerment Panel that ran in 2022-23 took forward the Beath Student Voice Ambassadors for 2023/24 via year group assemblies in September 2023.

Impact:

- A few pupils were involved in student voice discussions in term one.
- Staff members volunteering has led to a teacher being identified to lead Student Voice in 2024-25.

Next Steps:

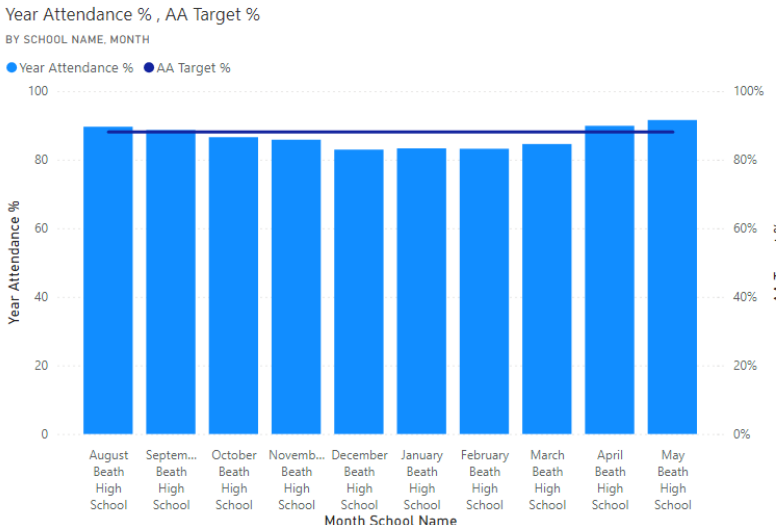
- New lead teacher for Student Voice for 2024-25.
- Year Group Ambassadors to be appointed in August 2024
- Engagement with the Rights Respecting School Award programme via new lead teacher.

Improvement Priority Session 2023 – 2024						
Priority number and NIF – Priority 2a: Improve attendance						
Directorate Improvement Plan (delete as necessary) Achievement Attendance & Engagement			HGIOS 4 Quality Indicators **3.1 Ensuring Wellbeing, Equality and Inclusion** - Wellbeing - Inclusion and equality			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	X

Progress:

- Whole school focus on following attendance procedures.
- PEF funded PTs Improving Attendance have worked with guidance staff to support and challenge individual learners and families to improve attendance.
- PT Improving Attendance attended CLPL to link with other schools/authorities to share ideas/good practice
- Attendance PTs & DHT met to continue to identify areas requiring improvement.
- Awareness raised of the negative impact of poor attendance across the school community – infographic sent to all parents.

Impact:



Data as of 07/06/24

- Monthly school attendance at Beath has returned to exceeding AA 'stretch' target since April 2024.

Next Steps:

- Use PowerBi Data to target specific cohorts (for example <30% and ASN) to improve overall school attendance and maintain a higher attendance throughout the academic session.
- Strategic links made, via PowerBi data, that allow the operational work of the PTs Improving Attendance and the operational work of the Guidance team with their caseloads provide an improvement in overall school attendance.

Improvement Priority Session 2023 – 2024						
Priority number and NIF – Priority 2b: Promote the use of respectful language						
Directorate Improvement Plan (delete as necessary) Equality & Equity Health & Wellbeing			HGIOS 4 Quality Indicators **3.1 Ensuring Wellbeing, Equality and Inclusion** - Wellbeing - Inclusion and equality			
Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	

Progress:

- Year group assemblies focussed on respectful language and not using swear words in school – completed end of October/start of November
- PSE focus S1-S6 on respectful language and the link to the world of work
- Letter to parents/carers outlining the school approach and expectations of using respectful language – sent 29/11/23

Impact:

- Raised awareness across the school community
- Staff confident to check use of inappropriate language due to whole school message

Next Steps:

- Embedded in the school culture
- Continue to call out and challenge unacceptable language
- Maintain approach

Improvement Priority Session 2023 – 2024						
Priority number and NIF – Priority 2c: Staff wellbeing						
Directorate Improvement Plan (delete as necessary) Health & Wellbeing			HGIOS 4 Quality Indicators 3.1 Ensuring wellbeing, equality and inclusion			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	X

Progress

- Creation of staff wellbeing committee
- Completed 2 x Staff Wellbeing activities on INSET days
- Questionnaire was set gathering evaluation on INSET activities
- Continued secret friend and creation of Beath Blog initiative
- Beath bobble hats successfully gifted to all staff members
- Continued development of Wellbeing and Health delivered at a whole staff CLPL
- 12 staff members completed a Level 5 First Aid course

Impact:

- Almost all staff reacted positively
- 97% enjoyed activities
- 95% would like to do it again
- 93% felt that it improved their wellbeing that day
- Increased positive ethos of staff and continuation of building relationships
- Increased staff wellbeing and staff saw value/ impact of INSET activities. Staff have suggested improvements to this process for next session
- Staff continued professional development and capacity for supporting each other and young people
- Increased awareness of Mental Health

Next Steps:

- Create a vision for staff wellbeing aligned with Beath Vision to support staff
- Survey staff to gather staff perspective of own wellbeing and use as baseline measurement for the year
- Continue to have a focus on wellbeing on various INSET days
- Increase staff wellbeing committee to ensure more representation of all faculties
- Create calendar of events to organise a variety of wellbeing events throughout the year e.g. Walking Wednesdays/ Staff Yoga
- Use the wellbeing hub to develop staff wellbeing

Improvement Priority Session 2023 – 2024						
Priority number and NIF – Priority 3a: Continue to improve parental engagement						
Directorate Improvement Plan (delete as necessary) Achievement Health & Wellbeing Positive Destinations Attendance & Engagement			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			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	X

Progress:

What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

- Reformation of Parental Engagement Group with cross faculty representation and parent membership
- Creation of a Parental Engagement Calendar of events
- CLPL session around report writing delivered by sub-group of PEG
- Delivery of 13 events and 2 programmes of events focusing on academic outcomes and health and wellbeing outcomes
- Introduction of Eventbrite platform to host, track uptake and market events
- 877 tickets reserved by parents at events since October
- Work undertaken with 11 partner agencies to deliver events addressing wellbeing outcomes
- Work with WEA to improve parent/carer literacy and numeracy skills

Impact:

What impact has the progress/work undertaken had on improving the outcomes of your children and young people?

What evidence do you have? Quantitative or qualitative data to support this impact

Impact statements should be written evaluatively eg almost all, most, majority etc

- Most S4 parents engaged with the 'Start Here for Success' event in August, 81% attended
- Improving quality of reporting, fewer issues raised post-report through Guidance and quality assurance is catching a greater number of issues, allowing them to be addressed
- All teaching staff engaged in the CLPL on report writing
- Feedback from Wellbeing events has been very positive evidenced by parent comments, 'learned a lot', 'signposting is helpful'
- WEA course took 8 parents and 6 are now in employment following improved confidence with communication and number work

Next Steps:

Identify a few next steps linked directly to progress and impact for this priority

If there are numerous next steps does this need to be a continued priority for following session?

Probationer / NQT sessions for parent's evenings / report writing to be delivered by PEG in a timely manner, before long reporting

Production of report writing guide to improve quality of reporting

Increased focus on supporting learning and achievement next session through PEG events

Consultation on termly newsletter

Consultation on family learning opportunities

Continue with positive schedule of events to support Teams, S4 success, S1 settling and whole school open evening: Soup and Stovies.

Improvement Priority Session 2023 – 2024

Priority number and NIF – Priority 3b: Embed the use of appropriate homework in our pedagogy

Directorate Improvement Plan (delete as necessary)	HGIOS 4 Quality Indicators
Achievement	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 2.6 - Continuity and progression in learning

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

Progress:

What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

Extensive consultation has taken place over the past 12 months to design, implement and regularly review the Beath High School S1-3 Homework policy/rota. This was created in partnership with our parent council, who raised concern in relation to inconsistent volume of homework being issued across the school.

Consultation with parents/carers, colleagues and young people led to the creation of a structured homework rota, covering all faculties and subject areas. The initial focus was with BGE classes (S1-3). This was implemented in August 2023, and ran through terms 1 and 2. In December 2023, we consulted parents/carers, colleagues, and young people via focus groups and MS Forms. In total, we received 112 parent responses, 39 staff responses, and 406 responses via focus groups, all from S1-3. Feedback from all stakeholders fed into a reviewed homework rota for January-June 24. The feedback was shared with parents/carers in January 2024, with information around how we would be using their feedback to further develop our approach to homework.

Key changes made mid-session:

- **Homework assembly** held with all year groups in February 24. Aim was to raise profile, signpost support, outline processes and remove barriers to completing homework. This was also used to sell the positives of completing homework regularly.
- **Improved communication measures with home**. Introduced weekly group call texts, outlining work being issued for the following week. This is sent home on a Friday afternoon. Inclusion in the bulleting for all pupils as a reminder. This is also used to remind staff. Purchase of faculty homework boards to ensure consistency around promotion of homework deadlines etc.

Homework also features within tracking and monitoring reports issued to all parents/carers of S1-6 pupils, ensuring home are fully aware of their young person's engagement in homework tasks being issued.

Impact:

What impact has the progress/work undertaken had on improving the outcomes of your children and young people?

In December, we captured the following from our parents/carers:

71% were happy with the quality and regularity of homework being issued. 70% of parents felt that the homework was manageable, and confirmed their young person was regularly completing homework tasks.

Pupil information indicated that the biggest percentage of young people (aside from S5/6) engaging in homework was our S1 and S2. This is pleasing to see, as we aim to form habits amongst our junior pupils as they progress through school.

Staff reported concerns around submission of homework across S1-3, with almost half a class (on average) regularly completing and submitting homework. It has always been our intention, when developing this rota and new policy, to focus the attention on young people who want to complete homework. There is strong evidence to suggest we are achieving this. The biggest concern in relation to homework completion comes from our S3/4 cohort, with staff data showing that, on average, the percentage of a class handing in homework tasks was between a quarter and half of an average S3 class. This is higher in S1 and S2. Numbers of senior classes working towards national qualifications remains strong.

The range of evidence shows that the majority of our S1 and S2 are regularly completing homework tasks now. Less than half of our S3 cohort are regularly completing homework tasks. However, there was strong evidence to suggest that few S1-3 were completing any homework this time last session, so this is a positive that we will aim to build on.

We will continue with consultation on homework as we move into year 2 of implementation.

Qualitative feedback via the rector's 5 a day consultation suggests that there may have been a drop off amongst S2 and S3 pupils during term 4. Steps have been taken already to address this for next session.

Next Steps:

Identify a few next steps linked directly to progress and impact for this priority

If there are numerous next steps does this need to be a continued priority for following session?

- Improve staff understanding of rota and consistent issuing of homework
- Improve quality of feedback for homework submitted
- Improve faculty quality assurance mechanisms in relation to homework
- Increase percentage of S1-3 regularly completing and submitting homework
- Maintain communication with parents/carers in relation to homework
- Maintain consultative approach to further develop approaches to homework

Improvement Priority Session 2023 – 2024

Priority number and NIF – Priority 4a

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

Directorate Improvement Plan (delete as necessary)	HGIOS 4 Quality Indicators
Achievement Positive Destinations	1.3 Leadership of Change 1.5 Management of resources and environment for learning 2.2 Learning pathways 2.2 Skills for learning, life and work 2.7 The development and promotion of partnerships 3.3 Increasing employability skills 3.3 Digital innovation 3.3 Digital literacy

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

Progress:

- The strategic direction of our Curriculum pathways has been steered by our collaborative Curriculum Group and then further developed with Faculties and illustrated for 2023-24.
- Our coursing process has been better informed by the creation of subject pathways illustrations that focus on maximising learner opportunities to achieve and attain in each Faculty.
- All learners have had significant input to ensure that they have chosen curriculum pathways which will lead to robust and sustained positive destinations including 1:1 meetings with SDS & their Guidance Teacher, presentations from local employers, businesses, colleges and universities at a careers fair, regular targeted DYW events throughout the year and also opportunities to learn about pathways within all subject areas across the school.

Impact:

- Our curriculum model has been expanded to offer a wider range of SCQF courses.
- More young people have elected to remain at school for session 24-25.
- All Faculties now offer a wider range of flexible courses catering for more levels and abilities.
- The Beath curriculum aligns with the School Vision.

- More robust tracking and monitoring processes during 23-24 indicate that there will be an improvement in attainment at Level 5/6.

Next Steps:

- Continue to further develop curriculum pathways and ensure that coursing continues to maximise learner opportunities to achieve and to attain.
- Continue to develop flexible pathways which meet the needs of all learners.
- Continue to develop links with local employers and business' – using the WorkIt programme to provide opportunities for young people to undertake work experience.
- Build awareness, knowledge and understanding of career education in the classroom.

Improvement Priority Session 2023 – 2024

Priority 5a: Focused raising attainment approaches

Priority number and NIF –

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

Improvement in attainment, particularly in literacy and numeracy.

Directorate Improvement Plan	HGIOS 4 Quality Indicators
Achievement Positive Destinations	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

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

Progress:

- The 'Results Machine' was implemented in August 2023 for the first time and allowed all colleagues to access information on attainment both for their subjects and on an individual pupil by pupil basis.
- Robust tracking and monitoring schedule implemented during 2023/24 session, that allowed learner progress to be tracked over time.
- Early intervention strategies implemented to ensure that pupils had the best chance to achieve their true potential.
- Parents and carers received regular feedback on the progress of their young person.
- Whole school presentation policy developed based on key messages from the attainment reviews and improvement priorities.

Impact:

- Greater consistency regarding SQA analysis, which led to meaningful discussions and the identification of improvement priorities during the Faculty attainment reviews.

- Pupils who were identified as ‘off track’ benefited from early intervention which allowed them to build their capacity over time and give themselves the opportunity of attaining at the highest possible level.
- All key stakeholders involved in the creation of Beath’s Presentation Policy. Clear and concise expectations that all colleagues and pupils could refer to during the course of the year, to ensure a collegiate approach to improving attainment.
- Parents felt informed throughout the process and were better placed to work with the school to support their young person.

Next Steps:

- Thorough examination of SQA results in August 2024, to identify whether our attainment and intervention strategies have had a direct impact on our results. Focus on S4 and Level 5.
- Continue to build on work to improve L5 attainment in S4.
- 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 2025/26.

Improvement Priority Session 2023 – 2024						
Priority number and NIF – Priority 5b The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners.						
Directorate Improvement Plan (delete as necessary) Achievement Positive Destinations			HGIOS 4 Quality Indicators 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			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	X

Progress:

- Faculties have researched and developed Level 5, 6 and 7 courses ready for implementation in session 24-25. Donnie Wood gave a presentation on SCQF courses to all staff at the beginning of the session which gave an opportunity to find out information, make networks and ask questions.
- Our revised curriculum offer and presentation policy specifically identifies improving Level 5, 6 and 7 attainment as a key focus. Lewis Paterson, Insight Advisor, presented to both SLT and ELT on attainment of senior cohort at the beginning of the session.
- The Curriculum Working Group, with representation from all Faculties across the school, allowed us to work together to develop curriculum pathway maps for each subject area. All maps are accessible on our school website and have been shared with young people, staff, parents and carers.
- Continuous work with SDS colleagues, DYW co-ordinator and Pupil Support staff have led to a better awareness of our leaver destinations and how this can influence our curriculum offer.

Impact:

- 8 new SCQF courses and 186 student places have been added to our curriculum offer for 24 - 25
- Our revised curriculum offer and presentation policy, in conjunction with robust tracking and monitoring processes, will ensure an improvement in attainment.
- Our curriculum pathways have been shared with young people, staff, parents and carers on our school website and social media.
- Teaching staff now have a greater understanding of the range of courses within their Faculty areas to meet the needs of all learners.

Next Steps:

- To monitor and track the attainment levels young people studying our new courses.
- Our curriculum offer should continue to provide young people with the opportunity to improve skills for life, learning and work, ensure opportunities to plan for a positive pathway beyond school, increase levels of sustained positive destinations and improve life chances for all.
- S3 pupils will be offered a broader range of courses including Level 5 NPAs.
- To improve our initial positive destinations figure (93.9%) – a more strategic focus on those at risk of a negative destination.

SQA Results Analysis 2024

Session 2023/24's strategic target of increasing S4 5@5 and S5/6 5@6 has been successful, with a significant increase in all. This focus will continue for session 2024/25 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.

We are liaising with Insight advisor over our drop in 5@4 attainment as this is not in line with our predictions.

This is the second 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 95%, compared to the Insight published figure of 90%. Similarly, our 5@5 in S4 is 49%, compared to the published of 46%.

Another action point for this session is to revisit the approach of our PT Raising Attainment posts, who have the strategic remit of ensuring all in our S4 cohort achieve at least 5 qualifications. This will be assisted with each colleague now teaching PSE weekly to their S4 caseload. Linked to this, we now have an outreach teacher in post who is ensuring those young people who do not attend school are still achieving their qualifications.

Level 4 and Level 5 Literacy and Numeracy in S4 have dipped from last session and are still short of our VC (not as short as is published, due to impact of supported classes) – we have set up a local authority workshop to review these measures this session to seek advice on strategies and actions that will enable us to focus on improvement in these key measures.

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 2024

S4		**2022**		**2023**		**2024**
5@3	99%	(VC 87%)	91%	(VC 85%)	90%	(VC 85%)
5@4	86%	(VC 83%)	81%	(VC 81%)	73%	(VC 81%)
5@5	38%	(VC 55%)	40%	(VC 52%)	46%	(VC 56%)

S5		**2022**		**2023**		
5@3	100%	(VC 93%)	99%	(VC 93%)	95%	(VC 93%)
5@4	93%	(VC 90%)	93%	(VC 91%)	86%	(VC 91%)
5@5	64%	(VC 69%)	61%	(VC 70%)	66%	(VC 71%)

S5		**2022**		**2023**		
1@6	64%	(VC 70%)	56%	(VC 72%)	66%	(VC 72%)
3@6	26%	(VC 48%)	30%	(VC 48%)	40%	(VC 49%)
5@6	5%	(VC 24%)	11%	(VC 25%)	20%	(VC 26%)

S6		**2022**		**2023**		**2024**
5@3	99%	(VC 99%)	100%	(VC 98%)	96%	(VC 97%)
5@4	98%	(VC 98%)	99%	(VC 97%)	95%	(VC 97%)
5@5	83%	(VC 88%)	90%	(VC 90%)	81%	(VC 88%)

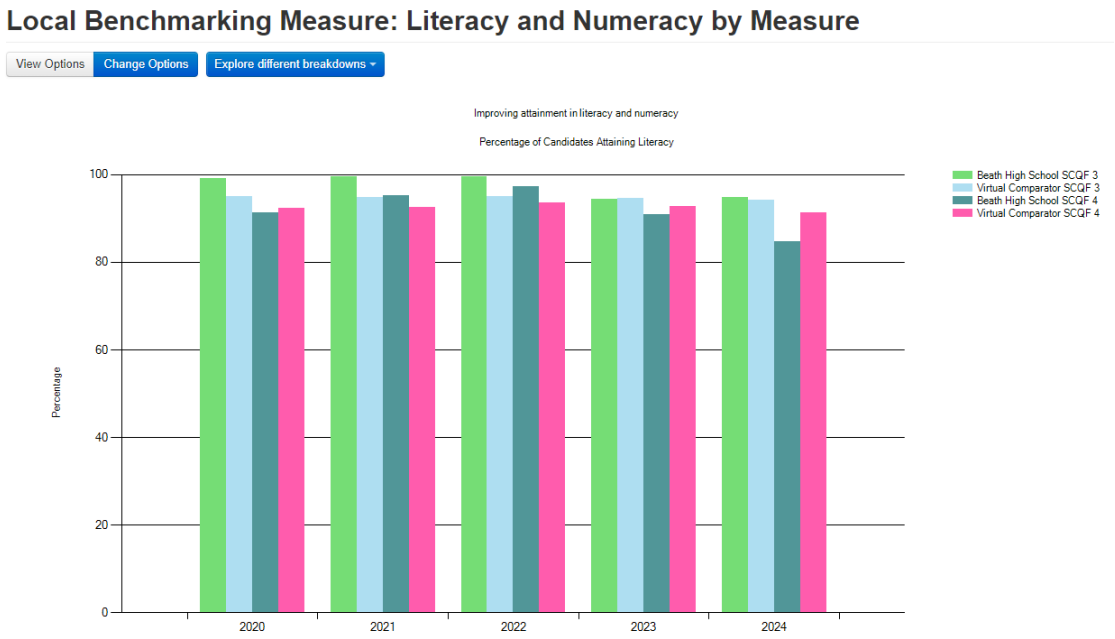
S6		**2022**		**2023**		**2024**
1@6	86%	(VC 90%)	91%	(VC 92%)	85%	(VC 95%)
3@6	62%	(VC 76%)	61%	(VC 78%)	61%	(VC 78%)
5@6	37%	(VC 56%)	38%	(VC 60%)	43%	(VC 60%)

S6		**2022**		**2023**		**2023**
1@7	25%	(VC 38%)	21%	(VC 39%)	31%	(VC 39%)

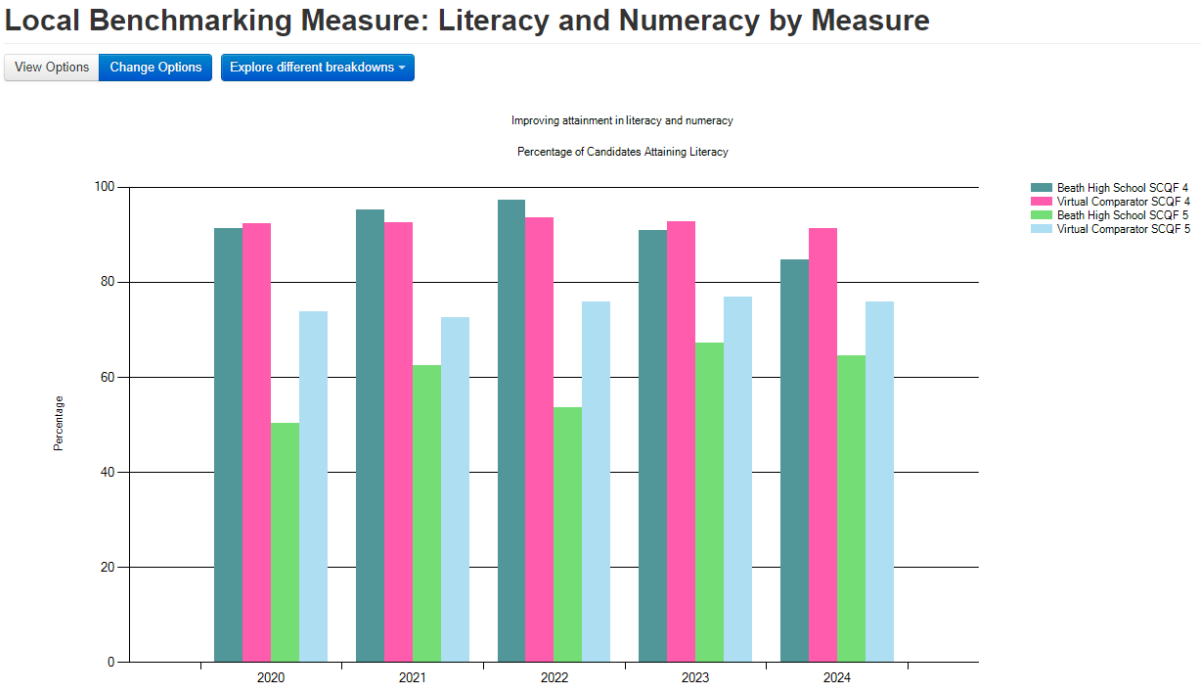
Highlighted key measures were a focus for session 23/24 – improvements in all. Level 4 dip across S4/5/6 is being investigated.

Literacy and Numeracy

S4 Literacy levels 3 & 4



S4 Literacy levels 4 & 5



Level 3 performance has been sustained and exceeds VC.

Levels 4 and 5 dipped, but not as much as the graph shows due to the impact of inclusion of supported classes attainment in S4 cohort. Term 2 this session we are holding a local authority led workshop on literacy and numeracy.

S4 Numeracy Levels 3 & 4

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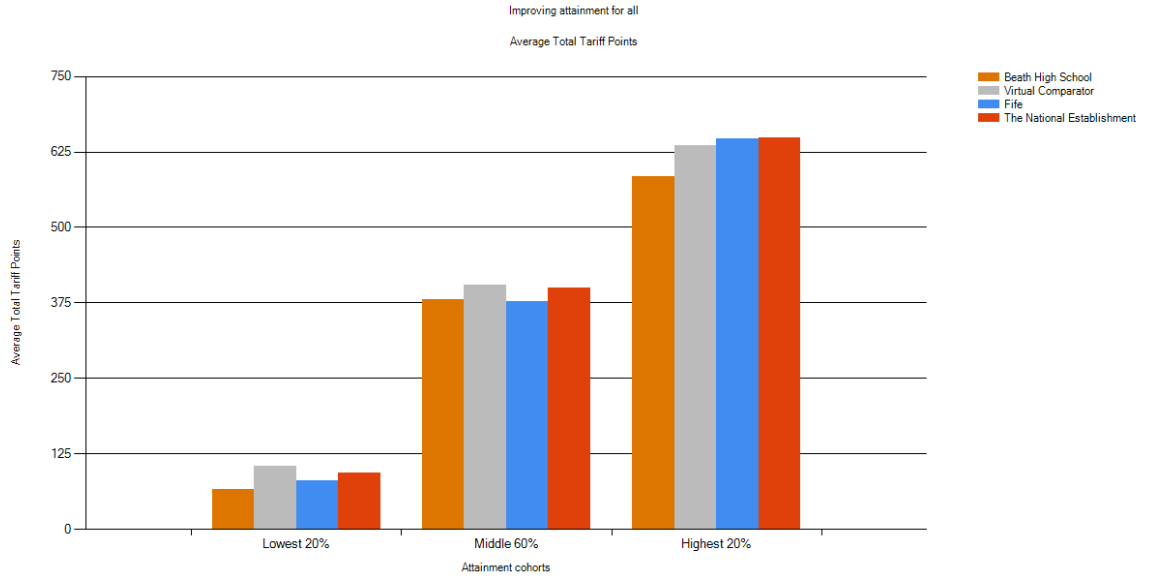
Improving attainment for all

S4

Local Benchmarking Measure: Improving Attainment for All

View Options | Change Options | Explore different breakdowns

The selected year is **2024**

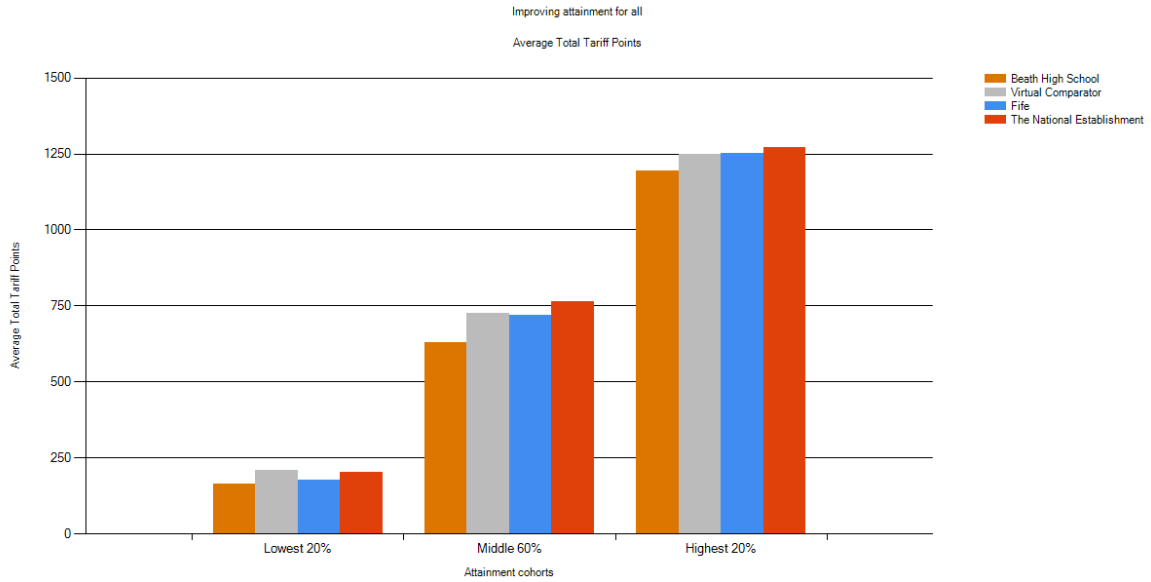


S5

Local Benchmarking Measure: Improving Attainment for All

View Options | Change Options | Explore different breakdowns

The selected year is **2024**

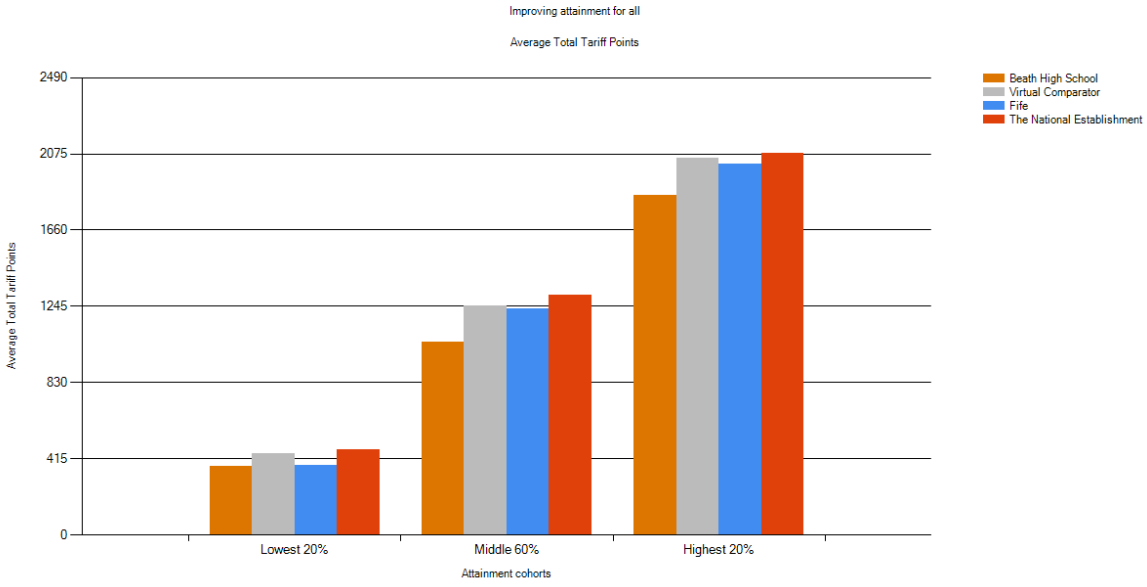


S6

Local Benchmarking Measure: Improving Attainment for All

View Options | Change Options | Explore different breakdowns

The selected year is **2024**



Across all three year groups, our highest 20% is not performing in line with VC/Fife/National picture. To be a school focus this session.

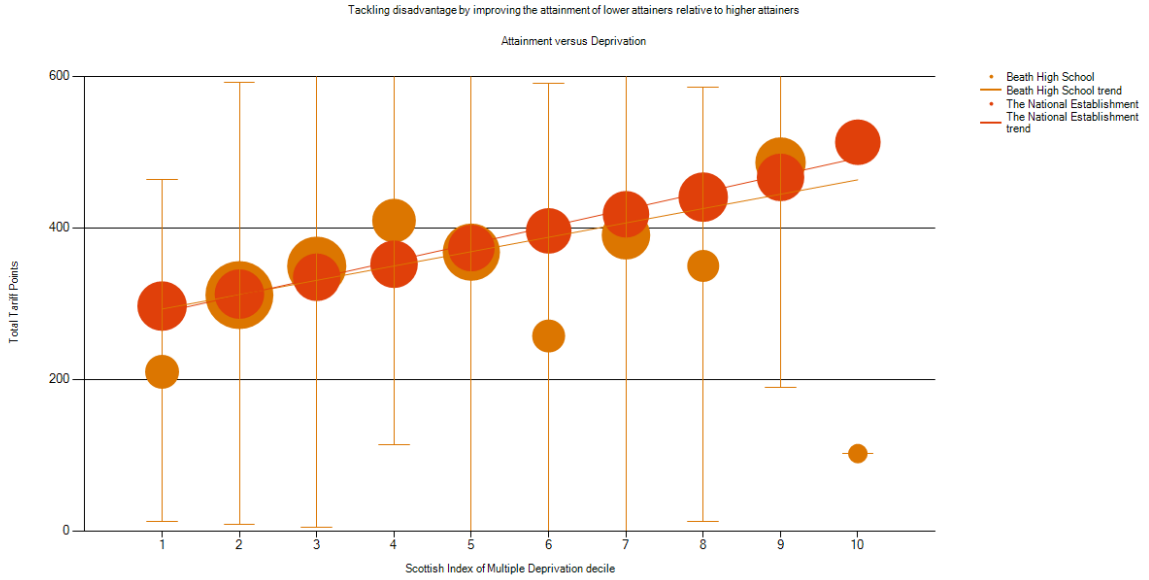
Attainment versus deprivation

S4

Local Benchmarking Measure: Attainment versus Deprivation

View Options | Change Options

The selected year is **2023/24**

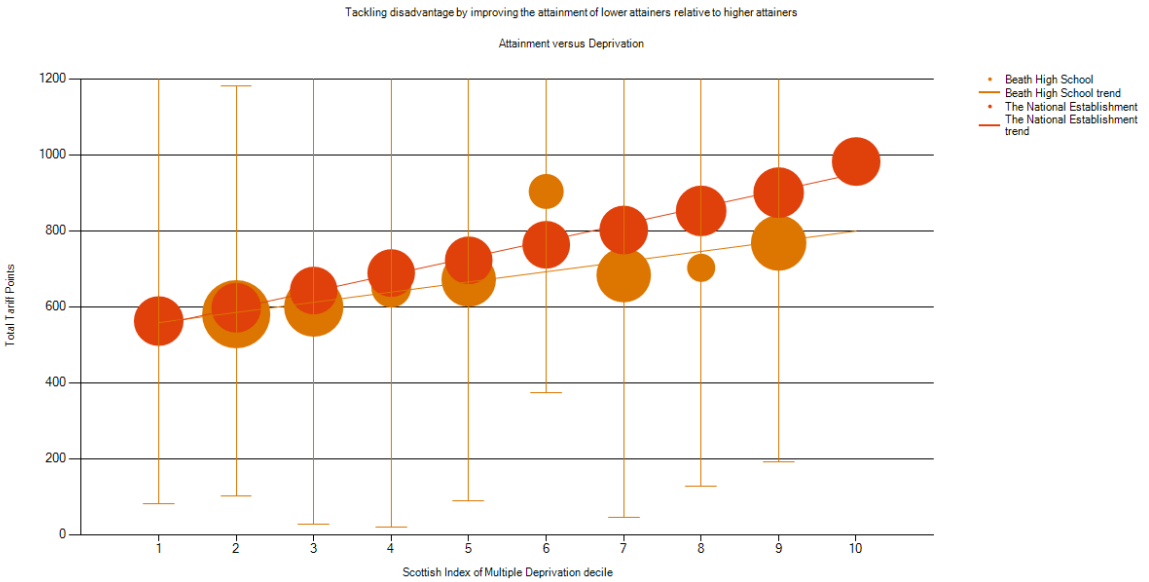


S5

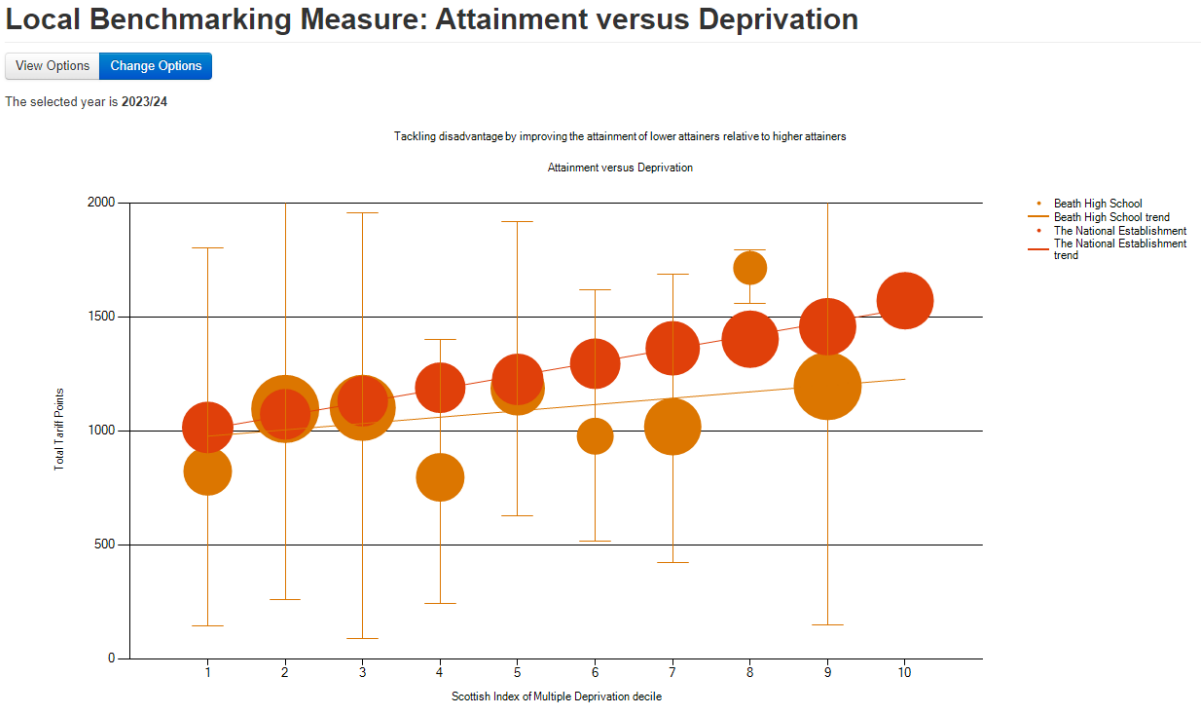
Local Benchmarking Measure: Attainment versus Deprivation

View Options | Change Options

The selected year is **2023/24**



S6



Whilst S4 is in line with national, S5 and S6 both dip as the SIMD scale increases. This correlates somewhat to our top 20% being a focus.
This session our S6 cohort have ‘filled’ their timetable to ensure maximum attainment by the end of school.

Other attainment

S3 CfE Declarations				
Stage	**Reading**	**Writing**	**Listening and Talking**	**Numeracy**
S3 (Level 3)	97.1%	97.1%	97.6%	98.4%
S3 (Level 4)	64%	64.8%	69.4%	85.2%

S4 Literacy & Numeracy				
Level/ Measure	**Literacy**		**Numeracy**	
	Stretch Target	**Actual**	**Stretch Target**	**Actual**
Level 3	N/A	98.8%	100%	99.2%
Level 4	N/A	91.7%	92%	93.3%
Level 5	N/A	78.1%	60%	62.5%

Summary of evaluations against key 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**	**3**

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