BEATH HIGH SCHOOL

Standards and Quality Report 2022

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 1300 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 last session were:

College – 36%
University – 30%
Employment – 21%
Training – 5%
Other – 8%

Attendance and exclusion figures are currently challenging to scrutinise and compare with any degree of context given the impact of the pandemic. 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.

Vision and Values

Following an extensive consultation in session 2018/19 that involved all aspects of the school community, we now 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

Engagement with Education Scotland/Her Majesty's Inspectorate of Education

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. Follow up Inspection November 2021

HMIe returned in November 2021 to check progress from the 2019 Inspection. The following is an excerpt taken from the letter published by Education Scotland in January 2022:

'Progress with areas for development from previous inspection

The headteacher has a clear vision for the school and outlines well his aspiration to move towards excellence. His supportive leadership style is setting high expectations for the whole school. All staff have been involved in planning targets for improvement in areas such as relationships, inclusion and attainment. The headteacher recognises that the next step is to involve parents more fully in supporting school improvement. Relationships across the school, amongst pupils and with staff, have improved significantly. All staff and young people note the positive improvement in how they are treated and in the ethos of the school as a result of the work of the headteacher, the senior leaders and the staff team. This is helping young people to settle in their learning more effectively. The environment in the school is now calm and purposeful.

Staff have developed a new approach to class lessons. The 'Beath Lesson' is a clear and helpful shared approach to high quality lessons and is beginning to be used well by staff across the school. Young people already have an understanding of how this approach is helping them in their learning and they recognise that it is supporting positive attainment. The context of the pandemic and periods of lockdown learning has hindered progress in embedding this approach and teachers are now beginning to build the Beath Lesson structure into classes across the school. This approach is already helping to better structure lessons, and there are early signs of improvements in attainment.

Staff have also developed a new approach to tracking how well young people are doing in their learning and attainment. This new system is supporting staff to better identify when young people may need help in learning. It also provides more helpful information to share with parents about how well pupils are doing in class. Alongside the new approaches to teaching, this is building a whole-school approach to increasing attainment for all.'

HMIe concluded the letter by stating the school had addressed the areas for development from the original inspection successfully and, as a result, will make no further visits to the school in connection with the original inspection.

Core Priorities

In order to synthesise our Improvement Plan and School Vision, we agreed on 5 Core Priorities for session 2021/22:

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%**

We anticipate these core priorities to continue into next session and beyond.

School Improvement Plan 2021/22 Summary of Priorities

NIF 1

Priority 1a: Focussed raising attainment approaches

Priority 1b: Tracking, Monitoring and Reporting

Priority 1c: Empowering middle leaders and embedding our school vision

Priority 1d: Relaunch of Beath Lesson Structure

NIF 2

Priority 2a: Continue our focus on Equity

Priority 2b: The UNCRC and 'the Promise'

NIF 3

Priority 3a: Improve attendance

Priority 3b: Relationships and behaviour policy

Priority 3c: Mentors in Violence Prevention Programme

NIF 4

Priority 4a: Senior Phase to deliver robust positive destinations

Priority 4b: Beath Care Sector Apprenticeship Programme

Priority 4c: Pupil Empowerment

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.

Review of School Improvement Plan 2021/22 Progress

School Improvement Priority 1a: Focussed raising attainment approaches	
NIF Priority *Improvement in attainment, particularly in literacy and numeracy* NIF Driver *Teacher Professionalism* *Assessment of children's progress* *Performance Information* *Parental Engagement* *School improvement* *School leadership*	HGIOS 4 Quality Indicators 1.1 Analysis and evaluation of intelligence and data 1.1 Impact on learners' successes and achievements 1.3 Implementing improvement and change 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

Progress

- Throughout session PTs Raising Attainment monitored and tracked all S4 pupils to ensure minimum of 5@level 3 – Didbook and house spreadsheets used to ensure no anomalies
- PTs RA liaised with teaching colleagues to ensure all S4 supported in attainment for level 3
- Focus this session on taking the previous years' approaches for level 3 and applying it to level 4 courses and qualifications – for example almost all S4 have a level 4 English and Maths qualification
- 5@level 5 progress was impacted by impact of staff and pupil absence – however lessons learned will be applied to next session

Impact

- Will find out in August but anticipate attainment for S4 level 3 and level 4 is above VC, Fife and National average
- Positive destinations are impacted by this increase in attainment as young people are now at a level 4 stage and their opportunities are broader in College etc
- Clear evidence of reducing poverty related attainment gap – those furthest from achievement and most at risk of not achieving have benefited from this priority
- Historical non-attenders were motivated by the 'attainment group' approach and engaged with the process and achieved qualifications
- Young people are now aware that there is an expectation to achieve a minimum of 5 qualifications in S4 – this is now just 'what we do'
- Colleagues across the school are supportive of the drive to ensure young people attain qualifications – a change of culture and attitude
- The drive from level 3 to level 4 has been successful – attitudes have changed, for next session we want to apply this to level 5

Next steps

- Consider formally timetabling the 'attainment group' as discrete class
- The drive from level 3 to level 4 has been successful – attitudes have changed, for next session we want to apply this to level 5
- PTs RA focus on 5@5 can begin whilst pupils still in S3 – the classes stay same for S4
- R Ritchie to continue as strategic lead for S4 5@5

School Improvement Priority 1b: Tracking, Monitoring and Reporting	
NIF Priority *Improvement in attainment, particularly in literacy and numeracy* NIF Driver *Teacher Professionalism* *School improvement* *School leadership*	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

Progress
- Calendar produced, discussed with staff and format agreed.
- Reporting moved to a single format for tracking purposes.
- Staff confident and on board with the use of the didbook system.
- New staff trained in using didbook for both reporting and tracking.
- Improvements in reporting structure to ensure reports and information is positive for parents.
- HMIE approval of the tracking system for BGE and Senior pupils.
- Some PTCs trained in using the monitoring and tracking system fully.
- Intervention facility designed for piloting in session 2022/2023.

Impact
- Better awareness of pupil attainment - Pupils can be tracked more efficiently throughout the year and their school career.
- Staff confident in the system used for short and long report.
- Improvement in the quality of the reports due to a more formalised quality assurance system.

Next steps

- CPD training required to ensure all PTCs are confident in the use of the monitoring and tracking system and its capabilities.
- Staff trained in the use of the intervention facility which is ready for launching in session 2022-2023.
- Whole staff CPD training required to improve the quality of parental reports.
- Pupils trained in the use of didbook, greater involvement for pupils in their learning journey. Setting targets, wider achievements.

School Improvement Priority 1c: Empowering middle leaders and embedding our school vision	
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 PTCs have engaged in three twilight sessions led by Lesley Henderson (EM) and Nicola Barker-Harrison (DHT)
- These sessions have focussed on: Collaborative Professionalism, Self-Evaluation for Self-Improvement, Leadership of Change and Using Data. They have also been introduced to Model For Improvement methodology, including Driver Diagrams
- Each faculty completed a self-evaluation activity considering how well our new school vision is embedded
- From the collated results of the self-evaluation of our school vision, the PTC group identified three areas of change to take forward and have established three workstreams, each with a different focus:

    1. Consistency of Lesson Structure/L&T
    2. Developing Inclusive Practice
    3. Embedding DYW in the curriculum

- In addition, links have been made with PTCs at Auchmuty High School and a programme of reciprocal visits and collaboration has been established

Impact
- After a number of years of being unable to work together due to Covid, our PTCs have opportunities for genuine collaboration within our school and beyond
- Our middle leaders have increased knowledge and confidence when self-evaluation, using data and leading change
- All PTCs have engaged in robust self-evaluation of how our school vision is enacted within their faculty, and most have had this validated a peer from Auchmuty
- All PTCs have had the opportunity to identify what areas to take forward, and what workstream they would like to be part of
- The three workstreams have identified key issues, and have mapped out an overview/plan for their area of change in a driver diagram
- Appropriate professional reading from *The Learning Imperative* (Burns and Griffin, 2018) has provided intersessional activities, and follow up discussions have highlighted professional reading as a valuable part of CLPL and leading change

Next steps

- This will be included in next year's improvement plan, with subsequent sessions to be developed by LH and NBH for 2022-23
- The PTC workstreams will continue throughout session 2022-23, and intend to share their progress with the wider school at the November inset

School Improvement Priority 1d: Relaunch of Beath Lesson Structure

NIF Priority	HGIOS 4 Quality Indicators
Improvement in attainment, particularly in literacy and numeracy	1.2 Professional engagement and collegiate working
	1.3 Implementing improvement and change
NIF Driver	1.4 Building and sustaining a professional staff team
Teacher Professionalism	
School improvement	
School leadership	

Progress

- The Beath Lesson Structure was relaunched for all staff on the Inset Day in August 2021
- Posters are clearly visible in each classroom/learning area
- Pupils are aware of Start, Learn, Reflect sections of their lessons
- Learning and Teaching is a standing item on Faculty/Department Meeting agendas
- Examples of practice are shared via TLC either through the weekly update email or on the TLC noticeboard
- TLC support staff through the weekly update email, materials are shared in the Learning and Teaching part of the server and on the staff noticeboard and in the Learning Library. Drop in sessions also help staff to feel supported with trying out new strategies and approaches
- TLC supported staff throughout the session by focussing on different parts of the lesson structure each term: Aug – Oct START, Oct-Dec LEARN, Jan – April REFLECT
- A questionnaire went out to staff to gain feedback on support requirements for the LEARN section of the lesson
- A questionnaire went out to pupils to gain feedback on the consistency of the lesson structure across the school

Impact

- There has been a whole school focus on consistency where all lessons follow the same format
- By having a termly focus on each section of the lesson structure, the TLC have supported all staff by sharing examples of good practice and making resources readily available on the server
- Staff views were gathered for the LEARN section of the lesson which allowed the TLC to tailor the support which they offered
- The pupil feedback allowed us to see how consistent staff were being with their approach. The findings allowed us to get a good overall picture of how learning was being structured in different Faculties across the school

Next steps

- As the Lesson Structure is now established in all Faculties, it is now time to start looking at a more formalised approach to Learning Visits. Due to COVID and all of the restrictions that came with it, we were not in a position to do any formal lesson observations for the past two sessions. The Learning and Teaching PTC Workstream (SA, LH and LW) have started work on updating the form which will be used to record formal learning visits. LA to work with this group to finalise the form and create a draft calendar for peer, PTC and SLT visits for session 2022- 23

School Improvement Priority 2a: Continue our focus on 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 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

- 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. Re-establish the Equity working group to consider the views of all stakeholders and to collegiately create this policy.
- Continue to identify and create initiatives that will benefit the school community. Taking views and ideas from all stakeholders.
- Utilise the pupil voice, and feedback from the wider community, to be responsive to the needs of Beath High School. Continuing to listen and implement ideas from all stakeholders.

School Improvement Priority 2b: the UNCRC and 'the Promise'	
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 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
- Whole School input on the UNCRC and the Promise at the November inset from Sarah Else (EM)
- Whole School input on our school context and how it links to the UNCRC and the Promise at the November inset from Nicola Barker-Harrison (DHT) and Ruth Meikle (PT Equity)
- Whole School input on her journey as a Care Experienced young person at Beath at the November inset from EL (ex-pupil)
- Launch of Beath Infographic at November inset

Impact
- The whole school have an increased understanding of the UNCRC and the Promise
- The whole school have heard from an ex-pupil's perspective, what being Care Experienced meant to her and the unsettling impact this had on her education and home life. Sharing her personal experience moved colleagues, and brought a real-life relevance and context to the Promise
- The whole school have an increased awareness of our school context, with a large amount of data has been synthesised into an attractive and easy to access format

Next steps

- Involve young people in developing and presenting assemblies on the UNCRC and the Promise with Beath
- Working with young people to ensure the Promise and the UNCRC are embedded in all we do at Beath

School Improvement Priority 3a: Improve attendance

<u>NIF Priority</u>

Improvement in children and young people's health and wellbeing

<u>NIF Driver</u>

School Leadership
Parental engagement
School improvement
Performance information

<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 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

- Appointment of two PT's Improving Attendance
- Review to ensure all attendance procedures are robust – regular reminders to all staff
- Meeting with guidance team to specifically dissect and discuss trends and issues with attendance – including issues with AFPs being incorrectly marked up on SEEMiS etc.
- Creation of an Attendance Group, including representation from EPs and DAPL.
- Attendance Group established mechanisms to celebrate positive attendance – Christmas treats, certificates etc.
- Change from S1-S6 tutor groups to single year register classes based on pupil feedback to Attendance Group

Impact

- The ongoing impact of Covid has been significant on attendance figures – illness, self-isolation, anxiety and lack of routine after lockdown have been identified as the key reasons for this negative trend
- Mechanisms and processes are in place to support and encourage positive attendance, as well as appropriate support and interventions when required
- SEEMiS should be more accurate, with Guidance and PT's Attendance checking and changing issues that are being identified.
- Young people feel listened to

Next steps

- Involve parents and young people in Attendance Group
- Focus on improving attendance with universal and targeted input
- Monitor impact of change of register classes on truancy and lateness

School Improvement Priority 3b: Relationships and behaviour policy

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

August 2021 committee restart regular meetings:

- Mobile Phone policy
- Seemis Merit/Demerit pilot with staff
- Seemis Merit/Demerit pilot with pupils and parents
- user guides created
- Seemis referral process introduced
- Positive Relationships Flow chart created
- Launched to pupils and parents June 2022
- Policy Document near completion

Impact

- Whole school community involved in process
- Consistency of process across all faculties
- Immediate feedback to parents

Next steps

- Launch August 2022
- Complete overarching policy document
- Develop reward process
- Link with house points
- Evaluate process in October 2022

School Improvement Priority 3c: Mentors in Violence Prevention programme

NIF Priority	HGIOS 4 Quality Indicators
Improvement in children and young people's health and wellbeing	1.3 Implementing improvement and change
	2.1 Arrangements to ensure wellbeing
NIF Driver	2.3 Learning and engagement
	2.4 Removal of potential barriers to learning
School Leadership	2.5 Early intervention and prevention
Parental engagement	3.1 Wellbeing
School improvement	3.1 Inclusion and equality
Performance information	3.2 Equity for all learners
	3.3 Increasing employability skills

Progress

- Staff team of 6 fully trained by Education Scotland in November 2021. D Lowrie (PTC HWB, Beath HS), Kieran Lynch (Basketball Scotland/Cashback Communities), Damien Grierson (English Teacher, Beath HS), Hannah Gillan (PE Teacher, Beath HS), PC Louise Sneddon (Police Scotland) and Rachel Scallan (Active Schools)
- 38 Young People across S4 and S5 fully trained across two days in February 2022.
- Creation of Strategic plan for implementation during session 22-23. Focus on delivering core sessions and specific inputs to new S2 and S3
- Delivery of core components by R Scallan and L Sneddon to all cluster primary schools (P7) during Term 4. This equips these young people with the language and knowledge of bystander for MVP delivery by senior pupils when they arrive in S1
- Creation of a Leadership Learning Log aimed to capture evidence for our Mentors to accredit them for SCQF Level 5 Award in Leadership. Trial during session 22-23
- Increased awareness of MVP across wider Beath HS through Parent Council, Parental Correspondence, Assemblies, PSE Input and through coverage in local media
- Insert to senior pupils as part of June 2022 Induction Programme around Bystander theory and the importance of this within Beath HS

Impact

- Full staff team fully equipped with knowledge and skills to lead MVP programme alongside young people in Beath
- Broad range of expertise to lead young people through MVP Training
- Wide range of young people fully trained in MVP. 38 young people with the confidence, knowledge and skills to lead this programme across Beath HS with their peers. All mentors confident to begin delivering to peers
- Almost all P7 have had some form of MVP input across Beath cluster. Increased community awareness of the MVP programme and the intended outcomes and impact within Beath HS

Next steps

- Delivery of 2 Core Component Sessions to current S2 and S3 (1 before summer and 1 after)
- Delivery of 2nd core component session to new S1 in August
- Delivery of specialised inputs to S1-3 pupils during session 22-23
- Completion of Leadership Log for S5/6 Mentors – Specific focus on S6 to complete before leaving school

- Recruit additional staff member in light of R Scallan taking up a new post at the end of this session
- Develop use of MVP Hub space to allow mentors and other young people the chance to speak to and support each other and younger pupils
- Continued development of MVP Programme as part of wider transition offer

School Improvement Priority 4a: Senior Phase to deliver robust positive destinations

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

Progress

- Formed Beath Curriculum Group for 2021/22 in August 2021.
- Curriculum Group 2021/22 reviewed the Curriculum Rationale, initially created in 2019, consulted on amendments and then revised the Beath Curriculum Rationale in October 2021.
- Appointed Martin Terry to the DYW School Coordinator role in October 2021.
- Curriculum Group 2021/22 revised the Curriculum Offer for 2022/23 and updated the Curriculum Booklets for January 2022
- Curriculum Pathways documents drafted by Beath Curriculum Faculties including consultation with staff, learners, parents/carers and an external partner on the drafts in January 2022

Impact
- Positive Destinations at Beath HS have increased to 93.6%. This continues a five-year positive trend that is now an overall increase of 5.5%
- 15 DYW engagements with employers in six months from April 2021 to September 2021, compared to 22 DYW engagements with employers in only three months from October 2021 to December 2021.
- Curriculum Pathway information from Curriculum Group will now be available for 2022-23 coursing

Next steps

- Continuity for DYW School Coordinator role
- Further improvement in Positive Destinations – School Core Priority 5
- Publish and promote the Curriculum Pathways documents
- Improvement in Attainment at Level 5/6 due to Learners being on robust and clear pathways

School Improvement Priority 4b: Beath Care Sector Apprenticeship programme	
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*	HGIOS 4 Quality Indicators 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

- 27 Support Ambassadors trained. Termly Support Ambassador 'catch ups' in place
- Beath Care Sector Committee created, including: Support Ambassadors; parent/carers; Care Sector providers; Fife college; SDS Employability Project Co-ordinator; Lead Officer Workforce Strategy and Development; Partnership and Delivery Manager Foundation and Graduate Apprenticeships; Beath DYW Co-ordinator
- Focus groups and survey questionnaires conducted with young people, parent/carers, care sector providers, and school staff. Findings included: 100% wanted work placements; need for more experiential opportunities related to specific areas of employment; need to further develop independence and employability skills; and, need to develop curricular opportunities at all levels
- Beath Care Sector Committee key decisions – name course the Beath Care Sector Pathway Programme, course to be offered at S3 level rather than S5/6, Units to be offered:
    - Contemporary Families National 4 Microsoft Word - HX1M74 (sqa.org.uk)
    - F58P 74* Health Sector: An Introduction (National 4) 6 SCQF credit points Health_Sector_National4_August2013.pdf (sqa.org.uk)
    - H6N0 74 Health Sector: An Introduction — Scotland (National 4) 6 SCQF credit points
    - F58R 74* Health Sector: Roles and Responsibilities (National 4) 6 SCQF credit points
    - F598 74* Health Sector: Health Awareness (National 4) 6 SCQF credit points
    - F599 74* Health Sector: Working Safely (National 4) 3 SCQF credit points
    - F59A 74* Health Sector: Life Sciences Industry (National 4) 3 SCQF credit points *Refer to history of changes for revision details.

Impact

- Increased capacity to support learner needs: ambassadors 14 to 27; in-class support 42 to 133; periods covered 26/35 to 35/35.
- Increased leadership opportunities for senior phase learners. All signed up for Saltire award

Next steps

- Pathway to be adapted and used with supported class youngsters
- Beath Care Sector Pathway programme to be included in S2 Course choice for session 2023-2024

School Improvement Priority 4c: Pupil Empowerment

NIF Priority	HGIOS 4 Quality Indicators
Improvement in employability skills and sustained, positive school leaver destinations for all young people	1.3 Implementing improvement and change
	2.7 The development and promotion of partnerships
NIF Driver	2.2 Skills for learning, life and work
	3.3 Increasing employability skills
School Leadership	
Parental engagement	
School improvement	

Progress

- No progress on tasks until June 2022 due to an Inspection Visit in November 2021 by HMIE and the Into Headship programme requiring an emphasis on theoretical studies and SCI planning before any actioning of the tasks for improvement

Impact

- N/A

Next steps

- On SIP for the start of the 2022/23 session.

SQA Results Analysis 2022

In summary, our S4 attainment was relatively strong and S5/6 Higher performance was not, when compared with Virtual Comparator.
S4 is the product of focusing on key measures, resourced by 4 PT Raising Attainment posts and effective collaboration with all teaching colleagues.

Key message to take from S5 and S6 is the need to increase the number of Higher awards.

Session 2022/23 Improvement Plan includes measures to continue to drive and improve attainment. One key aspect will be careful and effective coursing for S4 and S5 pupils to ensure they maximise their potential.

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 2022

S4	2018	2019	2022	
5@3	56% (VC 85%)	75% (VC 80%)	99%	(VC 87%)
5@4	55% (VC 80%)	67% (VC 76%)	86%	(VC 83%)
5@5	27% (VC 48%)	21% (VC 47%)	38%	(VC 55%)

S5	2018	2019	2022	
5@3	87% (VC 91%)	82% (VC 95%)	100%	(VC 93%)
5@4	85% (VC 88%)	81% (VC 92%)	93%	(VC 90%)
5@5	55% (VC 60%)	54% (VC 70%)	64%	(VC 69%)

S5	2018	2019	2022	
1@6	61% (VC 64%)	60% (VC 73%)	64%	(VC 70%)
3@6	32% (VC 39%)	32% (VC 50%)	26%	(VC 48%)
5@6	15% (VC 17%)	10% (VC 26%)	5%	(VC 24%)

S6	2018	2019	2022	
5@3	90% (VC 99%)	98% (VC 98%)	99%	(VC 99%)
5@4	89% (VC 97%)	98% (VC 97%)	98%	(VC 98%)
5@5	67% (VC 83%)	88% (VC 86%)	83%	(VC 88%)

| S6	2018	2019	2022	
1@6	78% (VC 89%)	93% (VC 90%)	86%	(VC 90%)
3@6	47% (VC 68%)	73% (VC 74%)	62%	(VC 76%)
5@6	25% (VC 49%)	41% (VC 55%)	37%	(VC 56%)

S6	2018	2019	2022	
1@7	21% (VC 31%)	31% (VC 33%)	25%	(VC 38%)

We have achieved our target of improving attainment for those young people furthest from attainment, and those in S4 (with the acknowledgement that level 5 in S4 needs further improvement – on IP for 2022/23).

Higher performance is a weakness across S5 and S6 and is a key focus for session 2022/23.

Strong attainment is a by-product of quality learning, teaching and assessment. We have a major focus on improving pedagogy in session 2022/23, with CLPL sessions included within the WTA to ensure all teacher colleagues are upskilled.

S4 Literacy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy
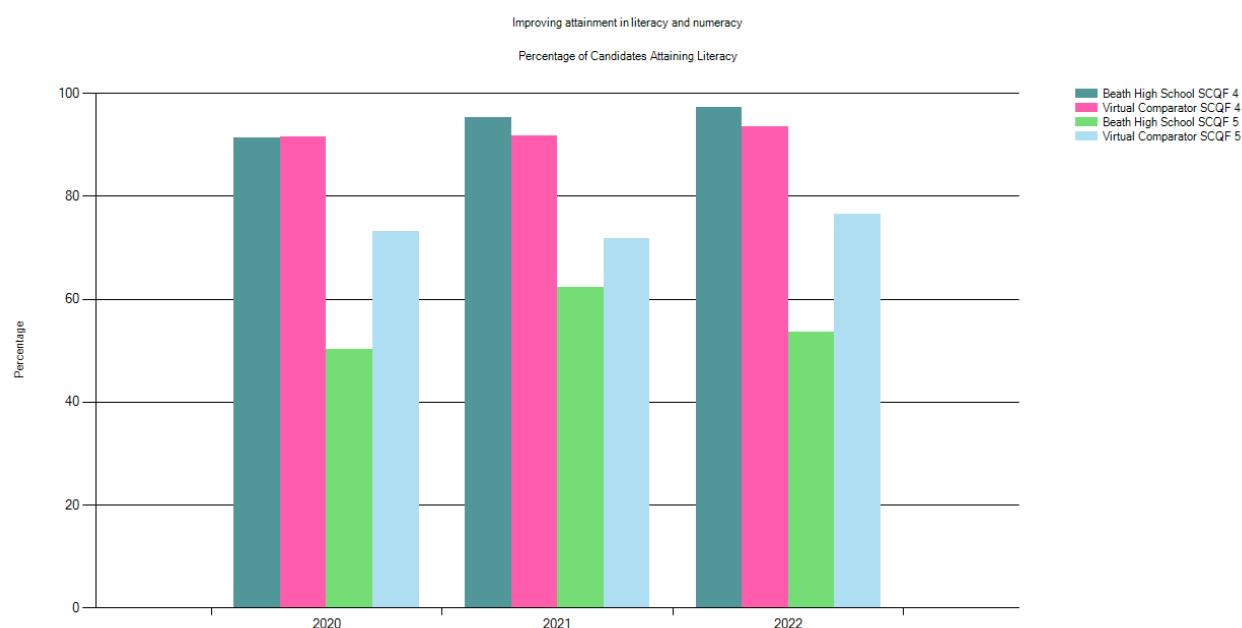
Level 4 literacy in S4 – comparing positively with VC
Level 5 literacy in S4 – significantly below VC
English colleagues are liaising with 2 Fife schools (Lochgelly and Glenwood) who have strategies in place to deliver strong literacy at level 5.
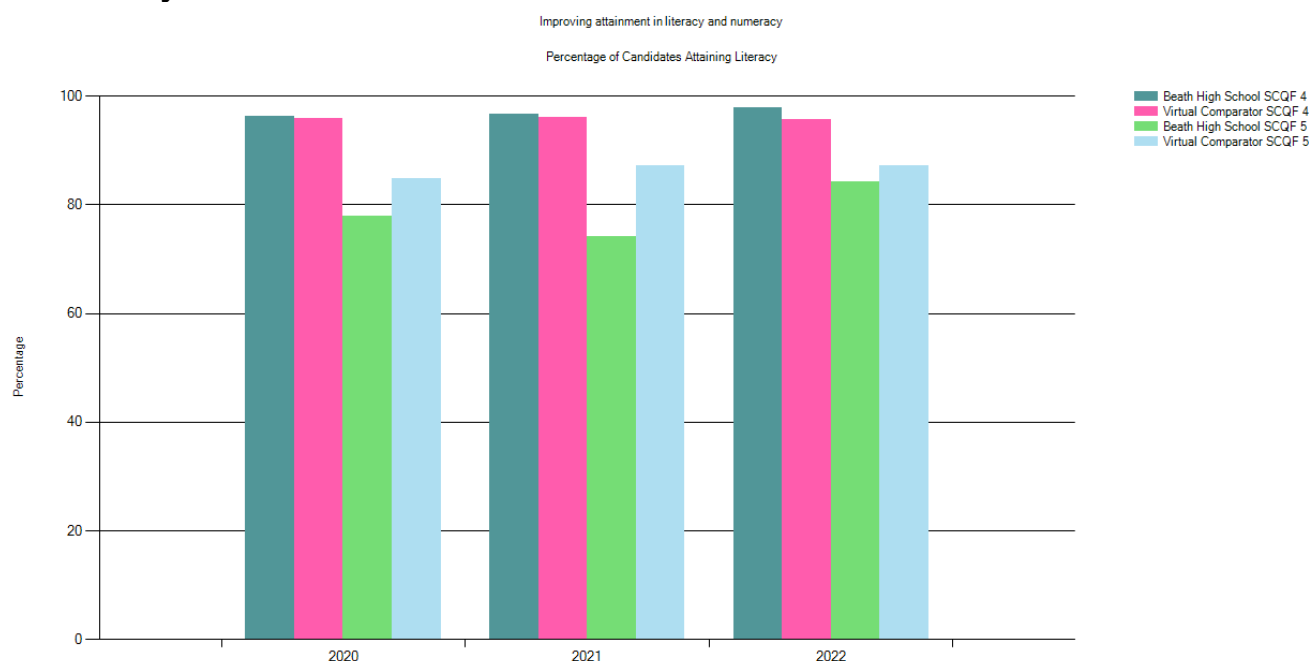
S4 Numeracy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Numeracy
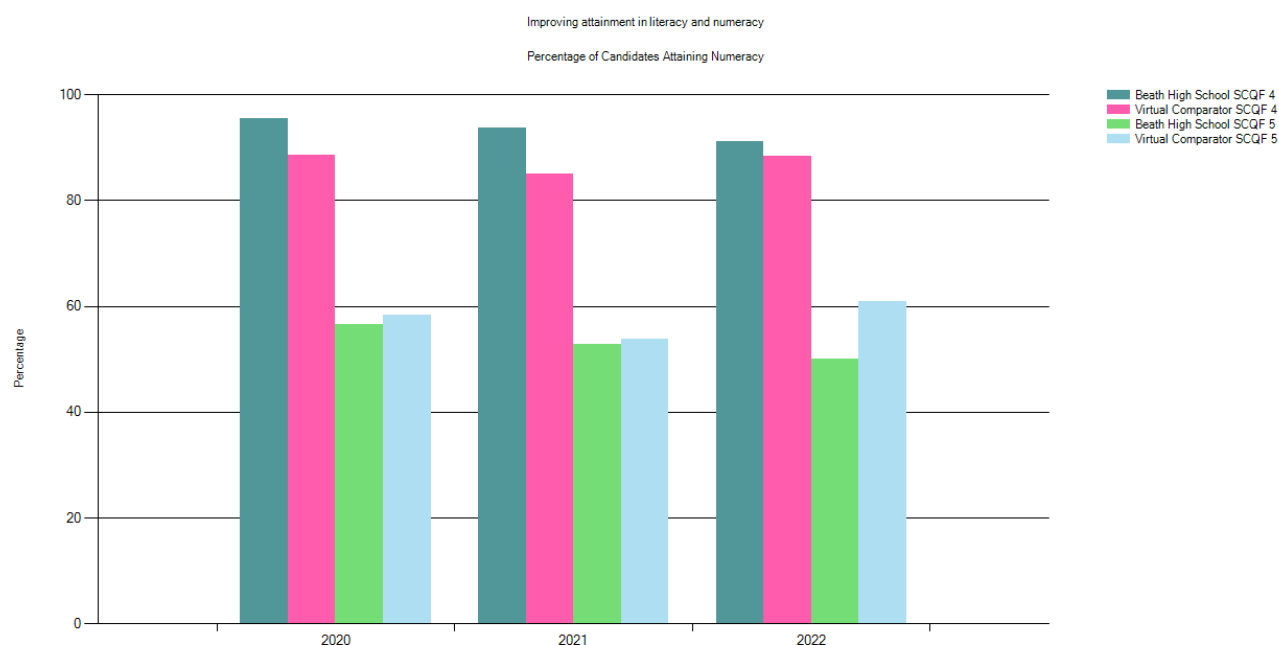
Level 4 numeracy in S4 – comparing positively with VC
Level 5 numeracy in S4 – below VC – maths colleagues to action

S5 Literacy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy

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

Level 4 literacy in S5 – comparing positively with VC
Level 5 literacy in S5 – slightly below VC

S5 Numeracy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Numeracy

- Beath High School SCQF 4
- Virtual Comparator SCQF 4
- Beath High School SCQF 5
- Virtual Comparator SCQF 5
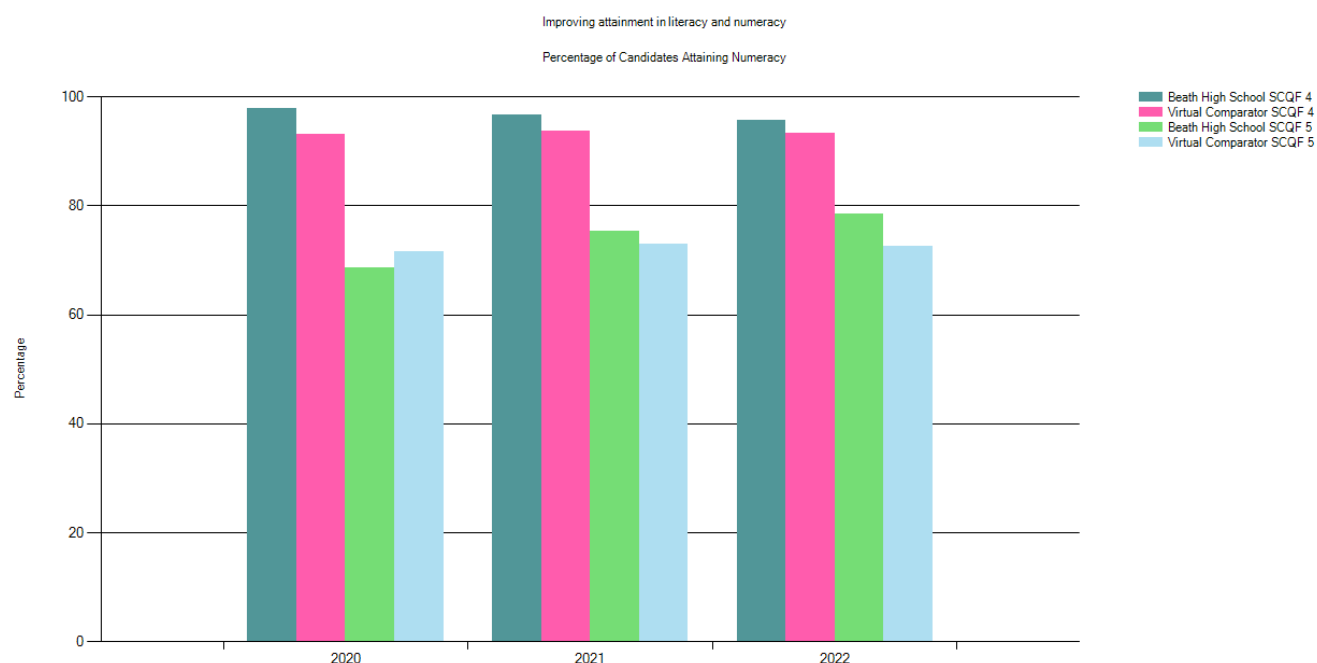
Level 4 numeracy in S5 – comparing positively with VC
Level 5 numeracy in S5 – significantly above VC

S6 Literacy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy

Level 5 literacy in S6 – below VC
Level 6 literacy in S6 – significantly below VC

S6 Numeracy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Numeracy
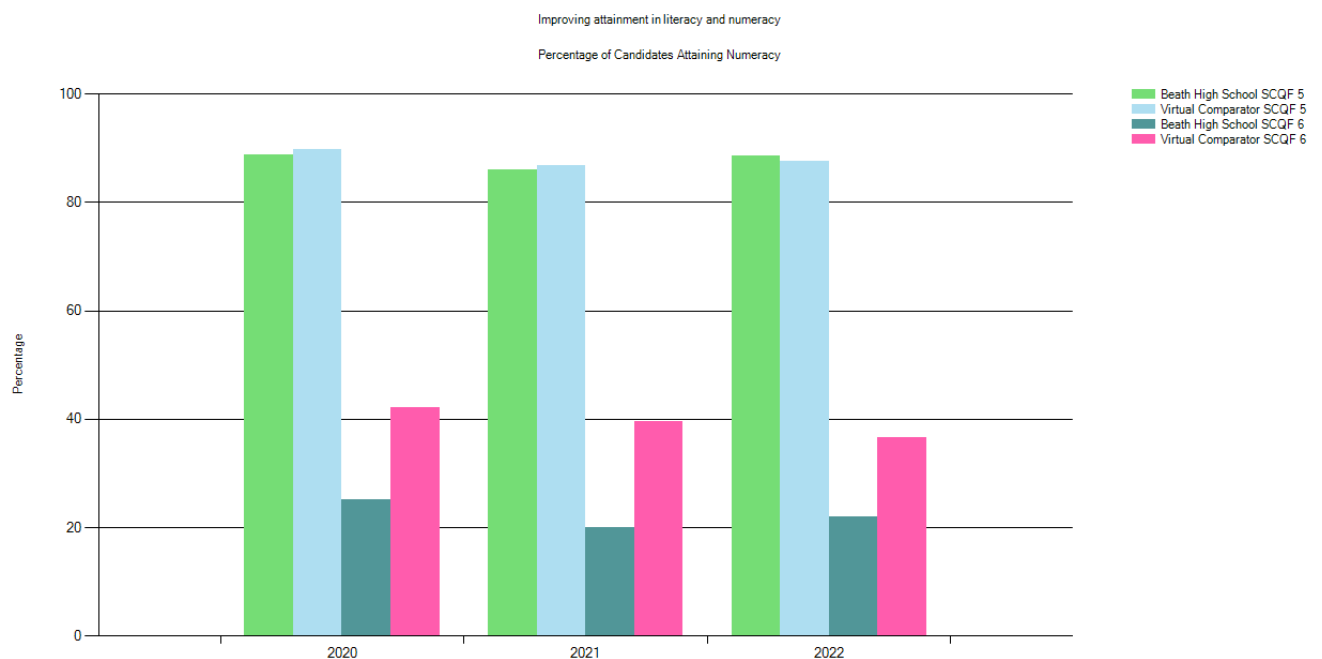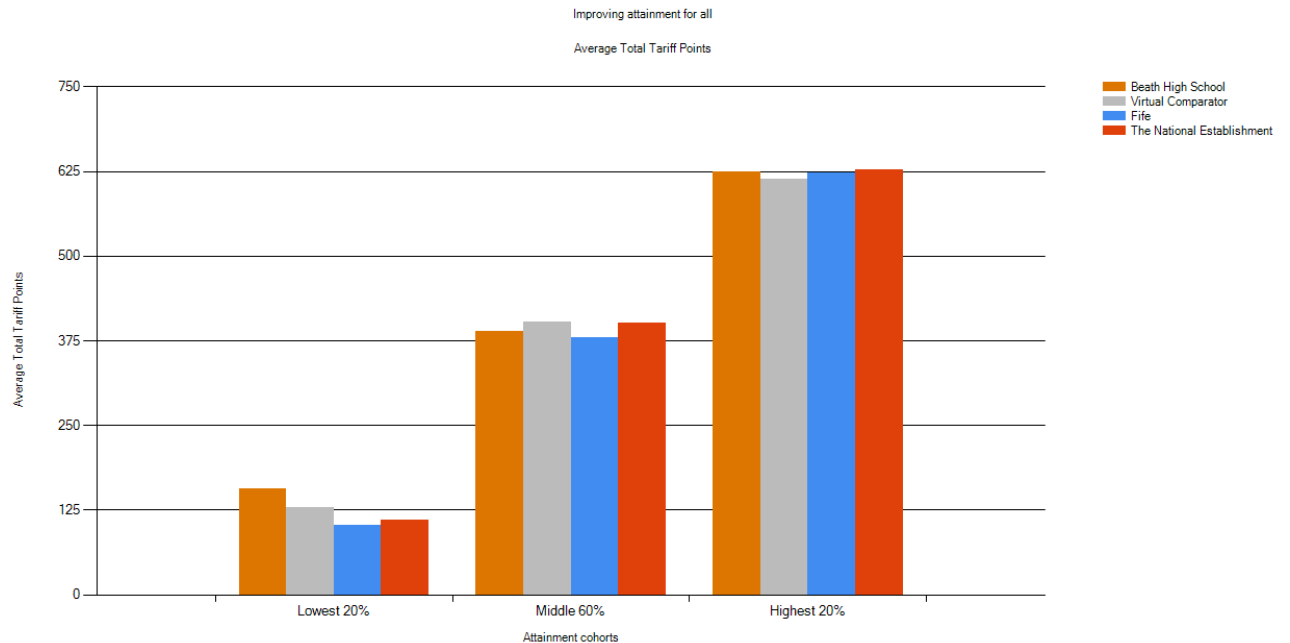

Level 5 numeracy in S6 – above VC
Level 6 numeracy in S6 – significantly below VC – faculty investigating offer in S5/6

S4

Local Benchmarking Measure: Improving Attainment for All

The selected year is **2022**

Improving attainment for all

Average Total Tariff Points

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

Attainment cohorts: Lowest 20%, Middle 60%, Highest 20%

Positive picture that is a consequence of our revised curricular structure and S4 focus by PTs Raising Attainment

S5

Local Benchmarking Measure: Improving Attainment for All

The selected year is **2022**

Improving attainment for all

Average Total Tariff Points

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

Attainment cohorts: Lowest 20%, Middle 60%, Highest 20%

Improvement in Highers/level 6 required for S5 to align with VC in upper 2 measures

S6

Local Benchmarking Measure: Improving Attainment for All

View Options | Change Options | Explore different breakdowns ▾
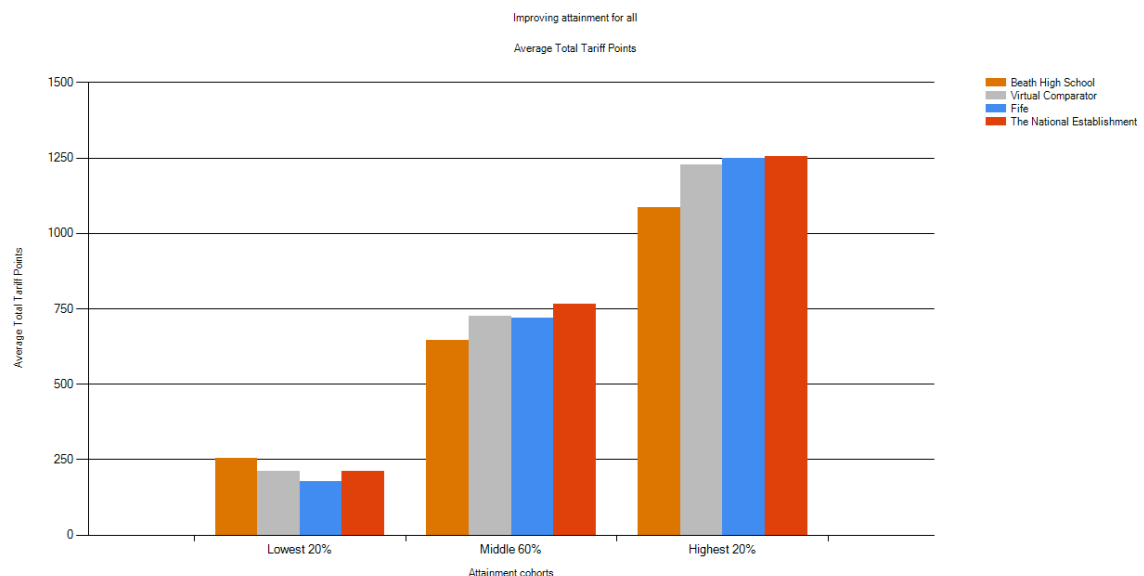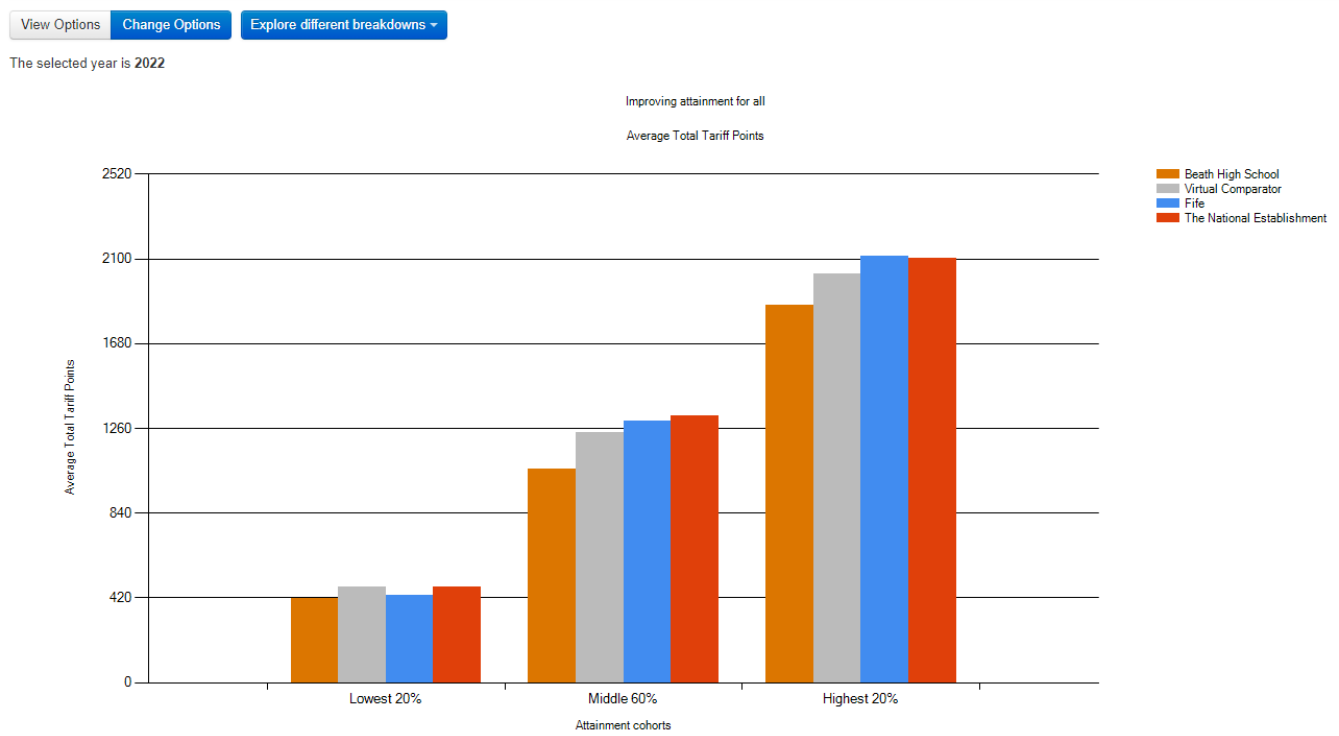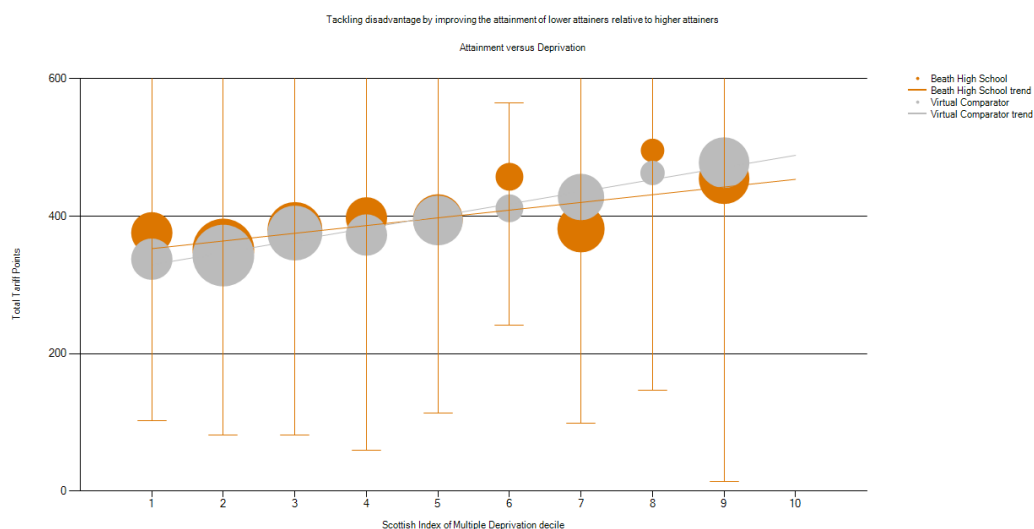
The selected year is **2022**

Improving attainment for all

Average Total Tariff Points

Similar to S5, Higher/level 6 numbers required to improve for S6

S4

Local Benchmarking Measure: Attainment versus Deprivation

The selected year is **2021/22**

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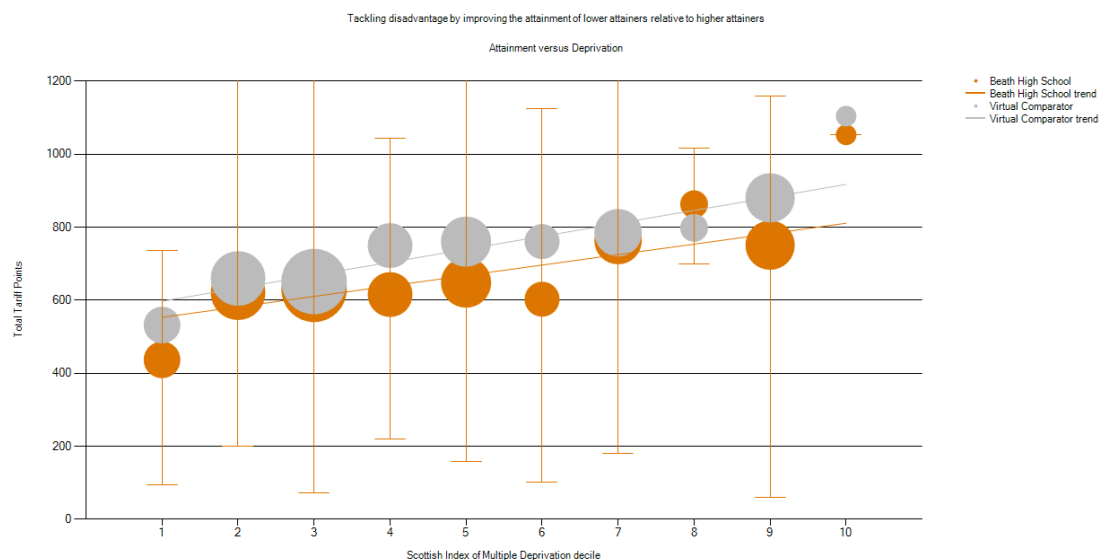
Attainment versus Deprivation

Positive picture – upper deciles correspond with number of level 5 qualifications being relatively lower. On IP for session 22/23.

S5

Local Benchmarking Measure: Attainment versus Deprivation

The selected year is **2021/22**

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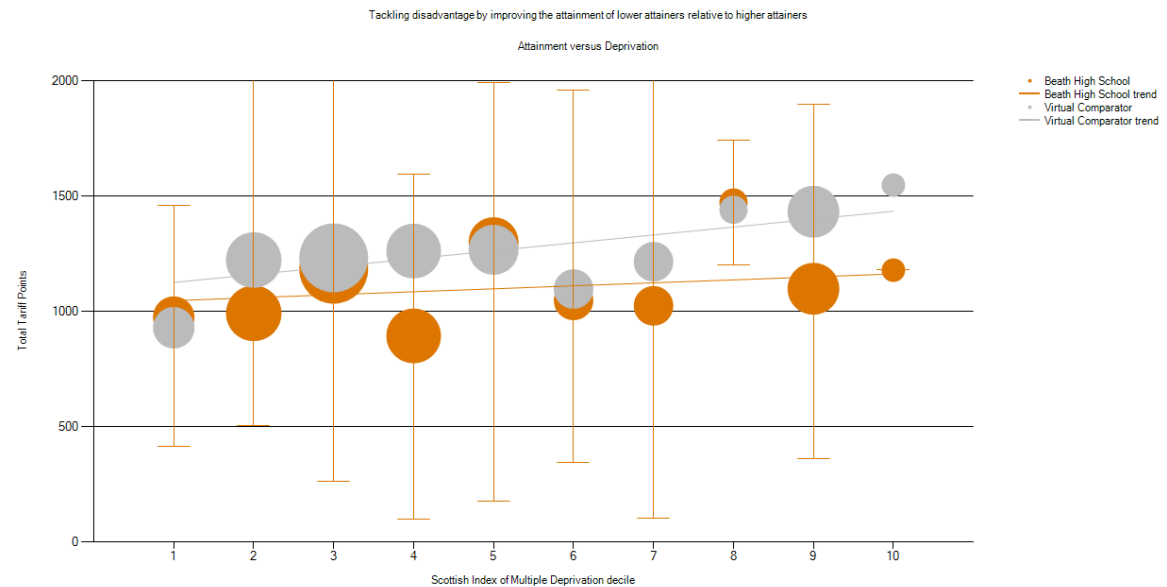
Attainment versus Deprivation

Line of best fit consistently below VC – increase in Higher/level 6 awards required.

S6

Local Benchmarking Measure: Attainment versus Deprivation

View Options   Change Options

The selected year is **2021/22**

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

Attainment versus Deprivation

Similar to S5 – Higher/level 6 numbers need increased. Number of qualifications in S6 per pupil needing reviewed.

Summary of evaluations against key indicators

Quality Indicator	Descriptor	Evaluation
1.3	**Leadership of Change**	**5**
2.3	**Learning, teaching and assessment**	**3/4**
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