 **Beath High School Improvement Plan 2021/22**

**Summary of Priorities**

**Overarching Focus for session 2021/22: Embedding our Vision**

**National Improvement Framework Priority 1 National Improvement Framework Priority 2**

Priority 1a: Focussed raising attainment approaches Priority 2a: Continue our focus on Equity

Priority 1b: Tracking, Monitoring and Reporting (LMcL) Priority 2b: The UNCRC and ‘the Promise’

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

Priority 1d: Relaunch of Beath Lesson Structure

**National Improvement Framework Priority 3 National Improvement Framework Priority 4**

Priority 3a: Improve attendance Priority 4a: Senior Phase to deliver robust

Priority 3b: Relationships and behaviour policy (GF) positive destinations

Priority 3c: Mentors in Violence Prevention Programme 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**

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| **NIF Priority 1** **Improvement in attainment, particularly in literacy and numeracy.** | **QIs** 1.1 Analysis and evaluation of intelligence and data* 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 |

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| **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’

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| Tasks | By Whom | Resources | Timescale | Impact |
| Maintenance of target of every S4 pupil achieving minimum of 5 qualifications | Raising Attainment PTsAll teaching colleagues | TMR systemHouse spreadsheetsS4 Intervention week TMR | Ongoing throughout sessionThose 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 PTsN Barker-HarrisonLEAD – R Ritchie | TMR systemSet 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 PTsLuciea AbbotLesley McLeodS Ross | TMR systemSet 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 PTsLuciea AbbotLesley McLeodS Ross | TMR systemSet 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 PTsG HunterS Ross | TMR systemSpreadsheet cross- referencing across S5+S6Set 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 |
| Continue tracking and monitoring identified cohorts based on key characteristics including: SIMD/ Gender/ Care Experience/ Currently or Previously on Child Protection register | N Barker-Harrison  | Information from Guidance colleaguesTime to correctly identify cohorts | Throughout session | 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 |
| Ensure attainment targets are integral to course choice process for 2022/23 timetable | Guidance colleaguesRaising Attainment PTsAll teaching colleagues | Prior and potential attainment considered when coursing for new S5 and S6 | Coursing period(Calendar of Events) | Those young people capable of achieving 3 and 5 Highers are coursed into 3/5 Highers |

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| **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.

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| Tasks | By Whom | Resources | Timescale | Impact |
| Creation of a TMR Calendar, shared and agreed by committee and staff.  | Lesley McLeod TMR Committee  | TMR CalendarTMR meetingsTMR 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 sessionsInset 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 systemInset 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 committeeSequential 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. |

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

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| Outcome: Build on the SCEL programme to further develop individual and collective capacity within our middle leaders, contributing to increased confidence with self-evaluation and leading aspects of school improvement. A collaborative approach will ensure our school vision is embedded in all aspects of school life and can be seen 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. |  | The Learning Imperative – by Mark Burns and Andy Griffith |  | Development of a Collaborative Middle Leadership Programme. |
| Invite all middle leaders to introductory session focussing on self-evaluation (SEV) at individual and faculty level – utilising tools from ‘The Learning Imperative’. | N Barker-Harrison L HendersonAll middle leaders | Time Presentation   | Between session 1 and 2 | Increased focus on SEV and the links between leadership behaviours and the GTCS standards. Middle Leaders develop a greater understanding of their team. |
| Intersessional professional reading on ‘values’. | All middle leaders | Identify suitable reading.  | Between session 1 and 2 | Prompt thought/dialogue on ‘values’ as a leader. |
| Invite colleagues from local authority and Beath learners to ‘Vision and Values’ walk round – not observing teaching but culture and ethos.  | N Barker-Harrison to ask cluster and Auchmuty HS to support for a morning.  | TimeVision and Values checklist | Between session 1 and 2 | Powerful evidence of where our school vision is/is not being enacted.  |
| All middle leaders invited to follow up session where our school vision is unpicked and areas of strength and areas to develop are identified.  | N Barker-Harrison L HendersonAll middle leaders | Time Data from walk roundsDriver Diagram  |  | Middle leaders are empowered to identify what they feel needs developed in order to fully enact our school vision. |
| 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 as appropriate.  | N Barker-Harrison L HendersonAll middle leaders | TimeRegular afterschool meetings  | October - March  | Professional dialogue and genuine collaboration between middle leaders.  |
| Formalise links with Auchmuty HS Middle Leadership programme.  | N Barker-HarrisonAll middle leaders | Time to meet with P DavieTime for Middle Leaders to meet (virtually/face to face) | October  | Opportunities for collaboration and support for middle leaders across Fife.  |
| Termly feedback from each workstream on progress/ recommendations to full middle leader group. Opportunity to share with all colleagues.  | All middle leaders  | TimeTime 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**

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| 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 AbbotB Hopcroft/L WaltersAll teaching staff | Presentation via Teams on INSET dayPosters 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 colleaguesExamples of practice from staffMinutes 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 | PTCsSLTAll teaching staff | Completion of learning visit pro formaTime to discuss the lesson observed and next stepsTime 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 |
| TLC will support staff with the relaunch of lesson structure | S Adams / K ThomsonAll teaching staff | Weekly update emailMaterials in Learning and Teaching part of the serverStaff notice boardLearning libraryDrop-in sessions / workshops | Start focus: August – OctoberReflect focus: October – DecemberLearn focus: January - April | To allow staff to feel more confident in implementing the lesson structure Encourage members of staff to try new learning techniquesProvide access to pedagogical materials, allowing staff to be better informed |
| Consult with staff on support required for learn section of the lesson structure | S Adams / K ThomsonAll teaching staff | Staff questionnaire | November - December | To allow staff to have access to the support that is required. |

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| **NIF Priority 2** **Closing the attainment gap between the most and least disadvantaged children.** | **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 |

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| **Priority 2a: Continue our focus on Equity**

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| 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 MeikleEquity Captains | ClothesPostersRota 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 MeikleGuidance Team | Time and adviceTalk 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 CaptainsAll faculties | As required | Ready for dissemination to young people and families by end of MarchThis 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 MeikleFife CouncillorsFinance Officer CLD | Time MeetingsDiscussionsRooming | 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 MeikleEquity Captains | Time Meetings Discussions | Ongoing to create sustainability | Primary schools have their own trained equity captains.They create their own eco wardrobesHave ready for school boxesBeath Equity captains train, and maintain links to provide a cohesive programme across the cluster. |
| Challenge Poverty Week | R MeikleWhole School | TimeActivitiesLessons | 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. |

**Priority 2b: The United Nations Convention on the Rights of the Child (UNCRC) and the Promise** Outcome: Ensure that all members of our school community are aware of their responsibilities regarding the UNCRC and the Promise and that they are considered in all aspects of our school life.

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| Tasks | By Whom | Resources | Timescale | Impact |
| All staff presentation of the UNCRC and the Promise, and reminder of our demographic. | N Barker-HarrisonAll colleagues | Adapted presentation from FifeBeath Infographic | November inset | All colleagues have an understanding of the UNCRC and the Promise and our school context. |
| 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) | TimePupil 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/Guidance team/SLT | Time | Following pupil engagement | Improved service and young people know their opinions are valued.  |

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| **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  |

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| **Priority 3a: Improve attendance**Outcomes: Young people are able to achieve their true potential.  School attendance improves to become in line with Fife and national average.

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| Tasks | By Whom | Resources | Timescale | Impact |
| Continued whole school focus on following attendance procedures. Office team identify incomplete registers and compile weekly report highlighting inaccuracies. Support given to colleagues whose practice needs improvement. | All colleaguesOffice team N Barker-Harrison | Time | Throughout session  | Robust attendance data.Consistency across whole school when recording attendance.Parents/carers no longer receiving flawed attendance data. |
| Scrutinise attendance data  | Office team SLT Guidance teamRegistration teachers | SEEMIS dataWeekly 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 – utilise Model for Improvement methodology to measure impact.   | N Barker-HarrisonAlison PilmerColleagues to join SLWGParents and young people to be invited to join | Attendance DataTime to meetPost-its and flipchart paperDriver Diagrams etc | Start September 2021  | 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.  | 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 SLWGN 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  | Whole school community focus | Email briefingsTwitterSchool websiteCluster awareness | Ongoing throughout session | Increased attendance rates |
| Develop ways to celebrate VG and EX attendance | House teams - assemblies | Certificates | Termly | Encourage all young people to improve attendance |
| Promote the value of attending registration and promote house ethos.Peer support offered for teachers on ways to engage with register classes.   | Guidance teamRegistration teachersJ McKay and G Thompson | TwitterEmail briefingsSchool communications |  | 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 | B Alexander (PSO) Guidance Team |  |  | 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. Introduce formal ‘Attendance Meetings’.  | Guidance TeamN Barker-Harrison/Attendance Panel |  | Begin October 2021 | Increased attendance of targeted groupImproved parental engagement |

**Priority 3b: Positive Relationships and Behaviour Policy**

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| Outcome: Capacity for young people to achieve is increased by ensuring the school is calm and well orderedLearners feel safeInteractions between young people and their peers and young people and staff are positive and respectfulAll stakeholders are aware of the school’s high expectations Expectations are consistent across each classroom and area of the schoolYoung people are able to transition from the school with an awareness of practised knowledge of positively working with people |  |
| 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-mailParent 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 contactOngoing 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 schoolExamples from Waid, Balwearie, St Andrews | By September 16th 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 PRCTo discuss the creation of an overarching Positive Relationships and Behaviour Policy. | PRC | Meeting room/Teams LinkFaculty policies | September 16th 2021 | Clear understanding of task aheadAwareness raised of current practice |
| Construct a simple, easily followed list of consequences for challenging behaviour in classrooms and teaching areas | PRC | Meeting room/ Teams linkLiaison with faculties, young people, parents and carers | Begin by end of September 2021Completed by Christmas break. | Consistency of approach across the school when dealing with challenging behaviourYoung people aware of consequences and why they are being put in placeFair and equitable approaches that are understood by the whole community |
| Embed consequences and other ‘codes’ into overarching policy for Positive Relationships and Behaviour. | PRC | Meeting room/ Teams linkLiaison with faculties, young people, parents and carers | By February break 2022 | 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. |

**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

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| 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 13th September 2021Opportunity to contact DL individually for more information | Staff awareness of programme details, purpose, and outcomesStaff 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 16th and 17th NovemberStaff Cover - Time requiredMVP Resources shared | November 2021 | Fully trained staff, knowledgeable in MVP ready to train group of Pupil Mentor Team. Established Mentor Support TeamIncreased 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) | TimeMVP Scotland Training PacksClassrooms for workshop delivery | January 2022 | Fully trained pupil mentor team equipped with knowledge and confidence to lead this programme with peersLeadership opportunity for 30 senior pupils |
| Focused peer education Inputs to S1-4 PSE Programme (Targeted Year Groups)Consideration of issues within specific year groups and tailoring MVP input to address these issues.  | Mentor Support Team (All)Pupil Mentor Team (All) | Overview of PSE timetable and curriculum planTimeICT resources | February – May 2022 | Increased confidence of Pupil Mentor Team in leading peer education sessionsSharing of important messages through focused inputs to targeted groupsIncreased capacity if young people within Beath to identify and intervene in instances of negative behaviourProactive support to intervene earlier to stop issues developing.  |
| Leadership accreditation for Young People acting as MVP Mentors | Dave Lowrie (Lead)Rachel Scallan (Active Schools) | Award Overview and Key DocumentationPupil LogsPupil evidence of volunteering/leadership hours to satisfy criteria of award | February – June 2022 | Formal accreditation in volunteering. Enhanced Leadership capacity and development of key skills for life beyond school.  |
| MVP input to P7 Transition for 22-23 | Dave Lowrie(Lead)Pupil Mentor Team | Overview of Transition ProgrammePupil TimeStaff CoverProgramme of MVP Inputs to P7 classes in cluster primaries.  | April – June 2022 | New S1 with a better understanding of acceptable behaviours to support transition to Beath HSPositive ethos and environment at transition timeReduced instances of negative behaviour amongst S1 pupils.  |

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| **NIF Priority 4****Improvement in employability skills and sustained, positive school leaver destinations for all young people** | **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 |

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**Priority 4a: Senior Phase to deliver robust positive destinations**

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| 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 |
| Illustrate the changes made to the curriculum since 2018. | G Hunter Curriculum Group | Curriculum modelICTInsight dataTime | October 2021 | The School Vision for the curriculum will be exemplified to colleagues, pupils, parents/carers and partner agencies. |
| Meetings of Curriculum group including representatives from the whole school community. | G HunterCurriculum GroupInc. SDS, Parents/Carers, Learners, other Partner Agencies. | TimeSkills Development Scotland (SDS) | October 2021 – January 2022 | The Beath curriculum will evolve to meet the School Vision and the whole school community will be able to access illustrations of Learner Pathways. |
| Plan coursing for 2022-23 | G HunterPTCsGuidance staffCurriculum 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 TeamPTCs | 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**

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| 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 YoungS Burns | Support Ambassador timetable in placeSupport ambassador in-house training  | October 2021 | Increased capacity for supporting learners who need itLeadership 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 AmbassadorsConsultation with parents/carers of Support AmbassadorsConsultation with Care Inspectorate Scotland and appropriate care providers | October 2021 | Effective identification of key elements needed for an apprenticeship programme suitable for the Beath contextSupport 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 AmbassadorsCare Inspectorate ScotlandLocal Care sector providersParent/carersBeath colleaguesTime | April 2022 | Support ambassadors gain Care sector placement experience Support ambassadors achieve Saltire award/hoursEstablished links with Care Inspectorate Scotland and local Care sector providers, for future placements and input into the apprenticeship programmeApprenticeship programme ready for session 2022-2023, with qualification pathways identified |

**Priority 4c: Pupil Empowerment**

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| Outcome: Pupils are actively engaged and involved in decision-making that ensure learners’ needs are met in ways most appropriate to the school’s context. |  |
| Tasks | By Whom | Resources | Timescale | Impact |
| Form a group to support pupil engagement – staff, partners, parent/carers. | G Hunter | Time | October – December 2021 | The group will support the achievement of the outcome for Priority 4c. |
| Utilise the Prefect Leadership Team to reach out to the pupil body. | G Hunter | AssembliesICT | October – December 2021 | Pupils at Beath will understand the concept of Pupil Empowerment at Beath HS. |
| Create a mechanism for all pupils to have opportunity to contribute their views. | Pupil engagement group | ICTTime | January 2022 | Pupil views will be gathered in an efficient and user-friendly way. |
| Create a representative pupil body to engage with pupil views and represent views to ensure learners’ needs are met | Pupil engagement group | Time | January 2022 | Pupils will be actively engaged in decision-making to help learners’ needs to be met. |