BELL BAXTER HIGH SCHOOL

Standards and Quality Report

"The future is in our hands"

CURIOSITY   TOGETHERNESS   EXCELLENCE

Setting/School Roll (including ELC/ASC)	1470 (Sep 2020)				Over
FME	133 (9%)				
Attendance (%) 92.18	**Authorised**	3.93	**Unauthorised**	3.88	
Exclusion	24 (per 1000) for 2020-21				
Attainment Scotland Fund Allocation (PEF and SAC)	£81,000				

2019/20 our Bell Baxter school community worked together to develop the new shared vision and values displayed above in the school logo. Having launched "The future is in our hands" in January 2020 during a programme of assemblies, visuals and a whole school lesson delivered across the school at the same time, we are now, post-lockdown, working together to embed our vision and values so that they are understood, lived and breathed every day.

Our attendance percentage over the year has increased by 2.1% from 90.08% to 92.18%. Authorised and unauthorised absences have fallen by 1.8% and 0.3% respectively.

Exclusions have increased from 7 (per 1000) to 24 (per 1000). Almost all can be attributed to difficulties in reconnecting with peers and physical response to relationship difficulties. This reflects our experience of young people post return from lockdown and the impact of the pandemic on their feelings of safety and their ability to maintain positive relationships. Actions feature in next year's School Improvement Plan funded by to help us address this.

Session 2020-21
Improvement for Recovery Priority 1:
Develop coherent planning of learning & teaching content and strategies to embed the Bell Baxter Learning Standard

HGIOS4 Indicator:
1.1 Self-evaluation for self-improvement
1.3 Leadership of change
2.2 Curriculum
2.3 Learning, teaching and assessment

Progress:

- A consistent planning template has been developed collaboratively and agreed across all faculty areas
- Significant work carried out in faculties to address this top priority. This became particularly necessary over the Session during periods of remote learning. Plans have been put on website – weekly plans with tasks and activities on Teams
- Learning continues to be uploaded and shared online on a weekly basis to support absence due to COVID related issues

Impact:

- All subjects now have a clear plan of what learning content will be delivered by all teachers and when. This is supporting the beginnings of early dialogue and shared planning around national benchmarks in BGE, learning and teaching strategies, assessment design and tracking data.
- Anecdotal parental feedback has been positive surrounding remote learning including planning templates now shared on school website to support parental engagement with learning as evidenced in the school compliments log

Next Steps:

- A few faculties have agreed on a specific pedagogical focus (direct instruction) and are working alongside the new Principal Teacher of Learning & Teaching to develop practice in this area and measure impact on learners' outcomes, in particular those significantly below national expectations
- A Staff Learning Model (SLM), focused on collaborative planning of curriculum will be developed to support all staff in refreshing their knowledge and embedding their understanding of excellent learning, teaching and assessment.

    o Specific areas will be determined by faculties via their own self-evaluation supported by link DHTs and the wider Faculty PT Team
    o The aim of the Staff Learning Model will be to ensure all staff *understand* what 'excellent' looks like and are supported to embed this into their practice.

- ***Target: All S1 and S2 curriculum planning will evidence benchmarks, differentiation, robust assessments, progression through tracking and at least one development of an area of the Bell Baxter Learning Standard***
- ***Target: Effective pedagogy (in line with the BBLS) is evident in most learning visits across the school***
- ***Target: A positive, measurable improvement in attainment can be evidenced with learners who have been targeted as part of the direct instruction pilot with approximately 70 learners in S1 and S2 (3 classes). Baseline numeracy in Maths has been collated from a Cluster assessment carried out in June 2020 and impact will be tracked every term.***

Session 2020-21
Improvement for Recovery Priority 2:
Roll out a pilot to support the effective use of electronic devices in learning

HGIOS4 Indicator:
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 Leadership of change
2.2 Curriculum
2.3 Learning, teaching and assessment
3.3 Increasing creativity ad employability

Progress:

- Digital technologies policy developed and in place.
- Parent/School IT Committee set up to support allocation of devices to those without; clear criteria agreed
- Partnership with local charity Laptops for Learning to procure devices for YP to complement those allocated by the Scottish Government
- Programme of online professional learning for staff developed and in place
- Digital technologies area created on the school website to share professional learning resources in the wider public domain
- New school website created and launched June 2020 to improve communications and ease of access to information whilst also promoting work and life of school
- All faculties now have a Teams page to support remote learning with all year groups
- All faculties now have a Department Twitter to share successes and achievements
- In August 2020 Bell Baxter HS Twitter had 1556 followers we now have 1948

Impact:

- Working with Scottish Government/Parent Council/Laptops for Learning Fife/Connecting Scotland, 114 devices have been allocated to families, with an initial focus on lower SIMD or FME to ensure equity and access to reliable ICT for all young people. This will allow all young people to engage fully in their learning.
- All staff were asked to respond to baseline survey to gauge experience and confidence using digital technology. As a result, three professional learning groups were created from this survey: Pedagogy/Skill Share; Teaching & Learning Reading Group and Digital Technology Training. These groups are led by PT Learning & Teaching and PT Digital Technologies and are well attended by around 20 staff each.
  - Skills share - averaged 16 attendees with 41 individual teachers (41%) attending over time. Topics included Teams breakout rooms, PowerPoints for collaborative working, voice notes within One note to provide student feedback
  - Pedagogy sessions averaged 14 attendees with a total 39 (39%) of individual teachers attending over time. Topics included effective questioning techniques, retrieval practice. Anecdotal evidence and 8 teacher commentaries shared with all staff evidence learning being put into practice
  - Digital Technology Survey sent out to staff regarding what training need they feel would support them in developing their skill sets. 128 responses.
  - 28 Members of Staff have highlighted they would like support with how they can use Team to assign and collect work and flipping lessons.
  - 35 members of staff would like further training on OneNote.
  - 19 members of staff would like training on Microsoft Sways
  - 18 members of staff would like training on Microsoft Forms
- January 2021 evidenced largest number of visits to website - 10,369 visits and would correlate with information shared on materials to support learning during lockdown. In the period January 2021 to 14 May 23,663 visits have been made indicating a significant increase in stakeholders accessing information on the school and therefore being better informed
- As a result, all young people have been able to access learning remotely on Teams on an ongoing basis throughout the year and most teachers have reported their skills have improved since the start of the session

Next Steps:

- New PT Digital Technologies will work with young people to develop their access to E-sgoil and the national learning offer to enhance study support and opportunities for learning outwith school. *Target: most young people in senior phase accessing these materials by the end of 2021-22*
- We will develop a programme of professional learning to secure the national Digital Schools Award for Bell Baxter High School by the end of Session 2022. *Target: the majority of staff will understand what makes effective use of digital technologies; currently only a few lessons evidence imaginative use of digital technologies to promote interactive learning. This will become less than half by the end of 21-22.*
- We will develop an ICT Improvement Plan alongside Fife to support the effective deployment of the ICT Refresh budget for 2021-22 and exploit any possible one-to-one device strategy rolled out in future. *Target: almost all stakeholders report positive improvements in school hardware and access to WiFi*

Session 2020-21
Improvement for Recovery Priority 3:
Strengthening Pupil and Partner Leadership

HGIOS4 Indicator:
1.1 Self-evaluation for self-improvement
1.3 Leadership of change
2.7 Partnerships
3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement

Progress:

- Forums have been set up through which YP feel they can shape policy and lead change. These have been structured around the strengthening of the School Captain and Prefect teams, leading groups of learners in line

with some aspects of HGIOURS. YP leading improvement groups in Global Goals; Wellbeing; Equalities & Transitions.

- Parents have engaged in the work of the school throughout the year feeding into school improvement groups around Equalities, Electronic Devices, Global Goals and Wellbeing.
- Parents were consulted on how BBHS communicates with families, to establish areas for improvement.
- Strong parental engagement has been evidenced throughout with the Bell Baxter Polar Academy group
- Captains very successfully planned and organised prefects in full support of P7 Transition to S1 and initial settling in over a 3-week period
- Virtual assemblies used to launch refreshed policies and initiatives being led by Equalities group and Wellbeing Ambassadors. LGBTi Manifesto, which is an essential part of the LGBTi Silver Award has been written by young people and shared widely across the school community and social media. The manifesto has raised the profile of the LGBTi group and prompted questions from parents around gender neutral toilets.

Impact:

- Number of highly successful charity fundraising events planned and organised by senior pupils has led to higher profile in school. There has been a increase in the number of young people applying to be a prefect in S5&S6 in session 2019/2020 55 young people applied to be a prefect last session, for 21-22 we have received 74 applications.
  - S1's completed a survey re: the School Captains with the majority aware of our School Captains and their role in school
  - Most S1s feel the Prefect team are visible and approachable.
- A survey on how we communicate with parents was carried out in October 2020 and had 454 responses. A subsequent meeting with parent group agreed improvements in the following areas which have been actioned: School social media updated (Website, Facebook, Twitter); Weekly Update Sway (Social media links, Vision & Values references; School contacts); School Partners (Partner Spotlights in Weekly Update); Learning & Teaching including homework to be consistent in Teams as well as updated on school website; A Video help guide for parents available on website to support access to assignments and teams. Over 10k visits in January plus over 23k this year is a significant increase in Website traffic to view Teams faculty learning plans and help video guides.
  - Social Media - The website is very good and far improved. *Weekly Update: I find this extremely useful. The inclusion each time of the school contacts is very good, as is the branding with the school's values. I would say keep this going - I now know the values. School Partners - This has been useful to see the breadth. This is always good to see, more if possible please. Video Guides - This was useful yes. They helped. Learning & Teaching - Teams usage and set up seems to feel much more consistent across the subjects. The term plans are great, but I think the school could promote them much more.*
- Captains and Leadership Ambassadors have all led pupil focus groups to gather views on school priorities. This was fed into the digital technologies, wellbeing ambassador and equalities action plans. We will carry out a full Education Scotland survey with all of our young people in the new term as an update from last February 2020 and to baseline our actions for next session.

Next Steps:

- Young people will be given the target areas from the school's February 2020 Inspection report and tasked with writing a Pupil Improvement Plan to support the school in addressing the issues around pupil views and feelings of safety and nurture. Bell Baxter Leadership Academy to be developed whereby young people will lead improvement groups across the HGIOURS strands of wellbeing; relationships; successes and achievements, school and community and learning & teaching. Each will be supported by a PT Whole School as appropriate to their remit ***Target: HGIOURS Leadership groups will be in place with regular (at least termly) surveys on pupil views across the school leading to most YP feeling their views are sought and acted upon. Each group will produce visuals specifying what they said and what we did as a result. This will be shared at assemblies and displayed as visuals across the school. Actions and views will be shared at a Pupil Council meeting termly***
- We aim to develop our capacity to meeting young people's wellbeing needs prior to referral to partner agencies as a first response approach. Framework to be developed to support knowledge and understanding of effective practice supported by skilled partners trained in leading group work. ***Target: See current level of referrals from each Guidance PT for Term 1, 2 & 4 -Referrals to partners will reduce and there will be evidence of successful***

interventions of Support team around Kitbag, Person Centred Planning, Seasons for Growth, Nurture and Anxiety groups.

- o In S4- x5 School Nurse referrals, x3 DAPL referrals, x0 CAMHS, x4 16+ referrals, x1 Enable referral.
- o In S1 – 4 x DAPL referrals, 1 x School Nurse referrals.
- o In S2 – 3 x DAPL referrals, 4 x School Nurse referrals, 8 x CAHMS referrals.
- o In S3 – 3 x DAPL referrals, 3 x School Nurse referrals, 4 x CAMHS referrals, 1 Clued-Up referral.
- o In S5 - cumulative referrals based on Terms 1,2 and 4 - school nurse referral (3); Dapl (2); CAMHS (2)
- o In S6 – cumulative referrals based on Terms 1,2 and 4 - school nurse referral (4); DAPL (3); CAMHS (1); Link Living (1); Enable (1), 16+ (1)

Session 2020-21
Improvement for Recovery Priority 4:
Embed wellbeing indicators within classrooms and across learning

HGIOS4 Indicator:
1.1 Self-evaluation for self-improvement
1.3 Leadership of change
3.1 Ensuring wellbeing, equality and inclusion

Progress:

- Extensive survey completed on return to school in August to gather data on the YP experience, including information on devices at home and key worker status of parents. Data used to inform distribution of devices and wellbeing concerns with individual families
- Further whole school survey with every young person on wellbeing indicators completed Nov 2020 to gather clear data on which indicators were least strong.
- Nurture, safe and respected were the weakest areas identified by YP.
- Plans for a pupil led enquiry in place for Term 3 had to be put on hold. Process initiated in May with work beginning on 11th and 14th June 2021. This will feed into SIP plan actions in 2021-22 to address key wellbeing concerns.

Impact:

- 1068 (74%) of young people were surveyed. Strong evidence on which wellbeing areas should be the focus for the school. These are nurture, safe and respected. The average score out of 10 in term 4 for each of these indicators is:
- S1 - 229 responses - Safe = 6.9; Nurtured = 7.8; Respected = 6.5
- S2 - 102 responses (roll - Safe = 7.9; Nurtured = 8.2; Respected = 7.4
- S3 - 73 responses - Safe = 8.3; Nurtured = 8.2; Respected = 7.2
- S4 - 118 responses - Safe = 7.2; Nurtured = 7.3; Respected = 6.6
- S5 - 285 responses - Safe = 6.9; Nurtured = 6.8; Respected = 6.8
- S6 - 161 responses - Safe = 7.9; Nurtured = 7.1; Respected = 7.2

Although these figures have improved on Term 1 there is work to be done to ensure that most young people feel safe, nurtured and respected. ES Survey at the start of next term will measure any shift in this and provide a baseline for next year's actions.

Next steps:

- Pupil Led Enquiry (PLE) planned for 11th and 14th June 21 to respond to low score for Nurture in school – around 20 YP plus 5 staff to be involved. Action Plan will follow PLE.
- Mentors in Violence Prevention anti bullying programme to be taken forward by PT Guidance and Pupil Leadership Group
- Focus groups able to be identified to gather deeper knowledge of safety concerns in school. Action Plan will follow focus group. **Target: pupil surveys will report an improvement in feeling safe, nurtured and respected in school with an aspiration that most young people agree**

Session 2020-21 **Improvement for Recovery Priority 5:** **Develop understanding of diversity and discrimination**
HGIOS4 Indicator: 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion
Progress: • Action plan drawn up for the year as we worked towards LGBTi Chartermark • New equalities, diversity and inclusion policy created in consultation with young people, staff and parents within the school Equalities group • Equalities group created a Bell Baxter Equalities Manifesto shared across social media and visible in all areas of the school • Most staff (73%) trained by LGBT Scotland on equalities and diversity. • S4 and S5 MVP pupil mentors (x40) received refresher training and child protection training.
Impact: • Reduction in number of instances and referrals related to homophobic and racist incidents from 7 in Term 1 & 2 to 1 in Term 4 • School was awarded SILVER Chartermark status and a Rainbow flag from LGBT Youth Scotland during a whole school Rainbow Day celebration on 1 June 2021. • S1 term 1 & 2 bullying incidents = 0; term 4 = 1; S2 term 1 & 2 bullying incidents = 3; term 4 = 1; S3 term 1 & 2 bullying incidents = 2; term 4 = 2; S4 term 1 & 2 bullying incidents = 2; term 4 = 0; S5 term 1 & 2 bullying incidents = 0; term 4 = 0; S6 term 1 & 2 bullying incidents = 0; term 4 = 1. Impact not showing through this data therefore behaviour and relationships strategy next year has to define clearer and more specific measures of success that will allow us to describe impact better

Next steps:
 	
    • Staff MVP team to be created to support the roll out of MVP. KS to enrol in "train the trainer" training to future proof and build capacity in BBHS. MVP programme to be launched in Aug 21 to support safety and nurture across the wider school. Baseline data to be gathered from Sep 21 ES survey and also from engagement data from OTB, exclusion data from SEEMIS and bullying data from SEEMIS and thereafter termly data will be gathered to allow trend tracking in terms.
    • CSR to lead refreshed Behaviour and Relationships Strategy for school which is to focus on embedding a more inclusive approach across wider school. New Faculty Support PTS to work alongside staff in departments to gather information on behaviour and relationships and collaboratively work on strategies for stronger and more positive engagement. Stakeholder data to be gathered by SLWG in August to inform policy refresh. Year teams to measure impact through weekly referral analysis.
    • Refresher training on restorative approaches to be rolled out to support staff in inclusive approaches to influencing and managing pupil behaviour.

Session 2020-21 **Improvement for Recovery Priority 6:** **Strengthen Support Planning for Young People**
HGIOS4 Indicator: 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion
Progress:

- Weekly pupil updates sent out to all teaching staff every Friday: by ensuring staff have up to date information they are able to build a holistic picture of young people and are better able to support young people in classes.
- Streamlined planning template: planning information is clear, concise.
- Named and key worker status reviewed: support staff have a clearer picture of who is leading support planning for intensive young people and spread of intensively supported young people is equitable across the support faculty.
- EPM: increased knowledge of additional and intensively supported young people across the BGE/SP year teams. Planning around these young people is clearer and more rigorous and approach to referrals to agencies is consistent across year teams.
- Weekly year team meetings: increased communication between year teams and increased knowledge of case load. Consistent use of minutes template across all year teams ensures consistency of messages shared across all teams
- All Support staff were trained by Educational Psychologists on writing a Child's Plan and how to engage with the Child's Plan documentation
- 15 Members of BBHS staff now training in Kitbag bag.

Impact:

- Staff feedback from snapshot Friday survey in May 2020 stated 19/20 (85%) felt the updates were useful in supporting them to more effectively plan to meet learners' needs in classes.
  - In S1 7 young people identified as Intensive and 11 additional.
  - In S2 13/21 yp identified as additional/intensive have planning documentation including
  - In S3 34 yp identified as 'additional'. 18 young people identified as 'intensive'
  - In S4- 7 YP identified as 'Intensive' and 14 YP as 'additional.
  - In S5- 3 YP identified as additional. No YP identified as intensive.
  - In S6 - 15 YP additional and Intensive. 17 Flexi Schooling Arrangement
- Feedback from Kitbag training session:
  - **How supportive was the content of the presentation in helping you to understand the benefits of kitbag?**
  - Average 4.63/5 said VERY HELPFUL
  - **How much potential impact do you think kitbag could have in your current role?**
  - Average 4.63/5 said VERY POSITIVE IMPACT
  - **How much more confident are you in implementing a kitbag session before summer 2021 base on the In-Service Day input?**
  - 5/8 respondents stated LIKELY OR VERY LIKELY
  - *"I think kitbag is very good because it gives you a safe place to talk about anything with people you feel safe with. It helps you from keeping everything bottled up and once everyone has talked about everything everyone always has something nice to say and it makes you feel better."* **VM**

Next Steps:

- All young people's wellbeing and planning data will be collated and tracked into a One Stop Shop. Target groups will be reviewed for outcomes on a termly basis
- School Support staff to be trained in key intervention supports (Person Centred Planning; Kitbag; Seasons For Growth) in order to act as first response in line with planning around young people.
  - Person Centred Planning: Currently 1 member of staff. Aiming for 10 PT's to be trained by EP's by end of Session
  - Kitbag: 25 staff members trained. Currently aiming for ALL Support Staff Trained by end of Session (16 still to be trained).
  - Season's for Growth: Currently 2 members trained. Aiming for 6 staff to be trained spread over Support (Guidance, PSO's and ASN) by October 2021
- SLG to be re-instated with partners attending problem solving meetings on a monthly basis. Range to be invited to the SLG incl. EPs, SW, CLD, Youth Work, School Nurse Service, PSS
- One-stop-shop overview to be created with overview of all review dates for young people who are additionally/intensively supported. The support team will develop this with SLT over the course of Term 1 to ensure

that it is fit for purpose and easily accessible for all staff. This will allow for year teams to monitor review dates and ensure rigour around planning documentation. In place for October 2021

HGIOS4 Indicator:
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 Leadership of change
1.4 Leadership and management of staff

Progress:

- A number of improvement priorities have been postponed and school/faculty processes suspended this Session to support staff workload: notably learning and teaching walkthrough; one set of tracking reports removed from S1 – S3; Faculty Standards and Quality reports for 2019/20 and this session 2020/21 removed. Parents' evenings from October 2020 were also realigned to support the development of remote learning resources and staff skills and knowledge in the use of ICT and digital technologies
- INSET days in November 2020, February 2021 and May 2021 all prioritising assessment, moderation and the SQA Alternative Certification Model
- Regular (usually fortnightly) meeting with professional associations have taken place to ensure two-way lines of communication are strong
- School Improvement Plan for session 2020-21 was rationalised and many priorities put on hold
- Staff engagement as stakeholders with SIP evaluation to be moved back to August 2021
- Pastoral reports written by Principal Teachers of Guidance for each year group were introduced this session in order to provide parents with holistic feedback on their child's re-integration into learning post lockdown

Impact:

- Almost all (98%) staff who answered the survey parents' evening agreed this would be a helpful realignment of WTA contractual hours
- Positive feedback from professional reps in school and to the authority around the steps taken to remove areas of work and support the management of workload
- Snapshot Friday survey carried out with all staff. 63 teachers responded to 11 questions on all the measures taken to reduce workload and focus on assessment and moderation. The lowest score out of 5 was 3.86 in terms of impact of re-aligning parents' evenings to focus on developing digital resources. All other scores ranged from 4.02 - 4.44, with the most supportive measure seen to be using INSET time to focus on SQA Academy and priorities around ACM.
- Pastoral report feedback from parents was positive: S1 – Almost all parents (95%) found the pastoral report useful and would like this included again. S2 – Almost all (94%) found the reports useful
- S5/6 there were only 21 responses to pastoral report however most (76%) of respondents found the comments on the pastoral report useful and most (86%) indicated this is something they would like to see again

Next steps:

- SLT, with feedback from the Extended Leadership Team, will draft a set of SIP 21-22 priorities based on the SQR and evaluation of progress. The February 2020 inspection report still to be the basis of actions, given much was unable to be taken forward over this year of COVID. Full stakeholder engagement will be moved back to August 21 INSET days
- PEF funding will be used to recruit additional Support staff to work with young people post COVID in reintegrating into their learning, building consistency and supporting the development of strong positive relationships between peers and staff. Baseline data to be gathered via faculty self-evaluation on inclusion and respect and triangulated with pupil voice and referral data. Target: almost all young people feel supported and have positive relationships with staff in the school.
- Staff Social Committee to be relaunched to support opportunities for staff to re-connect and build relationships outwith their faculties and across the wider school
- HT to continue to meet with reps on a fortnightly basis to maintain strong two-way communications

<table>
<tr><td>• COVID recovery funding allocated to the BBHS Cluster to be deployed to PSA training in nurture with the Fife Pedagogy Team</td></tr>
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Outcomes for Young People

2021 again operated under a different assessment model from both 2020 and 2019. This makes this year and last year's data difficult to compare with all previous years which were based on formal examinations. 2021 data was based on assessment evidence (albeit gathered in a different way) rather than teacher judgement and is therefore probably best compared to 2019, given that these results were based on pupil evidence.

Our 5 @ Level 5 and 5 @ Level 6 attainment continue to be a focus for improvement.

- Those in S4 achieving 5 @ Level 3 is 94.6% (slightly down from 94.9% in 2019 and 95.6% in 2020)
- Those in S4 achieving 5 @ Level 4 is 86.6% (up from 84.3% in 2019 and 85.2% in 2020)
- Those in S4 achieving 5 @ Level 5 (A-C) is 45.2% (down from 45.5% in 2019 and down from 57.43% in 2020) however 2020 was purely based on teacher judgement. The 2021 figure is also up on 2017 (37.9%) and 2018 (37.2%).
- Those in S5 (vs S4) achieving 5 @ Level 6 (A-C) is 16.1 (up from 13.7% in 2019 but down from 21% in 2020)
- Those in S5 (vs S4) achieving 3 @ Level 6 (A-C) is 41.1% (up from 31.4% in 2019 but down slightly from 41.6% in 2020)
- Those in S5 (vs S4) achieving 1 @ Level 6 (A-C) is 59.7% (up from 56.5% in 2019 but down from 61% in 2020)
- Our S6 attainment continues to be very strong, showing that young people do well if they remain with us until the end of S6. Those in S6 (vs S4) achieving 5 @ Level 6 (vs S5) and S6 (A-C) is 36.2% (up from 28.2% in 2019 and 35.4% in 2020)
- Those in S6 (vs S4) achieving 1 @ Level 7 (A-C) is 32.3% (up from 24% in 2019 and 28.4% in 2020)
- 9% decline in YP securing 5 @ 5 national 5 A-D from 2019 which is linked to national decreasing trends in pass rates for national 5 maths and biology and the high uptake in each of these subject areas. Principal teachers in each area will be planning out a recovery strategy for next session to ensure weaker skills areas are clearly understood and a target for further development and improvement over 2021-22
- S5 5 @ level 6 an area of focus for next session as the trend is flatlining and we believe there is a strong capacity for improvement in this area. Improving trend and increased from 2019 however we are still below where we would aspire to be given our school context. DHT to develop a plan to target our 5 Higher groups of YP in school to build in mentoring support and build resilience. Course counselling is under ongoing review and Faculty principal teachers are also engaging of a review of the curriculum in S1/2 as the core improvement priority for 2021-22 and the S3 experience to ensure key skills are built over the BGE and there is sufficient pace and challenge in learning

Evidence of significant wider achievements

Our ability to develop wider achievements with a focus on skills development has been limited to building young people's knowledge, understanding and skills in digital learning and Teams. Help guides and notes were shared through year group Teams and also on the school website to support their development.

Early metacognition skills have been further developed both with the introduction of the pastoral report and the whole school Learner Profile, in which young people are asked to reflect on their strengths and areas for development in learning and plan out actions to address these.

What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)

- The school committed to 50% live interaction of all young people's weekly timetable and this has been a resounding success. Feedback from stakeholders including teachers' experiences evidence that the learning in lockdown 2 was more planned, more rigorous and young people remote learning was able to progress

- better as a result. This was not without a commendable effort on the part of our staff however the feeling has been that we have seen the benefits of this approach
- Data for engagement levels showed that on average the majority of young people across year groups engaged in online learning in some way however this started to tail off in the last couple of weeks before Easter.
- All work has continued to be set on teams for the entire session. The decision was taken to continue even after Easter as there was still a feeling that there was a level of unpredictability around the number of positive cases that could arise and/or young people isolating. Setting **work** weekly through Teams also provides a central and static **resource** for young people to go back and revise the work of the class at a place and time that suits their needs.

Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)

Number of devices provided to support learning at home	114 in total
Additionality in staffing	2.0 FTE

No clear causal link has been established between the distribution of devices and improved outcomes for young people. Clearly however we have sustained our improving trend in 8 of the 9 key attainment measures in school, in particular with % of young people securing at least 5 qualifications by the end of S4 which remains high around 95%. This would arguably have not been possible without access to remote learning through school distributed devices.

- An additional teacher was funded in modern languages and English with the additional funding received. The former allowed the school to support a long-term absence and mitigate against any negative impact of COVID in both Faculties in terms of the learner experience and attainment. In National 5 English, A passes increased from 38.4% in 2019 and 41.4% in 2020 to 52% in 2021. A-C passes increased from 83% in 2019 and 92% in 2020, to 94% in 2021.
- In Higher English, A passes increased from 21% in 2019 and 26% in 2020, to 49% in 2021. A-C passes increased from 78% in 2019 and 82% in 2020, to 94% in 2021.
- In Higher French, A passes increased from 42.9% in 2019 and 63.6% in 2020, to 66.7% in 2021. A-C passes increased from 81.8% in 2020 to 86.7% in 2021.
- In National 5 German, A passes increased from 46.7% in 2020 to 54% in 2021.

Attainment Scotland Fund Evaluation (PEF/SAC)

Progress:

PEF resources had been earmarked for the roll out of a one-to-one device strategy however lockdown has made it difficult to procure these devices and the decision has been taken post lockdown to re-align the funding to the recruitment of some Recovery support posts to reconnect young people with their learning and relationships.

Impact:

Due to the pandemic there was no PEF spend that was able to bring impact in session 202-21. Funds had been allocated for 10 teachers to be trained in our successful year long OSIRIS learning & teaching programme however this could not go ahead and has been postponed to Session 2021-22.

In addition, our PEF spend was earmarked for the purchase of electronic devices for a single year group as part of a rolling programme. However supply chain issues experienced by BTS and Fife Council over the year meant that these were never purchased. A decision was taken therefore in Term 3 2021 to allocate the funds for next Session to support recovery from COVID and from this the three new Faculty Support posts were created.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	**2018 - 2019**	**2019- 2020**	**2020-2021**	**Inspection Evaluation** *(ES Inspection February 2020)*
1.3 Leadership of change	satisfactory	satisfactory	satisfactory	satisfactory
2.3 Learning, teaching and assessment	satisfactory	satisfactory	satisfactory	satisfactory
3.1 Ensuring wellbeing, equity and inclusion	satisfactory	satisfactory	satisfactory	satisfactory
3.2 Raising attainment and achievement	satisfactory	satisfactory	satisfactory	satisfactory