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| **BALWEARIE HIGH SCHOOL****Standards and Quality Report****Achieving Excellence and Equity****Session 2020-2021** |

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| **Context**

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| **Setting/School Roll (including ELC/ASC)** | **1609** |
| **FME**  | **11.10%** |
| **Attendance (%)** **2019/20 88.69%** | **Authorised****5.33%** |  | **Unauthorised****5.96%** |  |
| **Exclusion per 1000** | **10** |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | **£139,673** |

Balwearie High School is a large comprehensive with a roll of 1609 pupils, approximately 700 of whom reside in SIMD deciles 1 – 5 with 900 in deciles 6 – 10. The percentage of young people (under 16) living in poverty is in line with the Fife average of 19%. Our staying on rates into S5 and S6 are consistently above the Fife average. We have a large DAS unit which has approximately 16 senior phase pupils contributing to our SQA results. Operating with our values of Respect, Creativity, Equality, Confidence and Achievement (REACH), we cater well for our young people and work hard to ensure they fulfil their potential and leave school with the required skills to equip them well for life after school whatever their destination might be. We use Pupil Equity Funding (PEF) from the Scottish Government to support targeted groups of young people by employing additional staff, buying additional equipment and paying for the services of partner agencies including those from the 3rd sector. All of the PEF money is used to close the poverty related attainment gap that exists in our community with a particular focus on literacy, numeracy, health & wellbeing and the acquisition of the skills young people require for learning, life and work. Balwearie underwent an Education Scotland inspection in November 2017 and we welcomed the recommendations from the inspection. Those recommendations were entirely consistent with the findings from our own self-evaluation carried out in June 2017 and written into our improvement plan prior to the inspection. Since then Education Scotland has carried out a revisit which they refer to as a follow-through inspection and this took place at the end of January 2019. I am delighted to report that the inspectors found that we had made satisfactory progress since the time of the original inspection and they are confident that we have the capacity to continue to improve and so will make no further visits in connection with their original findings. It is unusual for inspectors to disengage with a school after only one year and this is testament to the hard work and dedication of our entire school community. |

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| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| NIF Priority*Improvement in attainment, particularly in literacy and numeracy.*NIF Driver*Teacher Professionalism, Assessment of children’s progress, Performance Information* | HGIOS 4 Quality Indicators*3.2 Raising attainment and achievement* |
| **Progress:**Prior to lockdown in March 2020 we had made progress with this improvement priority and that was recognised by Education Scotland (see SQR for session 2019-2020).The period of lockdown presented us with challenges as well as opportunities. We had to maintain the standards we had set but via remote on-line learning and so arranged for all staff to take part in professional learning sessions regarding the use of IT and on-line learning including high quality feedback. Consequently, our levels of expertise in the use of technology improved significantly as all staff were able to engage with pupils via Teams. Unfortunately, despite our best efforts, a minority (less than 10%) of our most disadvantaged young people, who were harder to reach, chose not to engage with us resulting in some planned, targeted support not being delivered. This support would have focused on literacy, numeracy and wellbeing. In addition, our BRAG programme could not be delivered to our most vulnerable young people.In addition, staff were involved in two professional learning sessions on the use of technology to engage in parents’ evenings on-line. We ran the pilot for the LA and were instrumental in early stage development. This has proven to be so popular that parents/carers wish it to continue when lockdown is lifted.With the removal of exams last session, we followed SQA and LA guidelines regarding estimates for grades with the help of our well established and robust quality assurance procedures. These were considered to be very accurate by both the SQA and Fife with 97% of the 2650 grades submitted being within +/-1 band and 85% of grades being completely accurate. The subsequent U-turn by the Scottish Government to accept teachers’ judgement of grades gave an inaccurate picture of our attainment relative to other schools. That said, our results gave clear and accurate progression routes for our young people and, despite having to endure another period of lockdown, they are coping well with the demands of their studies this session. |
| **Impact:**Prior to lockdown, we were able to evidence impact (see SQR for session 2019-2020).With regard to on-line learning, we had, on average, just over 90% engagement of young people with almost all showing an understanding of what they were learning and the ability to link this to success criteria. However, as the August 2020 results stand alone and cannot be compared to anything that has gone before, it is difficult to determine or report on progress with this set of results. That said, the following statistical information was shared with our Area Committee:**Level 5 A - C passes** Balwearie Fife 1 or more 80.5% 79.6%3 or more 73.7% 66.8%4 or more 68% 59.7%5 or more 61.2% 51.2% **Level 6 A – C passes** Balwearie Fife 1 or more 62.2% 56.5%3 or more 46.2% 39.6%4 or more 40.7% 33.6%5 or more 34% 26.8% The results to be issued in August 2021 will be based upon demonstrated attainment. |
| **Next Steps:**Now that we have young people back in the building for face to face learning, our priorities are two-fold. We must redouble our efforts to support the health and wellbeing of our young people, taking account of issues created by the Covid-19 virus and the lockdown, and we must strive to close gaps in learning created by the distance and blended learning approaches that had to take place. Our pastoral team is using questionnaires by Education Scotland to analyse wellbeing across the school and we will act on this information in due course. We will continue to focus on pedagogical approaches to teaching and learning and in particular making lessons more active with clear success criteria based upon our skills framework. With the aid of pupil equity funding, we will continue to focus on improving the attainment of the bottom 20% of pupils in our school. Work has begun on this with the formation of the Balwearie Raising Attainment Group (BRAG) and the addition of course choices in our curriculum framework. We have also developed our Pupil Support department with regard to staffing and resources to better enable us to operate inclusively and reduce the number of exclusions. Early identification of and intervention with those likely to become attendance statistics by ensuring they attain a level 4 or in some cases a level 3 for literacy and numeracy is a must. We will work to improve our systems for gathering evidence of wider achievement of young people. We must ensure that we capture data on the progress of pupils receiving additional support with Literacy/Numeracy to ensure that we can measure impact. Following successive changes in MIS systems, we recognise that we need to do the following to help track pupil progress:* taking a lead from information from Fife, ensure that SNSA data is well signposted and used to help judge pupil progress and ‘value added’ S1/2
* working in partnership with Fife, develop a BGE tracking strategy that articulates with the primary-sector ‘TRAMS’ system to allow us to support teacher judgements about progress and highlight underperformance
* continue with our work to embed a robust senior phase tracking & monitoring model for S4-6
* ensure that interventions on progress take place in good time, are of a high standard, well communicated and lead to improvement for learners
* pupils’ views must be more consistently captured and used to direct the work of departments.
* We will increase our focus on attendance, period absence and late-coming.
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| NIF Priority*Improvement in children and young people’s health and wellbeing.*NIF Driver*School Leadership, Teacher Professionalism, Parental Engagement; Assessment of Children’s Progress* | HGIOS 4 Quality Indicators*3.1 Ensuring wellbeing, equality and inclusion.* |
| **Progress:**Prior to lockdown in March 2020 we had made progress with this improvement priority and that was recognised by Education Scotland (see SQR for session 2019-2020). During lockdown staff were in daily contact with young people regarding their studies but also to keep a watchful eye for signs of anxiety, stress or unusual behaviour including periods of non-engagement. Concerns were passed to our pastoral team who made weekly contact with individuals and families to offer a variety of support packages. This was in addition to the work they were doing with pupils who received significant input in school due to complex ASN or significant Care and Welfare issues. Families were signposted to other support agencies and mental health support by adding a pop-up on our school website, including email addresses, online links and phone numbers of school staff who could be contacted for further support. With a mixture of IT equipment from external funding and recommissioned devices from within the school, we supplied around 200 of our most deprived young people with devices to help improve equity of opportunity. In addition, we placed pens, pencils, jotters and sanitary supplies in several local shops within our community for free uplift by our young people. We purchased supermarket vouchers which were posted to our families most in crisis.Our keyworker and vulnerable persons hub was well manned with teaching staff and SLT/Guidance staff and we were able to offer additionality such as PE provision each week which made the overall experience more enjoyable for our young people. The Department of Additional Support youngsters were supplied with breakfast and our Hub was also furnished with resources and food items for snacks etc.The Equity spreadsheet used by all staff has had a column added to show which pupils have been negatively impacted significantly by Covid. This is a very discreet box ticked without any background information added but enough to let staff know which pupils may need extra support in class.We have also paid for one extra day's counselling in school from Clued Up to provide extra mental health support for pupils and recently employed a CLD Youth Worker to help us target interventions via group work. |
| **Impact:**Phone calls to housing, social work and benefits agencies were made on behalf of families when required, referrals to other support networks in the community were completed e.g. food banks, Burntisland emergency action team, The Cottage family centre and Linton Lane family centre. Supermarket food vouchers were also sent to families.Pupils that received devices were shown to subsequently engage more with their online learning whilst at home. Young people who received significant contact from their Guidance Teacher or the Pupil Support Team were also shown to engage better with their work on Teams. There were fewer NOCC submissions as a result of sustained contact during school closure. |
| **Next Steps:**Continue to distribute devices to pupils within Category 3 to ensure equity of provision.Use baseline date from the Shine surveys to target support effectively and according to need.  Continue to develop an internal foodbank with free toiletries and free school uniform to those in need. Look to increase the free breakfast offer to more pupils. Continue to support our families and ensure that they are aware and reminded of the supports available and continue to provide equity for all pupils and families. |
| **Outcomes for Young People** See statistical information above for passes at National 5 and Higher.We have 125 young people who speak English as a second language and a significant number of them are targeted for additional work in English and mathematics. Remote learning has made engaging with some of those young people more difficult and this is reflected in the statistics shown below: Balwearie FifeL4 literacy 90.7% 91.8%L4 numeracy 87.8% 91.6%L5 literacy 82.4% 77.1%L5 numeracy 67.6% 68.2%The latest data for positive destinations shows an decrease from the previous year from 95.6% to 92% but there is a similar fall for our virtual comparator, Fife, national and SEIC percentages.  |
| **Evidence of significant wider achievements**Our wider achievement (BRAG) programme has been severely restricted due to lockdown and consequently we have little evidence to offer this session. |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| Challenges * Mainly centred on lack of additional IT equipment for our most vulnerable YP. We didn’t get anything during the first lockdown and then only 30 laptops on 11 Jan with a further 50 five weeks later on 16 Feb. This meant we had to recommission 100 or so laptops from school resources and distribute within the community.
* We also had a challenge getting some hard to reach YP to engage with us on-line despite our best efforts.
* Staff who had infants to look after, with no childcare arrangements, were working late into the evening, once their children were in bed, to prepare work for the following day and found the workload exhausting but they continued to deliver day by day.

Successes * Over 90% engagement from YP during lockdown (including for wellbeing)
* Staff training for on-line engagement made the transition smoother for the majority.
* We also engaged with parents on-line for parents’ evenings and this has proven to be very successful and is something they would like to continue when lockdown is lifted.
* Engagement with technology and digital learning has improved greatly.
* The work of our pastoral team who kept a watchful eye on a number of vulnerable pupils.
* Young people have developed a number of skills including adaptability and resilience.

Prior to lockdown our use of technology was an area for development. The pandemic hastened our progress in this area and staff, pupils and parents now see the benefits it brings. We plan to continue with homework via Teams in addition to any catch-up work required for young people who have periods of absence. We also plan to continue with on-line parents’ evenings as this offers a greater degree of flexibility. |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** As stated previously, there was a delay in delivering all additional equipment and this set us back initially. Despite our best efforts, even when we had a full complement of devices, we still had difficulties getting some of our hard to reach YP to engage. However, on a more positive note, we had, on average, around 90% engagement. |
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| Number of devices provided to support learning at home | Additional laptops – 30 on 11 January with a further 50 on 16 February.School recommissioned laptops 100So 180 in total |
| Additionality in staffing  | 1fte in science plus general supply1fte for general supply2fte in total |

Despite our best efforts a few families did not show an increase in overall engagement.The additional member of staff in science enabled engagement with BGE and senior phase classes that would otherwise have had to share a proportion of a teacher’s time. S1, S2 and S3 BGE classes benefitted as well as two N5 classes. The 1.0fte in the supply budget had no impact when staff were working from home.  |
| **Attainment Scotland Fund Evaluation (PEF/SAC)**We have used PEF for the following:**Appointments** – Pupil Support Co-ordinator, Pupil Support Officer, PT1 Health & Wellbeing, PT1 FFA, PT1 EAL**Health & Wellbeing** – Breakfast club numbers continue to increase leading to better engagement in class. PT1 HWB is working with small groups at lunchtime encouraging outdoor activities and focusing on nutrition. This was curtailed by lockdown but has picked up again since Easter. We have created a nurture hub for P7/S1 pupils for roll-out next session. Our PT Support and 4 PSAs have received training in dealing with autism from Children in Scotland and this is being shared with other PSAs. **Cost of the school day** - Charges have been removed for all S1, S2 and FME pupils. With the help of donations, we have opened a uniform shop and offer free uniforms to all FME, SIMD 1&2 and children of families in crisis. The shop is open four times per week and for one week during the summer holiday for parents’ to access.**Closing the gap –** Accelerated reader is used with S1&S2 to improve literacy and Sumdog is used to improve numeracy. Improvement is measured and reported termly.Our BRAG programme has been unable to function properly due to lockdown however, two partners did offer support during this time and pupils gained SQA units in Personal Development and PC Passport as a result. Our PT1 EAL has worked with a targeted group of EAL pupils to improve their literacy skills leading to improved attendance and engagement for those concerned.**Support for families** – Resources were placed in six shops within our community, and replenished regularly, including stationary and sanitary products. Food vouchers were issued to families in need and signposting to partner agencies was done. |
| **Progress:**Our breakfast club numbers have increased by 10% leading to better engagement in class. Our support staff have had training to assist with the opening of the nurture hub. Our uniform shop is proving to be very popular in this time of need and our new pop-up and wellbeing Sway on our website, signposting families to partner agencies, has been well received. The continued use of Accelerated Reader and Sumdog remains popular with staff, pupils and parents and our use of and engagement with these programmes continues to progress. |
| **Impact:**Parents have fedback the following; “We are so grateful for the food parcel.” “Thank you so much for the Aldis vouchers, they came in the post today, just at the right time.” “With two fussy vegetarian kids at home these vouchers helped out so much.”“We managed to get ready meals delivered every day from Linton Lane, thanks for referring us, we did not know we could get help there.”120 pupils are accessing the breakfast club daily. 23 families have benefitted from the school uniform shop.18 families received food parcels at Christmas.24 families received food parcels during term 3.12 referrals have been made to other agencies for support concerning finance and mental health amongst other things. |

**School/Setting Name Balwearie HighSchool**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation***(within last 3 years)* |
| **1.3 Leadership of change** | 3 | 4 | 4 | 3 (Jan’19) |
| **2.3 Learning, teaching and assessment** | 3 | 4 | 4 | 3 (Jan’19) |
| **3.1 Ensuring wellbeing, equity and inclusion** | 3 | 4 | 4 | 3 (Jan’19) |
| **3.2 Raising attainment and achievement** | 3 | 4 | 4 | 3 (Jan’19) |