

BEATH HIGH SCHOOL



Standards and Quality Report 2023

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 – 31.4%
University – 31.0%
Employment – 25.2%
Training – 5.2%
Other – 7.2%

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 2022/23 is a separate document.

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

Belonging
Experiences
Aspirations
Teamwork
Honesty

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: The UNCRC and 'the Promise'

Priority 1b: LGBT Youth Scotland Award

Priority 1c: Pupil Empowerment

NIF 2

Priority 2a: Improve attendance

Priority 2b: Positive Relationships and Behaviour Policy

Priority 2c: Mentors in Violence Prevention programme

NIF 3

Priority 3a: Continued focus on Equity

Priority 3b: Improve parental engagement

NIF 4

Priority 4a: Senior Phase to deliver robust destinations

NIF 5

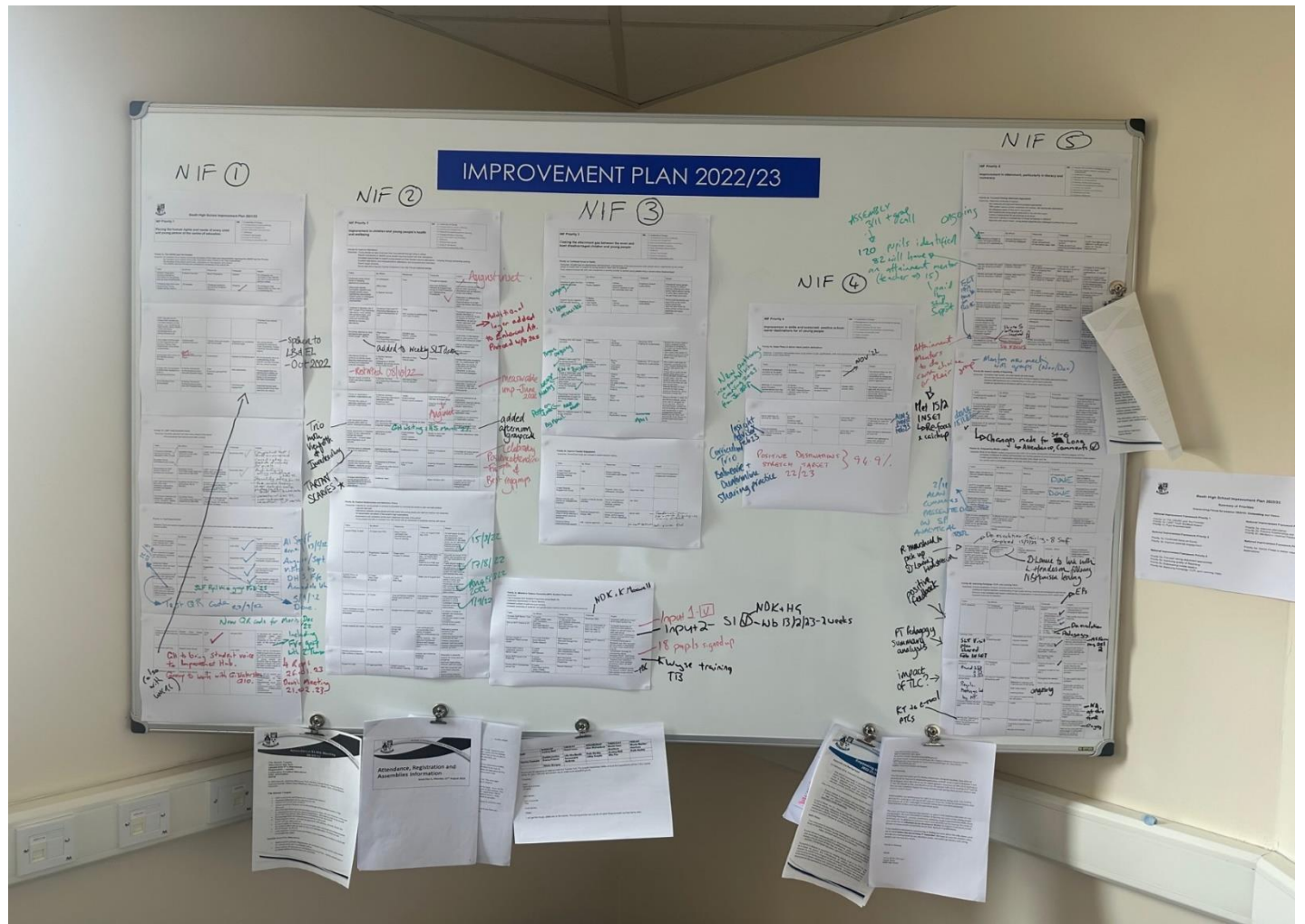
Priority 5a: Focused raising attainment approaches

Priority 5b: Improving quality of Reporting

Priority 5c: Empowering middle leaders

Priority 5d: Improving Pedagogy: CLPL and Learning Visits

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 2022/23 Progress

School Improvement Priority 1a: The UNCRC and 'the Promise'	
<p><u>NIF Priority</u></p> <p><i>Placing the human rights and needs of every child and young person at the centre of education</i></p> <p><u>NIF Driver</u></p> <p><i>Teacher Professionalism Assessment of children's progress Performance Information Parental Engagement School improvement School leadership</i></p>	<p><u>HGIOS 4 Quality Indicators</u></p> <p>1.1 Analysis and evaluation of intelligence and data</p> <p>1.1 Impact on learners' successes and achievements</p> <p>1.3 Implementing improvement and change</p> <p>2.3 Effective use of assessment</p> <p>2.3 Planning, tracking and monitoring</p> <p>2.6 Continuity and progression in learning</p> <p>3.1 Inclusion and equality</p> <p>3.2 Attainment in literacy and numeracy</p> <p>3.2 Attainment over time</p> <p>3.2 Equity for all learners</p>
<p>Progress</p> <ul style="list-style-type: none">• Updated infographic – highlighted information on key groups such as Care Experienced• Journey of being Care Experienced delivered at year group assemblies <p>Impact</p> <ul style="list-style-type: none">• all colleagues aware of UNCRC and the Promise within Beath context• young people have an understanding of UNCRC and the Promise	
<p>Next steps</p> <ul style="list-style-type: none">• continuing awareness and understanding across the school community to ensure opportunity for disadvantage is removed in every aspect of school life• Improvement priority embedded and no longer in SIP going forward	

School Improvement Priority 1b: LGBT Youth Scotland Award

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

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

- We have formed an Equalities Committee, led by pupils, following an application and interview process
- The Committee have consulted on a new Equalities policy and a revised Anti-Bullying policy
- The Committee have led assemblies on anti-bullying themes
- The Committee have led celebration days for LGBT History Month and Purple Friday
- Staff training of LGBT Youth Scotland modules was completed at 97% rate of whole staff – enough for Gold recognition
- Visibility of LGBT issues has increased throughout the school
- Equalities topics are becoming embedding in learning and teaching programmes
- An Equalities section now exists within the school library
- Young people have had opportunities for socialising with other Equalities groups
- The work of the Committee was shared at a Parental Engagement evening
- Signposting is available through the school website

Impact

- Young people feel comfortable, safe and empowered to be their authentic selves at Beath High School
- Staff are empowered to call out homophobia, transphobia and bi-phobia
- Increased staff awareness of issues affecting LGBT young people, including mental health concerns
- Increased staff awareness of pronouns
- Indication from parents and pupils that the work is having a positive impact on their lives and that they feel visible and supported.

Next steps

- Further training around trans issues through LGBT Youth Scotland
- Trans policy to be produced and consulted on
- Aim for Gold charter award in session 2023/24
- Re-appoint committee for new session

School Improvement Priority 1c: Pupil Empowerment

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

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

- Staff/Pupil SLWG formed.
- Staff visited schools in Fife and West Lothian to look outwards.
- Prefect Leadership Team launched with all pupils at year group assemblies.
- 27 Student Voice Ambassadors appointed for 2022-23.
- Ambassadors provided opportunities for pupil feedback using QR codes.
- Supporting Learners Faculty Student Voice group formed to ensure equality of opportunity across all learners.
- 4 Student Voice Ambassadors (S4x2/S5/S6) joined Fife Senior Pupil Empowerment Panel with six other High Schools.

Impact

- Increased awareness of capacity for Student Voice at Beath
- Core pupil group recruited and trained to grow Student Voice at Beath
- Contribution made at Local Authority level to improvements in Student Voice in Fife for young people in Secondary Schools.

Next steps

- S5/S4 reps from Fife Senior Pupil Empowerment Panel to take forward the Beath Student Voice Ambassadors for 2023/24 – via year group assemblies.
- Engage parents/carers and refresh the staff involvement in the Student Voice Ambassador Group.
- Beath Student Voice Ambassadors to engage with SIP.
- Beath Student Voice Ambassadors to share impact with pupils via Year Group

School Improvement Priority 2a: Improve attendance

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

*Teacher Professionalism
School improvement
School leadership*

HGIOS 4 Quality Indicators

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

Progress

- Policy reminders issued to all staff.
- Attendance Group reviewed policy.
- Engagement of Guidance Hub receptionist (PEF funded) in Attendance coding.
- Visit to Inverkeithing HS to look outwards.
- Additional layer added to the Enhanced Attendance Protocol
- Peer Evaluation visit by Viewforth HS.
- Stretch target added to SLT data
- Afternoon groupcall utilised.
- Changes to magnetic door lock timings.
- Positive Attendance Christmas event.
- Appointment of replacement PT Attendance (PEF funded).

Impact

- Stretch target for attendance reached in May 2023.
- Improvement in data for morning lates via change to doors procedures.
- SEEMiS accuracy continuing to improve.

Next steps

- Involve parents and young people in Attendance Group
- Identify strategy for lateness for year group assemblies
- Focus on improving attendance with universal and targeted input
- Monitor impact of register class movement on truancy and lateness

School Improvement Priority 2b: Positive Relationships and Behaviour Policy

NIF Priority

Improvement in children and young people's health and wellbeing

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

- Policy and procedure embedded across the school
- Termly rewards – Gold, Silver, Bronze certificates and reward days
- Monthly certificates and group calls over 50% merits
- Merits to contribute to overall House points and trophy in September prizegiving
- Sharing good practice with other schools

Impact

- Positive parental feedback
- Improved behaviour in classes
- Consistent approach across the school
- Recognition of good behaviour, effort and attitude in classes

Next steps

- Senior phase merits/rewards adapted for flexible timetables – use of didbook reports
- Monthly recognition of high merits – slice of success
- Merit winners recognised in end of year awards ceremony
- Improvement priority embedded and no longer in SIP going forward

School Improvement Priority 2c: Mentors in Violence Prevention programme

NIF Priority

Improvement in children and young people's health and wellbeing

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

- We have now trained 8 staff in total to form part of our MVP Staff team here at Beath. 3 of these members have since moved on but have been replaced as mentors by new staff. There are plans to increase this further next session.
- **All** young people in S1-3 have experienced at least one input this session. Some primary pupils within our cluster have had MVP input around Bystander from Beath Staff and pupils.
- **Almost all** of our S6 mentors were involved in the delivery of sessions to S1-3 pupils.
- **Some** of our S5 trained mentors were involved in the delivery of sessions to S1-3 pupils.
- Feedback from **almost all** staff who were in classes where the sessions were being delivered was positive. Where concerns were raised, these were addressed with the delivery team and will feature in forward planning for next session.
- Additional staff to the school (Kara Wyse) has added an additional layer of passion for this and scope for development of Leadership capacity moving forward.
- Limited progress in relation to certification of pupil leadership due to a mixture of engagement and staffing issues. Work completed to date has been retained for next session.
- Profile raised across the school of MVP and confident this programme is embedded and ready to be taken forward.

Impact

- Increased awareness across the school of Bystander responsibilities
- All S1-3 young people exposed to the important, key messaging around the importance of being an active bystander.
- Continued development of staff confidence around MVP knowledge and delivery
- Increased pupil willingness to be trained as Mentors
- Leadership development amongst S6 mentors who delivered sessions confidently to junior classes.
- Increased awareness amongst guidance colleagues who were initially apprehensive around messaging related to session delivery. Clear links to PSE curriculum.

Next steps

- Increase pupil mentor team with recruitment of current senior phase
- Joint planning and delivery with colleagues from Queen Anne HS
- Planned delivery to S1-3 classes for session 23-24
- Continued development of current mentors through refresher training
- Increased staff mentor team to support delivery
- Increased staff leadership responsibilities to drive programme forward
- Continued link with guidance and outside partners to react to community issues
- Improvement priority embedded and no longer in SIP going forward

School Improvement Priority 3a: Continued focus on Equity

NIF Priority

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

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

- Working Group for Equity & Access to Trips created
- Created Ready for School Boxes (PEF funded)
- Created educational excursion access policy
- Created and staffed an 'Eco Wardrobe' (PEF funded)
- Appointed Equity Captains
- Ensured the sustainability of the initiatives set up under the equity role.
- Revised the Colours Policy to make it more equitable and inclusive
- On-going provision with Aldi vouchers, funding and Amazon vouchers for families in need
- On-going provision for families who struggle at Christmas
- Creating links with cluster primaries to ensure equity is embedded through their whole school life
- Working with other schools in the Fife and out with the area to assist them with their own equity programme
- Created a warm bank for young people to have access to during the current cost of living crisis
- Created a toastie hub where young people can come to have a warm toastie before going home, this includes a blether/homework/games club
- Have become a member of CPAG which is the local challenge poverty group, making new connections for funding for families who require extra assistance

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
- Local community is aware of how we are supporting our families and connections are made to grow community engagement
- Allows pupils a safe space for homework and to access food before they go home where often there is nothing available

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.
- Improvement priority embedded and no longer in SIP going forward

School Improvement Priority 3b: Improve parental engagement

NIF Priority

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

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

- Rationale around Beath's vision for Parental Engagement has been developed
- An event focusing on sharing information from different workstreams was held, with almost 100 parents/carers in attendance
- Updated guide for colleagues on parents/carers evenings at Beath
- Data gathered during the session to steer future initiatives
- Attendance rate at Parents' Evenings has increased overall, since tracking began
- Increased use of Groupcall to share information via both text and email

Impact

- Event was very well received and quantifiable data evidences this
- Parent Council received vision for Parental Engagement warmly and welcomed further opportunities to interact with the school
- Increased attendance rate at parents' evenings has seen positive relationships grown between school and families

Next steps

- Reform the Parental Engagement Committee
- Bespoke section on the website
- Calendar of events and activities using the #withme slogan for family learning
- Focus on report writing

School Improvement Priority 4: Senior Phase to deliver robust destinations

NIF Priority

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

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

- Illustrated pathways provided by the Beath curriculum group for use in coursing during 2023-24.
- Improved focus on DYW links via new DYW coordinator.
- CLPL session with Donnie Wood on curriculum and Insight presentation for PTCs

Impact

- Positive Destinations have increased from 93.6% to 94.29%. This maintains a six-year positive trend.
- The School Vision for the curriculum has been exemplified to colleagues, pupils, parents/carers and partner agencies.
- The whole school community will be able to access illustrations of Learner Pathways for coursing during 2023-24.
- There is more flexibility in pathways to meet the needs of all learners at Beath.
- Learners on pathways to robust and sustained positive destinations including employment (for example, Lime Salon link).

Next steps

- Use of pathways for coursing in 2023-24 to ensure choices better meet the needs of all learners.
- Faculties to develop their curriculum offers to include more Level 5, 6 & 7 courses for young people.
- Changes to course choice process and timings in 2023-24.
- Curriculum group to be re-established – including representatives from all faculties, pupils and parents/carers.
- Links to be made with other schools across different authorities to explore different options for the senior phase
- Learner Pathways – information to be collated and shared with the whole school community on the school website.

School Improvement Priority 5a: Focused raising attainment approaches	
<p><u>NIF Priority</u></p> <p><i>Improvement in attainment, particularly in literacy and numeracy</i></p> <p><u>NIF Driver</u></p> <p><i>School Leadership Teacher Professionalism Parental engagement School improvement Performance information Assessment of children's progress</i></p>	<p><u>HGIOS 4 Quality Indicators</u></p> <p>1.3 Implementing improvement and change 1.5 Management of resources and environment for learning 2.2 Development of the curriculum 2.2 Learning pathways 2.2 Skills for learning, life and work 2.4 Targeted support 2.4 Removal of barriers to learning 2.6 Arrangements to support learners and their families 2.7 The development and promotion of partnerships 3.3 Increasing employability skills</p>
<p>Progress</p> <ul style="list-style-type: none"> • PTs Raising Attainment (PEF funded) continue to ensure all S4 pupils attain minimum of 5 qualifications • 120 pupils identified as working towards 5@5 in S4 – 82 of whom were allocated an attainment mentor (PEF funded) – parents/carers alerted by letter, November 2022 • Potential 5 Higher pupils were targeted at course choice stage – attainment mentors linking with their designated pupils to maximise potential attainment • Tracking and monitoring system adapted to include target levels from S3 into S4 to enable appropriate interventions <p>Impact</p> <ul style="list-style-type: none"> • Strong and improving trend in S4 – level 5 continues to improve • 5@3 and 5@4 in S4 continues to be above VC – impact of PTs RA • 5@5 in S4 showing impact of mentors • 5@6 in S5 more than doubled, but still a major area for development 	
<p>Next steps</p> <ul style="list-style-type: none"> • Continues as key improvement priority for session 2023/24 	

School Improvement Priority 5b: Improving quality of Reporting

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

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

- Addition of Attendance information to pupil reports
- Addition of PT Guidance comment to Long reports
- Session led at INSET in November in relation to quality of reporting

Impact

- Increased parental awareness of pupil attendance to support intervention
- Increased communication between PTG and Parents in relation to pupil progress and achievement
- Increased staff awareness of common errors and an increase in awareness of overall standards of reporting. Highlighted importance of accurate and meaningful information going home

Next steps

- Review whole school TMR approach, focus on senior phase information to improve quality
- Increase time allocated to guidance checks to support comments and quality assure reports
- Continued inclusion of attendance data
- Small sub group to work with Helen Bradley Laing to look at fine details round quality of reporting.
- Improvement priority embedded and no longer in SIP going forward

School Improvement Priority 5c: Empowering middle leaders

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

*School Leadership
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

- All PTCs completed self-evaluation exercise in August to identify common development areas
- Local Authority rep presented to PTCs in November on senior phase analytical tool
- De-escalation training delivered to all staff on March and May CLPL sessions by PTC leads and link education psychologists
- All staff attendance at SCQF presentation by Donnie Wood, May 2023 sharing range of courses available to schools
- All PTCs and PTs involved in INSIGHT training session by Lewis Paterson on 6 June

Impact

- Middle leaders integral to whole school improvement
- PTCs empowered to lead positive change in faculties and whole school
- All middle leaders aware of the school attainment picture and opportunity to diversify course offer to better meet needs of learners – with a focus on progression and level 5 and 6 qualifications

Next steps

- Continue to include middle leader group as driver of whole school change and improvement
- Planning for a broader senior phase course offer in improvement priority for session 2023/24
- Improvement priority embedded and no longer in SIP going forward

School Improvement Priority 5d: Improving Pedagogy: CLPL and Learning Visits

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

*School Leadership
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

- Completed three stages of new Learning Visit programme for session 22-23
- Continued development of PT Pedagogy (PEF funded) role, looking specifically at CLPL and self-evaluation processes in relation to Learning Visits.
- Creation of staff CLPL Library to be rolled out for use session 23-24.
- Successful completion of CLPL sessions with a range of different focus across the year.

Impact

- Almost all staff reacted positively to a return to a formal process of learning visits
- All staff found value in being able to discuss pedagogy as part of a buddy process.
- Most staff saw value in the role of PTCs and SLTs but have suggested improvements to this process for next session.

Next steps

- Creation of consistent whole staff approach to homework
- Further development of programme of Learning Visits based on feedback gathered from staff.
- Further development of PT Pedagogy role in driving improvements in relation to pedagogy.
- Develop culture of professional reading and enquiry through library
- Develop more robust self-evaluation processes to evaluate impact of CLPL and delivery of Beath Lesson Structure
- Development of toolkit to support staff in giving feedback during lesson observations/visits.
- Improvement priority embedded and no longer in SIP going forward

SQA Results Analysis 2023

In summary, S4 attainment was relatively strong and shows a positive trend at level 5. Although 5@level6 in S5 has improved, Higher and level 6 performance in S5/6 is a continuing area for development.

Post Faculty Attainment Review meetings, and liaising with Insight advisor, it is clear that a number of subjects are overly cautious in their presentation policy – especially at National 5 in S4. Higher and level 6 attainment will only improve by increasing the number of National 5 and level 5 qualifications in S4. An ambitious whole school presentation policy is part of 2023/24 improvement plan.

Post Insight update, a number of anomalies have been uncovered where pupils have not been accredited a qualification and/or Insight is not recognising a qualification. This is within National Progression Awards, level 5 Literacy and level 5 Numeracy. All instances are being investigated, with the school liaising with SQA and Insight advisor to ensure changes made and systems in place to prevent a repeat. Updated certificates will be issued to all affected young people and Insight will be amended at the February update.

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 2023

S4	2019	2022	2023
5@3	75% (VC 80%)	99% (VC 87%)	95% (VC 85%)
5@4	67% (VC 76%)	86% (VC 83%)	84% (VC 81%)
5@5	21% (VC 47%)	38% (VC 55%)	41% (VC 51%)

S5	2019	2022	2023
5@3	82% (VC 95%)	100% (VC 93%)	99% (VC 93%)
5@4	81% (VC 92%)	93% (VC 90%)	93% (VC 91%)
5@5	54% (VC 70%)	64% (VC 69%)	61% (VC 70%)

S5	2019	2022	2023
1@6	60% (VC 73%)	64% (VC 70%)	56% (VC 72%)
3@6	32% (VC 50%)	26% (VC 48%)	30% (VC 48%)
5@6	10% (VC 26%)	5% (VC 24%)	11% (VC 25%)

S6	2019	2022	2023
5@3	98% (VC 98%)	99% (VC 99%)	100% (VC 98%)
5@4	98% (VC 97%)	98% (VC 98%)	99% (VC 97%)
5@5	88% (VC 86%)	83% (VC 88%)	90% (VC 90%)

S6	2019	2022	2023
1@6	93% (VC 90%)	86% (VC 90%)	91% (VC 92%)
3@6	73% (VC 74%)	62% (VC 76%)	61% (VC 78%)
5@6	41% (VC 55%)	37% (VC 56%)	38% (VC 60%)

S6	2019	2022	2023
1@7	31% (VC 33%)	25% (VC 38%)	21% (VC 39%)

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 2023/24).

(S4 percentages above have been DAS adjusted)

Higher and level 6 performance is a development area across S5 and S6 and is a continued focus for session 2023/24.

Strong attainment is a by-product of quality learning, teaching and assessment. We have a major focus on improving pedagogy in session 2023/24, with CLPL sessions included within the WTA to ensure all teacher colleagues are upskilled.

Literacy and Numeracy

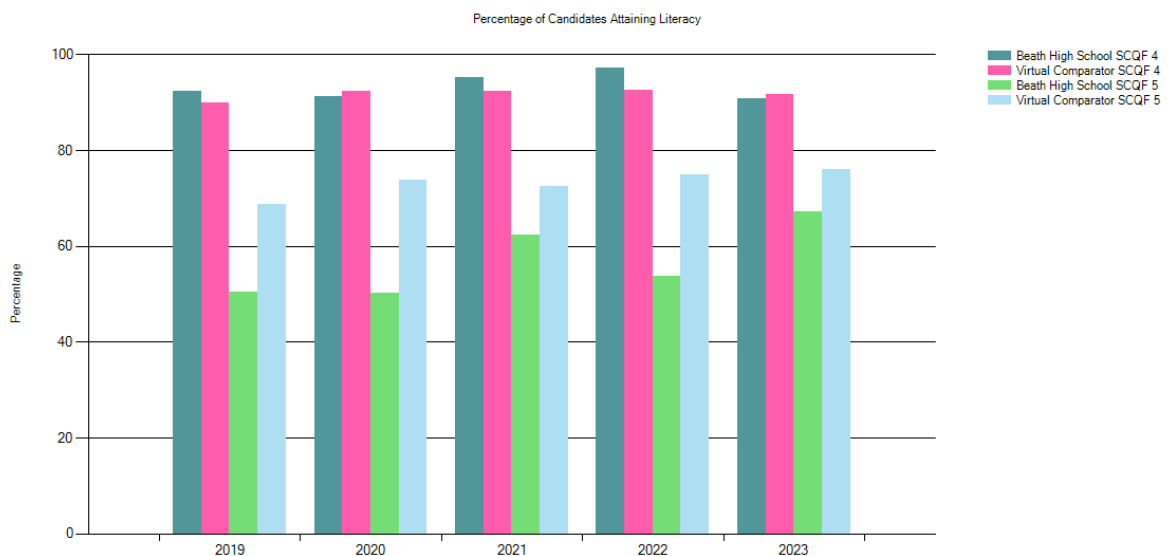
S4 Literacy levels 3 & 4



Level 3 DAS adjusted: 98% - above VC, slightly below Fife stretch target (100%)

Level 4 DAS adjusted: 95% - above VC (92%), below Fife stretch target (98.77%)

S4 Literacy levels 4 & 5



Level 5 DAS adjusted: 70% - below VC (76%), below Fife stretch target (82.3%), however highest figure for last 5 years

S4 Numeracy Levels 3 & 4



Level 3 DAS adjusted: 100% - above VC, meets Fife stretch target
 Level 4 DAS adjusted: 93% - above VC, exceeds Fife stretch target (92%)

S4 Numeracy Levels 4 & 5



Level 5 DAS adjusted: 61% - just below VC (62%), exceeds Fife stretch target (55%)

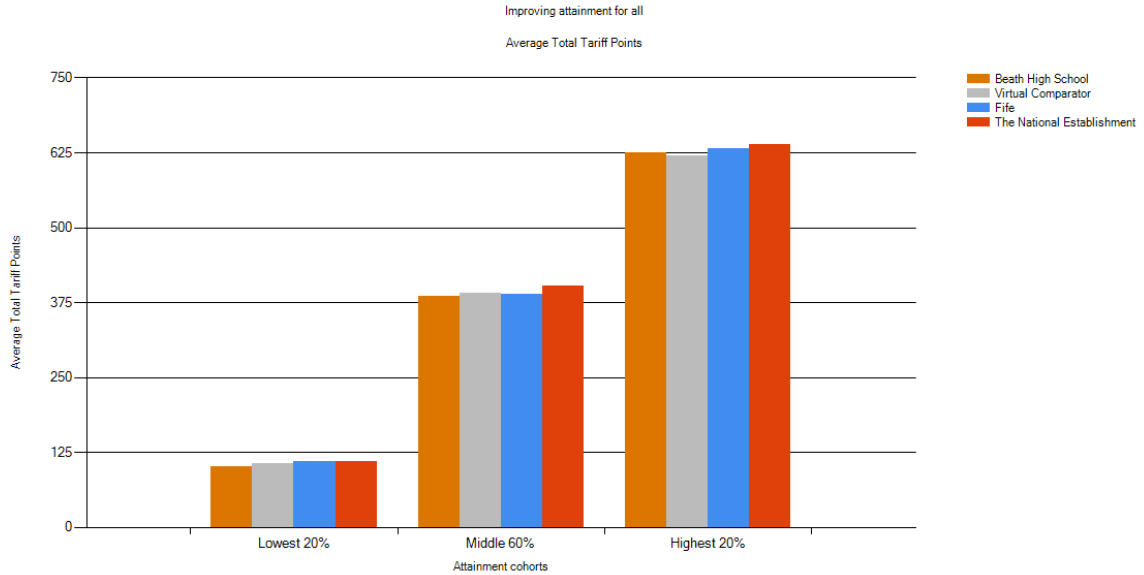
Improving attainment for all

S4

Local Benchmarking Measure: Improving Attainment for All

View Options Change Options Explore different breakdowns ▾

The selected year is 2023



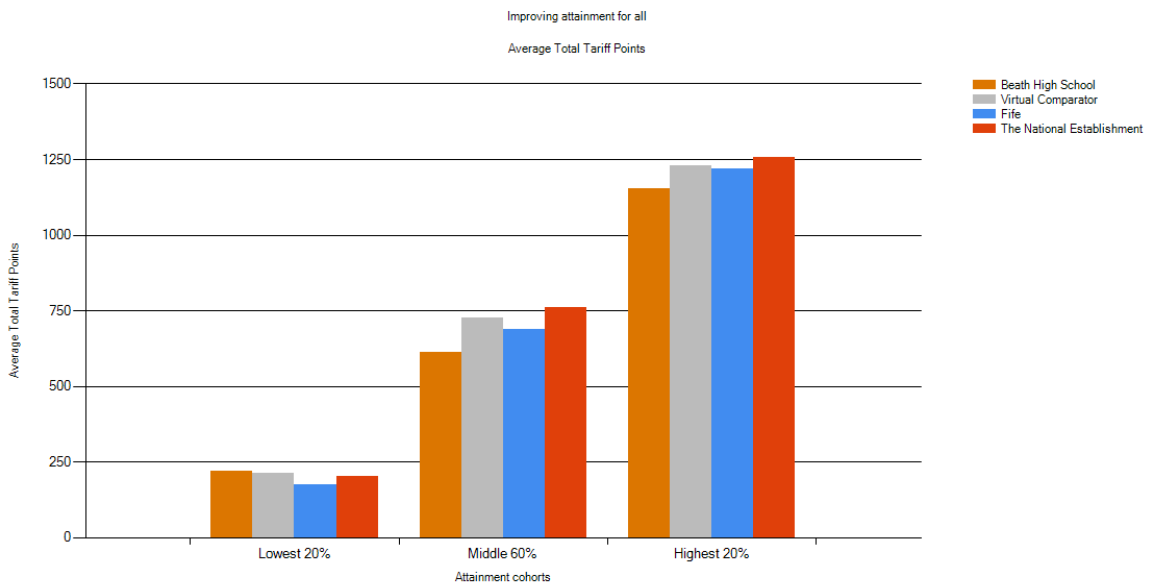
Positive picture that is a consequence of our revised curricular structure and S4 focus by PTs Raising Attainment (PEF Funded)

S5

Local Benchmarking Measure: Improving Attainment for All

View Options Change Options Explore different breakdowns ▾

The selected year is 2023



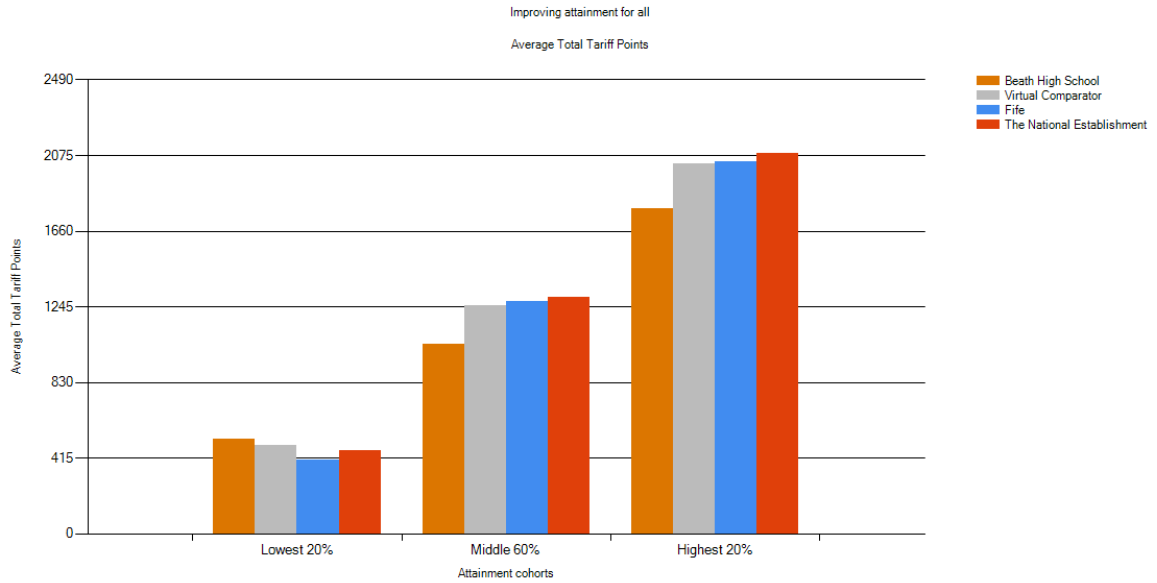
Level 6 attainment needs improvement to align with VC in upper 2 measures

S6

Local Benchmarking Measure: Improving Attainment for All

[View Options](#) [Change Options](#) [Explore different breakdowns](#)

The selected year is 2023



Similar to S5, level 6 attainment needs improving

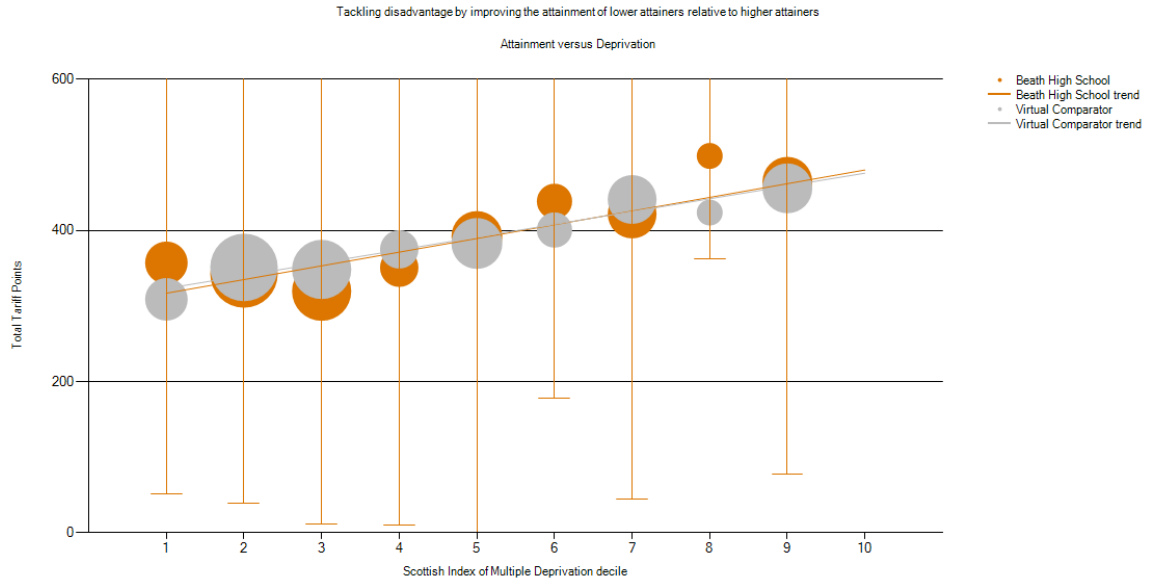
Attainment versus deprivation

S4

Local Benchmarking Measure: Attainment versus Deprivation

[View Options](#) [Change Options](#)

The selected year is 2022/23



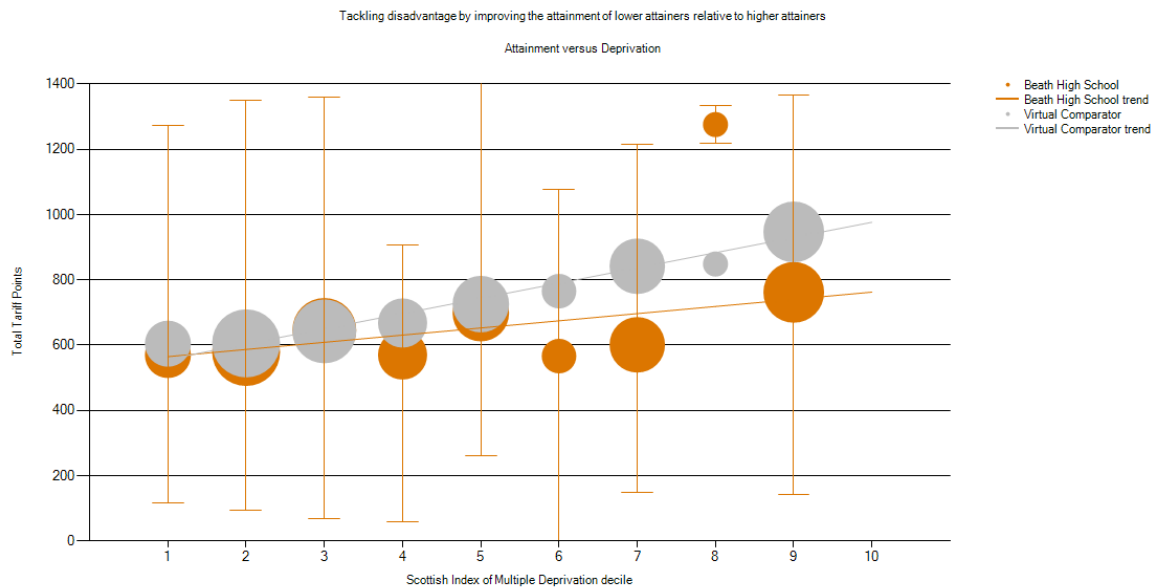
Positive picture and an improving trend – school alignment with VC

S5

Local Benchmarking Measure: Attainment versus Deprivation

[View Options](#) [Change Options](#)

The selected year is 2022/23



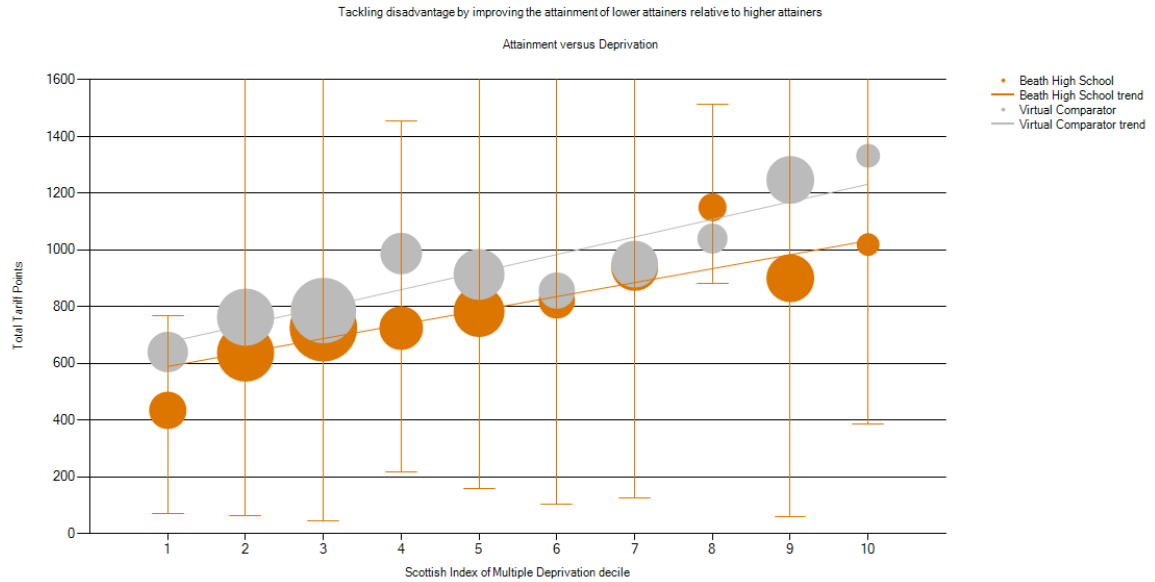
Line of best fit has improved on last session – still require increase in level 6 attainment

S6

Local Benchmarking Measure: Attainment versus Deprivation

[View Options](#) [Change Options](#)

The selected year is 2022/23



Similar to S5 – level 6 attainment requires improvement.

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