



Beath High School Improvement Plan 2021/22

Summary of Priorities

Overarching Focus for session 2021/22: Embedding our Vision

National Improvement Framework Priority 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

National Improvement Framework Priority 3

- Priority 3a: Improve attendance
- Priority 3b: Relationships and behaviour policy
- Priority 3c: Mentors in Violence Prevention Programme

National Improvement Framework Priority 2

- Priority 2a: Continue our focus on Equity
- Priority 2b: The UNCRC and 'the Promise'

National Improvement Framework Priority 4

- Priority 4a: Senior Phase to deliver robust positive destinations
- Priority 4b: Beath Care Sector Apprenticeship Programme
- Priority 4c: Pupil Empowerment

Driving school improvement within the context of Covid-19

As a school we are very much aware the global pandemic is ongoing, with continued significant impact to school life. We are determined to minimise the resulting disruption to our young people's education and our improvement priorities. *Ensuring the health and safety and wellbeing of our whole school community remains our top priority for this session.*



Beath High School Improvement Plan 2021/22

NIF Priority 1

Improvement in attainment, particularly in literacy and numeracy.

- QIs**
- 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

Priority 1a: Focussed Raising Attainment Approaches

Outcomes: Attainment continues to improve

Key measures are improved following targeted approaches

TMR system used to monitor individuals and cohorts, with appropriate interventions

All colleagues aware of their part in this priority

Care experienced young people attainment in line with their peers

Culture of achievement for all continues to be driven

Attainment matches or exceeds that of Virtual Comparator in INSIGHT

Alignment with school Vision: 'young people supported and challenged to achieve their true potential'

Tasks	By Whom	Resources	Timescale	Impact
Maintenance of target of every S4 pupil achieving minimum of 5 qualifications	Raising Attainment PTs All teaching colleagues	TMR system House spreadsheets S4 Intervention week TMR	Ongoing throughout session Those at risk of not achieving prioritised before xmas	Fourth Year 5@level 3 and 5@level 4 continues to be above VC, Fife and National level
Monitor and track S4 pupils that are studying at least 5 Nat 5s	Raising Attainment PTs N Barker-Harrison LEAD – R Ritchie	TMR system Set up alerts re those pupils at risk of dropping from Nat5 to Nat4	Track termly – with particular focus at end of term 1 and term 2	Increase % of S4 pupils achieving 5 Nat5 qualifications – in line with VC
Monitor and track S5 pupils that are studying 3 Highers	Raising Attainment PTs Luciea Abbot Lesley McLeod S Ross	TMR system Set up alerts re those pupils not on target for 3 Highers	Track termly – with particular focus at end of term 1 and term 2	Increase % of S5 pupils achieving 3 Highers, whilst in turn increasing potential for the following year's 5@level 6 by end of S6 improving
Monitor and track S5 pupils that are studying 5 Highers	Raising Attainment PTs Luciea Abbot Lesley McLeod S Ross	TMR system Set up alerts re those pupils not on target for 5 Highers	Track termly – with particular focus at end of term 1 and term 2	Increase % of S5 pupils achieving 5 Highers – in line with VC
Monitor and track S6 pupils that are working towards a total of 5 Highers by end of S6	Raising Attainment PTs G Hunter S Ross	TMR system Spreadsheet cross-referencing across S5+S6 Set up alerts re those pupils not on target for 5 Highers	Track termly – with particular focus at end of term 1 and term 2	Increase % of S6 pupils achieving a total of 5 Highers over S5+S6 – in line with VC

<p>Continue tracking and monitoring identified cohorts based on key characteristics including: SIMD/ Gender/ Care Experience/ Currently or Previously on Child Protection register</p>	<p>N Barker-Harrison</p>	<p>Information from Guidance colleagues</p> <p>Time to correctly identify cohorts</p>	<p>Throughout session</p>	<p>Early identification of attainment concerns and emerging patterns to ensure appropriate early interventions can be made – for individuals or cohorts. Attainment for these groups in line with rest of school</p>
<p>Ensure attainment targets are integral to course choice process for 2022/23 timetable</p>	<p>Guidance colleagues Raising Attainment PTs All teaching colleagues</p>	<p>Prior and potential attainment considered when coursing for new S5 and S6</p>	<p>Coursing period (Calendar of Events)</p>	<p>Those young people capable of achieving 3 and 5 Highers are coursed into 3/5 Highers</p>

Priority 1b: Tracking Monitoring and Reporting at Beath High school

Outcomes: Greater knowledge of pupil attainment across the whole school leading to increased attainment

Staff trained and confident in using the TMR system.

TMR system used to monitor individuals and cohorts, with appropriate interventions

TMR system incorporates standardised tests (SNSA and Fife Council new test)

Tracking and monitoring across BGE

Improve the quality of information to parents at all levels.

Parents and carers have a clearer understanding of pupil achievements and attainment.

Tasks	By Whom	Resources	Timescale	Impact
Creation of a TMR Calendar, shared and agreed by committee and staff.	Lesley McLeod TMR Committee	TMR Calendar TMR meetings TMR updates	August – Sept	Staff have a clear timeframe for completion short and long reports. Parents informed through app and website when to expect communication on pupil attainment and achievements.
All staff are confident in using the didbook system for both reporting and for monitoring pupil performance across the school.	TMR committee	Staff guides produced for reporting and for monitoring. Staff training - CPD sessions Inset days	Oct – Dec	Staff have a clear indication of pupil achievements and attainment across all subject areas.
PTCs are trained in using the didbook system across all departments for monitoring and tracking proposes along with the use of insight.	Lesley McLeod Kimberley Brown, members of TMR committee. PTCs	TMR system Inset days Staff CPD sessions	Oct – Dec	PTCs have confidence in using the robust system to look at pupil progression across their faculties and the school. Staff feel confident in using the monitoring insight facility of didbook.

Reporting moved to a single format	Sequential team TMR committee	Staff guides for reporting. Email information.	Throughout the session	Pupil progression throughout the whole session can be tracked more efficiently.
Improving the quality of long report information for parents and carers.	Helen Bradley Laing Kimberley Brown All departments – all staff	Access to departmental meetings. Reporting examples. Peer and PTC QA	Throughout the session	Parents more informed on their son/daughters strengths in learning and areas for improvement.
Pupil enrolment in the didbook system – Pilot with S4- S6	TMR committee Sequential team	Training for guidance. Pupil training through PSE. PSE and study periods.	Jan – April	Greater involvement for pupils in their learning journey, setting targets, wider achievements. Promoting a culture where pupils are taking responsibility for achievements and attainment.

Priority 1c: Empowering Middle Leaders and Embedding Our School Vision

Outcome: Build on the SCEL programme to further develop the individual and collective capacity of PTCs as resilient and empowered leaders.

Increased confidence at utilising self-evaluation and leading aspects of school improvement.

Collaboration across faculties within Beath and Fife.

Refocus on our Vision and Values following Covid.

Our school vision is embedded and can be seen and felt by every young person consistently across the whole school community.

Tasks	By Whom	Resources	Timescale	Impact
Meet Lesley Henderson to discuss suitable resources and ideas.	N Barker-Harrison	Meeting	June 2021	Development of a Collaborative Middle Leadership Programme.
Utilise and adapt resources to create meaningful programme for Beath linked to our Vision.	N Barker-Harrison	The Learning Imperative – by Mark Burns and Andy Griffith		Development of a Collaborative Middle Leadership Programme.
All PTC attend an introductory session focussing on self-evaluation (SEV) at individual and faculty level – utilising tools from ‘The Learning Imperative’.	N Barker-Harrison L Henderson All middle leaders	Time Presentation	October – date tbc	Increased focus on SEV and the links between leadership behaviours and the GTCS standards. Middle Leaders will develop a greater understanding of their team.
Intersessional professional reading on ‘values’.	All PTCs	Identify suitable reading.	Between session 1 and 2	Prompts thought/dialogue on ‘values’ as a leader.

<p>Invite colleagues from Auchmuty and Beath learners to 'Vision and Values' walk round – not observing teaching but culture and ethos.</p> <p>Reciprocal visits to be arranged to Auchmuty</p>	<p>N Barker-Harrison to liaise with P Davie (HT at AHS)</p> <p>PTCs and DHTs from Auchmuty.</p> <p>PTCs and DHTs from Beath.</p>	<p>Time</p> <p>Vision and Values checklist</p>	<p>Between session 1 and 2</p>	<p>Powerful evidence of where our school vision is/is not being enacted.</p>
<p>All PTCs engage in a follow up session where our school vision is unpicked and areas of strength and areas to develop are identified.</p>	<p>N Barker-Harrison L Henderson All PTCs</p>	<p>Time</p> <p>Data from walk rounds Driver Diagram</p>		<p>PTCs are empowered to identify what they feel needs developed in order to fully enact our school vision.</p>
<p>Workstreams are created based on development priorities. Each action learning set meet regularly and are supported to engage with professional reading and Model for Improvement methodology if appropriate.</p>	<p>N Barker-Harrison L Henderson All PTCs</p>	<p>Time</p> <p>Regular afterschool meetings</p>	<p>October - March</p>	<p>Allows professional dialogue and genuine collaboration between middle leaders.</p>
<p>Formalise links with Auchmuty HS Middle Leadership programme.</p>	<p>N Barker-Harrison All middle leaders</p>	<p>Time to meet with P Davie Time for Middle Leaders to meet (virtually/face to face)</p>	<p>October</p>	<p>Opportunities for collaboration and support for middle leaders across Fife.</p>

Termly feedback from each workstream on progress/ recommendations to full middle leader group. Opportunity to share with all colleagues.	All middle leaders	Time Time to present at June inset	January - June	Middle leaders are empowered to lead improvement and have increased capacity for current and future roles.
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Priority 1d: Relaunch of Beath Lesson Structure

Outcomes: Develop a consistent lesson structure across the school

Develop and improve teachers understanding of high-quality learning, teaching and assessment approaches.

Develop a more consistent and clearer understanding of expectations in learning across each subject area.

Improved outcomes for learners.

Tasks	By Whom	Resources	Timescale	Impact
Relaunch the Beath Lesson Structure for all staff on August Inset Day	L Abbot B Hopcroft/L Walters All teaching staff	Presentation via Teams on INSET day Posters issued for every classroom/teaching area	By end of Term 1	All lessons across the school will follow a consistent structure of Start, Learn, Reflect where staff and learners are fully aware and understand the different stages
Learning and Teaching to be a standing item on every Faculty/Department Meeting Agenda	All PTCs	Discussion with colleagues Examples of practice from staff Minutes of meetings	Ongoing throughout session	Staff encouraged to have regular discussions about Learning and Teaching. Staff will be supported and encouraged to continually improve the quality of learning and teaching
Learning Visits	PTCs SLT All teaching staff	Completion of learning visit pro forma Time to discuss the lesson observed and next steps Time to revisit lessons if necessary	Ongoing throughout the session from Term 2	To ensure that there is evidence of consistent, high quality learning and teaching across all Faculties

<p>TLC will support staff with the relaunch of lesson structure</p>	<p>S Adams / K Thomson All teaching staff</p>	<p>Weekly update email</p> <p>Materials in Learning and Teaching part of the server</p> <p>Staff notice board</p> <p>Learning library</p> <p>Drop-in sessions / workshops</p>	<p>Start focus: August – October</p> <p>Reflect focus: October – December</p> <p>Learn focus: January - April</p>	<p>To allow staff to feel more confident in implementing the lesson structure</p> <p>Encourage members of staff to try new learning techniques</p> <p>Provide access to pedagogical materials, allowing staff to be better informed</p>
<p>Consult with staff on support required for learn section of the lesson structure</p>	<p>S Adams / K Thomson All teaching staff</p>	<p>Staff questionnaire</p>	<p>November - December</p>	<p>To allow staff to have access to the support that is required.</p>

<p>NIF Priority 2</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p>	<p>QIs 1.3 Leadership of Change 2.1 Arrangements to ensure wellbeing 2.3 Learning and engagement 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</p>
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Priority 2a: Continue our focus on Equity

Outcomes: All staff have an appropriately well-developed understanding of the socio-economic and cultural factors experienced by our young people to enable them to support all young people to reach their full potential.

Every aspect of school life (with zero exceptions) is 'poverty proofed' to prevent young people living in poverty being disadvantaged.

Senior pupils who do not have any SQA exams are provided with an appropriate educational experience during study leave.

Tasks	By Whom	Resources	Timescale	Impact
Continue to build on the Eco Wardrobe success.	R Meikle Equity Captains	Clothes Posters Rota to man during all breaks and lunchtimes	Ongoing for sustainability	Ensures all pupils are wearing uniform without worrying about where to get it from
Appoint Equity Captains from all year groups	R Meikle Guidance Team	Time and advice Talk in assemblies by captains and R Meikle	Ongoing for sustainability	Giving pupil leadership and responsibility to the captains. Giving pupils an approachable face for the eco wardrobe. Giving the Equity role a pupil voice

Ensure the sustainability of the initiatives set up under the equity role.	R Meikle	Time and tangible measures	Ongoing to role end	Ensures these initiatives are embedded within the ethos of the school to continue for all pupils passing through Beath
Construct an alternative curriculum during study leave for those young people studying at Nat3/4 level	Equity Group Equity Captains All faculties	As required	Ready for dissemination to young people and families by end of March This is in place to be revisited when required	Senior pupils who do not have exams are provided with an appropriate educational experience during study leave
Creating links with outside agencies to provide a cohesive service	R Meikle Fife Councillors Finance Officer CLD	Time Meetings Discussions Rooming	By December	Finance officer to begin after October holidays to provide a drop-in clinic for families. Family education cooking programme to be created and run along with CLD to allow families to spend time together and learn skills with a qualification at the end
Create links with cluster Primary Schools	R Meikle Equity Captains	Time Meetings Discussions	Ongoing to create sustainability	Primary schools have their own trained equity captains. They create their own eco wardrobes Have ready for school boxes Beath Equity captains train, and maintain links to provide a cohesive programme across the cluster.

Challenge Poverty Week	R Meikle Whole School	Time Activities Lessons	Week beginning 4 October	Whole school focus around poverty being a problem we can solve together. Whole school to receive the same lesson at the same time on the same day to raise awareness.
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Priority 2b: The UNCRC and the Promise

Outcome: All members of our school community are aware of their rights and responsibilities regarding the UNCRC and the Promise.

All members of our school community understand what it means to be 'Care Experienced'.

All members of the school community understand our demographic and context.

The UNCRC and the Promise are considered in all aspects of our school life.

Tasks	By Whom	Resources	Timescale	Impact
All staff presentation of the UNCRC and the Promise, what the terminology (eg LAC/LAAC/CSO etc) and how this links to our demographic.	N Barker-Harrison S Else All colleagues	Adapted presentation from Fife Beath Infographic	November inset	All colleagues have an understanding of the UNCRC and the Promise and our school context.
Input from former pupil on their experiences and journey of being 'Care Experienced'. Other case studies to be shared.	Former pupil N Barker-Harrison	Time to meet and prepare with former pupil.	November inset	Our school has a deeper understanding of what 'Care Experience' really means from a young person sharing their story.
Follow up conversations in faculties.	All faculties	Challenge questions provided by N Barker-Harrison.	November inset	All colleagues have an opportunity to reflect on their practice and engage with professional dialogue.

Assemblies with a focus on the UNCRC and the Promise.	N Barker-Harrison/Year Heads	Presentation	October to Christmas term	All young people have an understanding of the UNCRC and the Promise and our school context.
Engage with young people to gather their feedback on areas of strength/development.	N Barker-Harrison/G Hunter/Guidance team (potential to collaborate with focus on pupil voice/empowerment)	Time Pupil focus groups/PSE classes	After assemblies	Young people have an opportunity to reflect on our practice, articulate areas to be developed and feel empowered.
Act on feedback from young people.	N Barker-Harrison/G Hunter/Guidance team (potential to collaborate with focus on pupil voice/empowerment)	Time	Following pupil engagement	Improved service and young people know their opinions are valued.

NIF Priority 3

Improvement in children and young people's health and wellbeing

- QIs**
- 1.3 Leadership of Change
 - 2.1 Arrangements to ensure wellbeing
 - 2.3 Learning and engagement
 - 2.4 Removal of potential barriers to learning
 - 2.5 Engaging families in 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

Priority 3a: Improve attendance

Outcomes: Young people are able to achieve their true potential through being in school.

Robust mechanisms to identify young people requiring support with their attendance.

Increased opportunities to support young people and their families improve attendance – including through partnership working.

Excellent attendance, and improvements to attendance, are recognised and celebrated.

School attendance figures improve to become in line with Fife and national average.

Tasks	By Whom	Resources	Timescale	Impact
Continued whole school focus on following attendance procedures.	All colleagues	Time	Throughout session	Robust attendance data
Office team identify incomplete registers and compile weekly report highlighting inaccuracies.	Office team			Consistency across whole school when recording attendance and all statutory duties are fulfilled.
Support given to colleagues whose practice needs improvement.	N Barker-Harrison			Reduction in safeguarding concerns and Parents/carers no longer receiving flawed attendance data.

Scrutinise attendance data	Office team SLT Guidance team Registration teachers	SEEMIS data Weekly updated spreadsheets	Ongoing	Awareness of attendance data by year groups and by House. Able to target approaches based on robust data. Able to evidence improvement.
Attendance SLWG established to identify areas requiring improvement and develop and implement potential strategies	N Barker-Harrison Alison Pilmer Colleagues to join SLWG Parents and young people to be invited to join	Attendance Data Time to meet Post-its and flipchart paper Driver Diagrams etc	First Meeting – 14/09/21	Collaborating and engaging with key stakeholders will better allow the group to understand and identify barriers and work collegiately to develop strategies.
Appoint PEF funded PT(s) Improving Attendance to take on role of 'Attendance Champions'. Develop role to work closely with guidance team, and support and challenge individual learners and families to improve attendance.	N Barker-Harrison to do job-sizing. Guidance Team to support development of role.	Time. PEF funding for additionality of PT part of salary.	September 2021	Focussed support for young people identified as requiring 'additional' levels of support to improve attendance, as well as holistic approach and development and implementation of 'universal' strategies.
Look outwards to other schools within SEIC to gather ideas/good practice.	Attendance SLWG N Barker-Harrison to contact J Price (SEIC)	Time to visit/speak to other schools	Ongoing throughout session	Opportunity to look outwards and learn from other schools within RIC.

Raise awareness of negative impact of poor attendance across the school community – send letter and infographic to all parents.	Attendance SLWG Office team	Email briefings Twitter School website Cluster awareness	Ready to launch after October holiday	Increased attendance rates
Develop ways to celebrate VG and EX attendance	Attendance SLWG House teams	Certificates/rewards	Ongoing throughout session	Encourage all young people to improve attendance
Focus on registration – consideration to the time, purpose etc. Promote the value of attending registration and promote house ethos. Peer support offered for teachers on ways to engage with register classes.	Attendance SLWG Attendance SLWG Guidance team Registration teachers J McKay and G Thompson	Twitter Email briefings School communications	Ongoing throughout session	Improved attendance at registration. Registration teachers taking ownership and pride in classes' attendance. 'Team' approach in each registration class. Consistency of experience in registration classes.
Identify and tackle young people who regularly truant selected classes – checking up and contacting home promptly.	B Alexander (PSO) PT Improving Attendance Guidance Team	Lists of Pupils Time	Ongoing throughout session	Improved engagement, attendance and attainment.

Engage parent/carers of young people with 85% or less attendance to look at strategies to improve attendance on an individual basis.	Guidance Team		Begin October 2021	Increased attendance of targeted group Improved parental engagement
Develop and expand opportunities for young people struggling to attend school/all classes - especially due to relationship issues or anxiety. (Build on successes of 'Attendance Group')	PTs Raising Attainment PT Improving Attendance Attendance SLWG SLF Colleagues Catriona Skinner (DAPL)	Raising Attainment Groups DAPL Group Potential for Other Groups	Ongoing throughout session	Improved confidence, attainment and attendance of young people at risk of not achieving their potential.

Priority 3b: Positive Relationships and Behaviour Policy

Outcomes: Capacity for young people to achieve is increased by ensuring the school is calm and well ordered

Learners feel safe

Interactions between young people and their peers and young people and staff are positive and respectful

All stakeholders are aware of the school's high expectations

Expectations are consistent across each classroom and area of the school

Young people are able to transition from the school with an awareness of positively working with others

Tasks	By Whom	Resources	Timescale	Impact
Refresh attendance of Positive Relationships Committee (PRC) ensuring all faculties are represented alongside pupils and parents.	G Fraser	E-mail Parent Staff Association	September 2021	Committee represented by pupils, staff, parents and partners.
Liaise with R Duncan PSS and K Currie Madras College	G Fraser	Meeting time, exemplar policies	September 2021 initial contact Ongoing throughout the process	Ensure policy creation in line with current Fife Council practice and up to date development, supported by relationship and behaviour specialist staff.
Gather current faculty procedures and also some examples from other educational establishments	G Fraser	Faculty policies and procedures around the school Examples from Waid, Balwearie, St Andrews	By September 16 th 2021	Guidelines to work from Current faculty input recognised and utilised (Inward looking) Current embedded practice from other establishments providing suggestions (Outward looking)
Initial meeting with PRC To discuss the creation of an overarching Positive Relationships and Behaviour Policy.	PRC	Meeting room/Teams Link Faculty policies	September 16 th 2021	Clear understanding of task ahead Awareness raised of current practice

<p>Construct a simple, easily followed list of consequences for challenging behaviour in classrooms and teaching areas</p>	<p>PRC</p>	<p>Meeting room/ Teams link Liaison with faculties, young people, parents and carers</p>	<p>Begin by end of September 2021 Completed by Christmas break.</p>	<p>Consistency of approach across the school when dealing with challenging behaviour Young people aware of consequences and why they are being put in place Fair and equitable approaches that are understood by the whole community</p>
<p>Embed consequences and other 'codes' into overarching policy for Positive Relationships and Behaviour.</p>	<p>PRC</p>	<p>Meeting room/ Teams link Liaison with faculties, young people, parents and carers</p>	<p>By February break 2022</p>	<p>A robust PR and B Policy which all stakeholders are aware of, and may refer to, regarding the school's high expectations Expectations are consistent across each classroom and area of the school.</p>

Priority 3c: Mentors in Violence Prevention (MVP) Scotland Programme

Outcomes: Increased Leadership Capacity of Senior pupils

Promotion of positive school ethos/culture

Further reduce instances of negative behaviour in social areas and reduce impact of issues brought into school from the wider community

Tasks	By Whom	Resources	Timescale	Impact
MVP Programme launched with all staff	DL to create information resource with full overview of MVP programme and share this with staff.	Information presentation shared with all staff. Additional resources and case studies shared within presentation	Launch date Monday 13 th September 2021 Opportunity to contact DL individually for more information	Staff awareness of programme details, purpose, and outcomes Staff volunteers for Mentor Support Team
Staff Mentor Training to be completed by 4 Beath HS Staff	Dave Lowrie (Lead) Staff Team (TBC)	All staff mentors to attend regional MVP training day led by Louise Steen (Our Minds Matter) on 16 th and 17 th November Staff Cover - Time required MVP Resources shared	November 2021	Fully trained staff, knowledgeable in MVP ready to train group of Pupil Mentor Team. Established Mentor Support Team Increased staff confidence in leading MVP Programme.
Pupil mentor training to be completed by 30 Beath HS senior pupils (S4 and S5)	Mentor Support Team (All)	Time MVP Scotland Training Packs Classrooms for workshop delivery	January 2022	Fully trained pupil mentor team equipped with knowledge and confidence to lead this programme with peers Leadership opportunity for 30 senior pupils
Focused peer education Inputs to S1-4 PSE Programme (Targeted Year Groups)	Mentor Support Team (All) Pupil Mentor Team (All)	Overview of PSE timetable and curriculum plan Time	February – May 2022	Increased confidence of Pupil Mentor Team in leading peer education sessions

Consideration of issues within specific year groups and tailoring MVP input to address these issues.		ICT resources		<p>Sharing of important messages through focused inputs to targeted groups</p> <p>Increased capacity if young people within Beath to identify and intervene in instances of negative behaviour</p> <p>Proactive support to intervene earlier to stop issues developing.</p>
Leadership accreditation for Young People acting as MVP Mentors	Dave Lowrie (Lead) Rachel Scallan (Active Schools)	<p>Award Overview and Key Documentation</p> <p>Pupil Logs</p> <p>Pupil evidence of volunteering/leadership hours to satisfy criteria of award</p>	February – June 2022	<p>Formal accreditation in volunteering.</p> <p>Enhanced Leadership capacity and development of key skills for life beyond school.</p>
MVP input to P7 Transition for 22-23	Dave Lowrie(Lead) Pupil Mentor Team	<p>Overview of Transition Programme</p> <p>Pupil Time</p> <p>Staff Cover</p> <p>Programme of MVP Inputs to P7 classes in cluster primaries.</p>	April – June 2022	<p>New S1 with a better understanding of acceptable behaviours to support transition to Beath HS</p> <p>Positive ethos and environment at transition time</p> <p>Reduced instances of negative behaviour amongst S1 pupils.</p>

<p>NIF Priority 4</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<p>QIs 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</p>
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Priority 4a: Senior Phase to deliver robust positive destinations

Outcome: A curriculum that enables every young person to gain qualifications, skills and experiences whilst providing pathways to robust and sustained positive destinations.

Tasks	By Whom	Resources	Timescale	Impact
<p>Illustrate the changes made to the curriculum since 2018.</p>	<p>G Hunter Curriculum Group</p>	<p>Curriculum model ICT Insight data Time</p>	<p>October 2021</p>	<p>The School Vision for the curriculum will be exemplified to colleagues, pupils, parents/carers and partner agencies.</p>
<p>Meetings of Curriculum group including representatives from the whole school community.</p>	<p>G Hunter Curriculum Group Inc. SDS, Parents/Carers, Learners, other Partner Agencies.</p>	<p>Time Skills Development Scotland (SDS)</p>	<p>October 2021 – January 2022</p>	<p>The Beath curriculum will evolve to meet the School Vision and the whole school community will be able to access illustrations of Learner Pathways.</p>

Plan coursing for 2022-23	G Hunter PTCs Guidance staff Curriculum Group	Time	December 2021 – January 2022	There will be more flexible pathways to meet the needs of all learners at Beath.
Focus on ensuring coursing maximises learner opportunities to achieve and attain	G Hunter Guidance Team PTCs	Time	December 2021 – March 2022	Improvement in Attainment at Level 5/6. Learners on pathways to robust and sustained positive destinations.

Priority 4b: Develop a Beath Care Sector Apprenticeship Programme

Outcome: An apprenticeship programme that allows development of the appropriate skills and experiences for progression into Care sector training and/or work.

Tasks	By Whom	Resources	Timescale	Impact
Continue to develop the role of Support Ambassadors	S Young S Burns	Support Ambassador timetable in place Support ambassador in-house training	October 2021	Increased capacity for supporting learners who need it Leadership and development opportunities for Senior learners, all signed up for Saltire award
Identify key elements for an apprenticeship programme	S Young	Focus groups with Support Ambassadors Consultation with parents/carers of Support Ambassadors Consultation with Care Inspectorate Scotland and appropriate care providers	October 2021	Effective identification of key elements needed for an apprenticeship programme suitable for the Beath context Support ambassadors increased awareness of Care sector careers and areas for potential placements identified Positive links initiated with Care Inspectorate Scotland and Care sector providers
Build apprenticeship programme and trial local Care sector placements	S Young	Support Ambassadors Care Inspectorate Scotland Local Care sector providers Parent/carers	April 2022	Support ambassadors gain Care sector placement experience Support ambassadors achieve Saltire award/hours

		Beath colleagues Time		Established links with Care Inspectorate Scotland and local Care sector providers, for future placements and input into the apprenticeship programme Apprenticeship programme ready for session 2022-2023, with qualification pathways identified
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Priority 4c: Pupil Empowerment

Outcome: Pupils are actively engaged and involved in decision-making that ensures learners' needs are met in ways most appropriate to the school's context.

Why?

"Participation is a core vehicle for the goal of achievement and attainment and is a critical part of the wider education of the young person"

Mannion, G. Sowerby, M. and l'Anson, J. (2015:40).

Tasks	By Whom	Resources	Timescale	Impact
<p>Form a group to support pupil engagement – staff, partners, parent/carers.</p> <p>Why?</p> <p><i>"A range of stakeholders take lead roles in aspects of school improvement. This includes children and young people, parents and partners."</i></p> <p>(HGIOS 4, 2015:21)</p>	G Hunter	Time	October – December 2021	Young people are actively engaged and involved in decision-making across our school
<p>Look outwards to engage with partners across the SEIC network to challenge our own thinking.</p> <p>Why?</p> <p><i>"Looking outwards, in other words learning from what happens elsewhere"</i></p> <p>(HGIOS 4, 2015:10)</p>	Pupil engagement group	Contacts Time	October – December 2021	The group will identify examples of good practice.

<p>Utilise the Prefect Leadership Team to reach out to the pupil body.</p> <p>Why?</p> <p><i>“Children must be listened to, and meaningfully and appropriately involved in decision-making”</i></p> <p>(Plan 21-24, The Promise 2021: 9)</p>	G Hunter	Assemblies ICT	October – December 2021	Young people understand the concept of Pupil Empowerment
<p>Create a mechanism for all pupils to have opportunity to contribute their views.</p> <p>Why?</p> <p><i>“The views of Children & Young people are vital to shaping future services”</i></p> <p>(Fife Children’s Services Partnership Agile Action Plan, 2020-21:13)</p>	Pupil engagement group	ICT Time	January 2022	Young people’s views will be gathered in an efficient and user-friendly way.
<p>Create a representative pupil body to engage with pupil views and represent views to ensure learners’ needs are met</p> <p>Why?</p> <p><i>“Since children and young people are the main recipients of all that our schools offer and deliver, they should be involved in discussions about the wider life of the school.”</i></p> <p>How Good is OUR School? (2018: 5)</p>	Pupil engagement group	Time	January 2022	Young people’s views and opinions will help learners’ needs to be met.

