



Context of the school

North Berwick High School is a six-year non-denominational, co-educational, comprehensive school. The catchment area includes five cluster primary schools in North Berwick, Dirleton, Gullane, Aberlady and Athelstaneford. The school also attracts a number of placing requests from outwith the catchment area. The school roll at September 2017 was 912, with 4.1% of these pupils having a Free School Meal entitlement. At September 2017, there were 69.4 FTE teaching staff and 12.5 FTE support staff. This roll is predicted to increase to 1230 by 2030, with plans for a £7.3 million extension to the school proceeding apace.

What is our capacity for continuous improvement?

1.1 Self-evaluation for improvement

The professionalism and reflective practice of our staff is a huge strength of our school – remarked upon by many visitors to the school over the year, including MSPs and local councillors. Staff adopt the stance that all teachers need to improve, and are enthusiastically embracing self-evaluation activities which will help them to do so. This is underpinned by a coaching culture at the school which values collaboration and supportive questioning as drivers of school improvement.

This session we introduced an entirely new programme of faculty reviews. The reviews involved:

- Every teacher self-evaluating against the standards
- Senior management observing every teacher teaching, followed by a coaching conversation
- Every faculty self-evaluating against key HGIOS 4 quality indicators
- Pupil discussion groups chaired by senior management
- The production of a summary document highlighting areas of good practice and next steps
- The integration of lessons learned from the reviews into faculty development plans

The triangulation of this wide range of evidence, and the clear consistency of the messages coming from all these sources, has greatly increased our confidence in knowing where we are as a school. Feedback from staff on the review programme has been highly positive, and we looked at some of the excellent practice brought to light by the reviews in an in-service session for all teachers in April. The reviews specifically highlighted the need for greater challenge in S3, and for S3 courses to prepare pupils better for the senior phase. We have therefore focused on this as one of our priorities in the new School Improvement Plan.

Building on the work last session to use data more effectively, we introduced a rolling calendar of monitoring and interventions, focusing on: universal support (through monitoring and tracking); pupils in the child's planning process; attendance; and enhanced monitoring for pupils requiring targeted support. This strategic programme over the year has greatly increased our confidence that we are getting it right for all our pupils.

Our work with the Parent School Partnership (PSP) deepened this year. Under the excellent leadership of the PSP chair, we scheduled a series of focus discussions on a range of key issues including: curriculum, attainment, mental health, Developing the Young Workforce, digital technology, home learning and school improvement planning. These discussions were fruitful, and in particular the discussion about digital technology led to the school reviewing and tightening the policy regarding the use of personal devices to listen to music in class.

Each faculty held a structured attainment meeting with the head teacher and link depute, the results of which fed into future improvement planning. These meetings were supported by the reports produced by each faculty, which used Insight to examine in great depth the attainment within their courses.

Each faculty was again able to spend a full day out of the classroom in May on collaborative development work. This investment has led to greater clarity about, and sense of ownership of, future improvement plans.

Early in the New Year we took the time to formally review progress towards the school and faculty improvement targets, producing faculty and school reports. These highlighted the wealth of good practice taking place across the school, and the extent to which all staff have a sense of shared ownership of our whole-school priorities.

Future Developments

- Development of an ongoing, intelligence-based faculty review process following this year's programme. Next year this will focus on the S3 experience, in line with our school improvement plan priority.

How good is our leadership and approach to improvement?

1.3 Leadership of change

The school's motto is "Aim High" and our values are Respect, Relationship, Responsibility and Resilience. We undertook a review of our values this year with pupils, staff and partners. This highlighted strong consensus that we should stick with our "4Rs", but that we needed to raise their profile, and develop a greater awareness of how they shape the behaviours we see across the school every day. To this end, we display the motto and 4 Rs on the new digital signage around school every day, have focused on our values in assemblies and have planned a session with all pupils at the start of the new school year to tease out how the values come to life in our school.

Teachers take leadership roles in a wide range of working groups, including mental health, monitoring and tracking, communication and literacy. They also participate in critical enquiry through our Professional Learning Communities (PLC) programme, which has been recognised by numerous educational visitors from Scotland, Wales and further afield as a real strength of the school. Many teachers have completed the first- and next-steps into leadership programmes. One participant led the school's communications group, which succeeded in installing a number of information screens across the school, and another led a group which has launched a more inclusive programme for our S3 activities week for 2018/19. We continue to have five members of staff working towards Masters-level qualifications, including "Into Headship". Senior leaders provide mentoring and coaching to many of those undertaking these qualifications. Many teachers also took on a range of leadership roles outwith the school, from SQA team leaders to ongoing working on curricular frameworks in East Lothian.

Almost all unpromoted teachers have undertaken enquiries in our PLCs this year, with a focus on strategies to build long-term knowledge such as retrieval practice, interleaving and spaced practice. This work has involved collective self-evaluation, engagement with literature (from John Sweller, Daisy Christodoulou and Yana Weinstein in particular) and action research – all with a clear focus on evidencing improved outcomes for learners. This year our "sharing the learning" event was attended by Dr Aileen Kennedy from Moray House, and by George Gilchrist, SCEL fellow, both of whom expressed how impressed they were by the quality of collaborative professional learning on display.

Meanwhile, curriculum leaders all volunteered to join the middle leadership programme, based around Andy Buck's Leadership Matters book. This programme has been developed collaboratively across several local authorities, and is being led by the head teacher. Guidance teachers have been following

their own programme to develop their skills and knowledge following recent and expected changes to legislation.

We continue to work towards the 2020 targets in our strategic school improvement plan. This clarity of purpose has added real impetus to the improvement work ongoing across the school.

This year we have begun the £7.3 million school expansion project, which aims to increase the capacity of the school to 1250 by August 2020. Senior management have worked closely with the council's architect and others to develop draft plans. We then consulted with staff, pupils and parents to produce a final plan. During the development of the draft, several members of staff visited other schools where building work is either ongoing or newly-completed.

Future Developments

- Complete middle leadership programme with faculty heads
- Run values activity with all pupils and use the results to deepen our collective investment in the values.
- Put in place structures to support the effective progress of the school expansion project.

How good is the quality of care and education we offer?

2.3 Learning teaching and assessment

The quality of relationships across the school continues to be excellent. Staff and pupils regularly report this as a strength of the school, and the ethos this fosters is palpable within the school: we have many visitors and they always comment upon the calm, positive, purposeful and happy atmosphere.

This was the third year of our new senior phase curriculum. Students study 6 courses at N3/4/5 in S4 followed by 5 courses at N4/5/H in S5, then 4 subjects S6 (unless S6 students are studying 3 Advanced Highers), with 5 hours per week of teaching for Highers. Whilst many schools talk about pathways, we have a curriculum which allows all senior phase pupils to study any course at any level in any year, with progression from National 4 to National 5 to Higher available in almost all subject areas, and a large number of Advanced Higher courses on offer. In addition pupils are able to access a wide range of courses through partner organisations, from stonemasonry to sports coaching and foundation apprenticeships. These external offers are integrated into our course-choicing process, within a partially implemented "travel column" on Tuesday and Thursday afternoons. Apart from this external travel column, pupils make a free selection of courses, and the timetable columns are built afterwards to maximise pupil satisfaction.

During the course of the year we have worked closely with colleagues across East Lothian to strengthen the School College Partnership offer, and for session 2018-19 we have now integrated the travel offer into our timetable completely, so that pupils studying at college on Tuesday and Thursday afternoons will not miss other subjects during the afternoons they are away. This, combined with the power of work done to raise awareness of these excellent opportunities, has led to a substantial increase (from 12 to 20) in the number of pupils opting to take an SCP course next session.

The school continues to offer a remarkable range of activities beyond the classroom: music; sport; Model United Nations; revision and homework clubs; and residential excursions. We have also relaunched the Duke of Edinburgh scheme, as mentioned above with 21 learners completing their assessed expedition at the end of S3. Almost all these opportunities are provided by teachers volunteering their time.

Our approach to reporting and tracking developed this year through the efforts of a working group. Staff visited other schools, consulted widely and explored examples of good practice before coming up with a new calendar and approach which we will implement next session. This approach, which replaces one written report per session with two "bullet-point" reports, improves communication with parents whilst reducing teacher workload.

Throughout the year, faculties worked to align their courses with the East Lothian Curriculum Frameworks.

The faculty review process described above involved every teacher being observed by a member of the school's Senior Management Team. These highlighted a huge breadth of excellent practice, as well as feeding into development priorities for some teachers' PRDs.

Future Developments

- Progress the Duke of Edinburgh scheme into the Silver award.
- Implement the new reporting and tracking programme
- Implement across the school the effective strategies identified in PLC inquiries into building long-term knowledge

How good are we at ensuring the best possible outcomes for all our learners?

3.1 Ensuring wellbeing, equality and inclusion

NBHS places great emphasis on positive relationships being at the core of our school. We have a strong ethos of trust and support and, more than anything, we operate on the basis of compassion and a genuine desire to help young people achieve their full potential. These values are central to supporting the wellbeing of our young people.

This year, we introduced a new and more robust system to track and monitor the wellbeing of pupil through House meetings. This includes enhanced monitoring for our more vulnerable pupils, tracking attendance for all pupils in our caseload, updating data for the Child's Planning Process and reviewing curricular tracking and monitoring data from staff. Appropriate interventions are put in place as a result and we are measuring the impact of these. We have adopted a more joined-up approach to including support for learning staff in this process. One particular intervention to arise from this process was to use PEF funding to provide focussed counselling services to young people from less affluent backgrounds facing barriers to learning arising from social and emotional issues. We have also established a boys group and a girls group lead by a local youth worker and our pupil support worker, targeting youngsters with low self-esteem and confidence and friendship issues. This will continue to evolve next session as we review the impact that this experience has had on the wellbeing of these pupils.

We are aware as a school of the importance that adverse childhood experiences (ACEs) can have on the wellbeing of our youngsters. As such, we held a cluster-based professional learning session for all staff across the primary and secondary schools to enhance knowledge and understanding in this area. This was delivered by our Attachment Ambassador partners who specialise in attachment and nurture. They were able to highlight extremely helpful strategies for staff working with pupils affected by ACEs.

We are very proud of being an inclusive school and we work hard to ensure that our school community reflects this. This year, we have been working on a far more inclusive approach to our S3 activities week, providing an opportunity for all pupils to participate in one set trip away as a year-group. We are planning to implement Circle resources with teaching staff to further promote inclusion next session and we are currently in the process of recruiting Inclusion Ambassadors from our current senior phase pupils. We are currently liaising with partners over our LGBTi+ provision and how we can work together to enhance this. We are also planning to do some more robust work around identifying and providing for young carers over the coming year.

Mental Health has continued to be a school priority this session. Through area partnership funding we were able to appoint a mental health worker who has been delivering "guided self help" programme to pupils who are experiencing mental health issues. The evaluations of this course and the impact report shows that this has been a highly positive experience for our young people. We also held a mental health awareness week in school, with all year-groups experiencing some input from visiting speakers, partners and even from their peers. Our S6 pupils were very proactive during this week, leading assemblies and creating emotional wellbeing awareness booklets for pupils in S3 - S6. Pastoral staff are shortly going to undertake Mental Health First Aid training in order to further enhance provision for young people at North Berwick High School.

Throughout the year we worked with staff and pupils to raise awareness of the Wellbeing Indicators, aiming to bring them into the common language of the school. S4 pupil survey data on this was rather disappointing, given the time devoted to this in PSE classes, and we will look again at how to raise awareness of these for next session. S2 data did show a dramatic improvement, from 40% last year being

aware of the indicators up to 80% this year. We have discussed this data as a cluster and have plans to identify and share out good practice relating to wellbeing across our primary and secondary schools.

Future Developments

- Encourage pupil leadership through the establishment of a pupil Health and Wellbeing Committee, working in conjunction with the staff mental health working group. Align this work with the SQA Mental Health and Wellbeing award for appropriate pupils
- Support for Learning teachers to collaborate further with class teachers to establish clear goals for for key pupils, reviewing roughly every eight weeks
- Implement Circle resources with staff and appoint Inclusion Ambassadors from the pupil body
- Develop and expand LGBTi+ provision with partners
- Look to develop a more cluster-based approach to supporting the wellbeing of pupils by identifying and expanding current positive provision in each of our schools; for example there is potential to extend the opportunity of a boys' and a girls' groups to primary pupils
- Continue to adapt and refresh PSE programme to align with relevant topical issues and current materials
- Work to identify and support young carers more robustly

3.2 Raising attainment and achievement

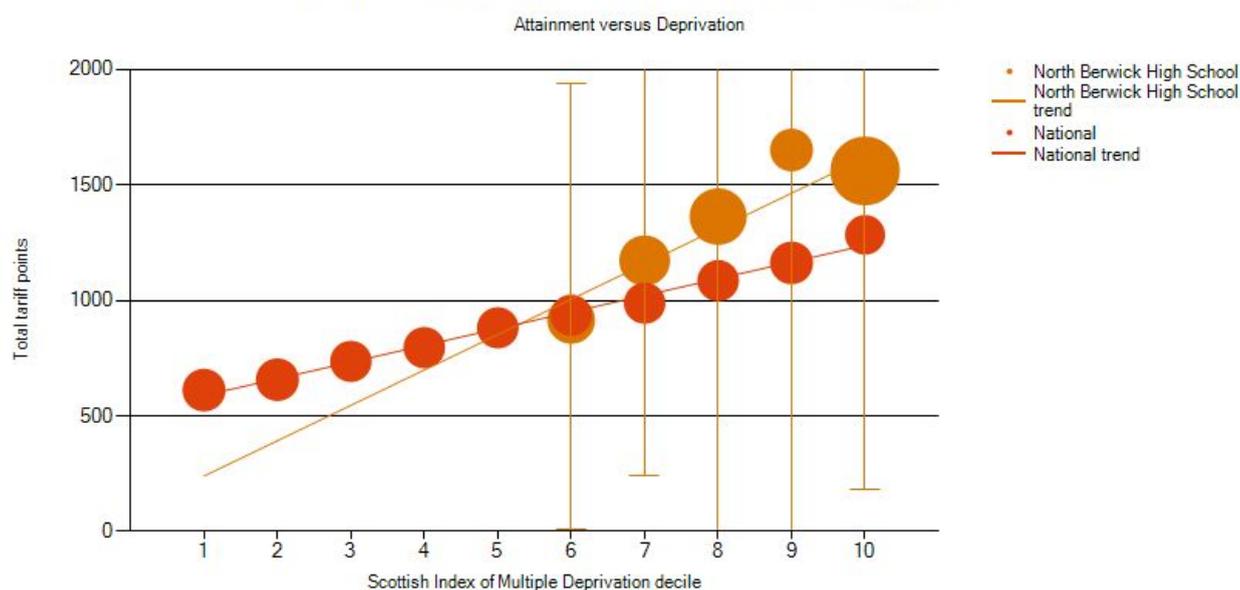
Whilst pupils at North Berwick have a proud tradition of high attainment and achievement, we have a culture of continuous improvement, and this session we saw dramatic improvements in attainment in the senior phase. The vast majority of our "breadth and depth" statistics represented record highs for the school, with S4 results being particularly impressive. In 2015, 80% of S4 pupils attained at least two National 5 awards. In 2017 the same percentage of the year-group attained at least four National 5 awards. We were thrilled by this and all the other highly positive statistics, and are excited to see how this year-group will build on these achievements.

In 2015-16, the average attainment of an S4 pupil from an SIMD (Scottish Index of Multiple Deprivation) decile 10 postcode (the most affluent) at NBHS was 45% greater than that of an S4 pupil from an SIMD 6 postcode (the least affluent in our catchment). This session, the gap dropped to 18%, driven by an increase of 22% in the average attainment of SIMD 6 pupils. This is just one year's data, but we are optimistic that we are moving in the right direction, playing our part in Scotland's drive for excellence and equity.

Our positive destination statistics remain excellent at around 97%, thanks in great part to the excellent work of our Skills Development Scotland careers advisor and guidance teachers.

Attainment in Literacy and Numeracy levels remain high, with increases in the percentage of pupils attaining level 5 Numeracy. This year we introduced the Fresh Start literacy intervention, funded through the Pupil Equity Fund. Teachers received a full day's training and have been working with pupils with low reading ages. This programme has had a dramatic impact on the reading age of most participants, and will help to close the attainment gap because pupils on Free School Meals are disproportionately represented in the group.

We work hard to support pupils as they make choices each year from S3 to S5. Our monitoring and tracking reports provide pupils with regular feedback about their progress. Each pupil has a meeting with their guidance teacher, and senior pupils meet with the school's career advisor. We have an S3 learning review week in January, during which pupils discuss with each of their teachers their progress and potential achievement into S4. These discussions have helped S3 to make wise choices, and very few of them seek to change course during S4.



In SIMD decile 9, your performance is **much greater than** the National Establishment
 In SIMD decile 7, your performance is **greater than** the National Establishment
 In SIMD decile 8, your performance is **greater than** the National Establishment
 In SIMD decile 10, your performance is **greater than** the National Establishment

Our June 2017 school leavers' attainment statistics came out in February 2018, highlighting their fantastic attainment. Our leavers outperformed the national figures in SIMDs 7, 8, 9 and 10.

This year we had a major drive to increase pupil awareness of, and readiness for, the world of work (under the umbrella of the Developing the Young Workforce agenda). We ran a STEM careers evening, a business brunch and many other events.

Again almost all pupils studying at college achieved success. We undertook a wide range of assemblies, presentations and information evenings during the year, and were delighted to see a big increase in uptake for session 2018-19. This was also probably helped by our decision this year to fully integrate the travel column into our timetable structure, as mentioned above.

This year we were delighted to reintroduce the Duke of Edinburgh scheme, and 21 S3 pupils successfully completed their Bronze expedition in May. We plan to offer 14 places on the Silver award next year, as well as offering a further 21 places for Bronze.

Future Developments

- Locate and implement an equivalent programme to Fresh Start to boost numeracy levels.
- Improve the effectiveness of S3 as a transition year between the BGE and the senior phase.

Level

Q.I. 1.1 Self-evaluation for self-improvement	Very Good
Q.I. 1.3 Leadership of change	Good
Q.I. 2.3 Learning teaching and assessment	Very Good
Q.I. 3.1 Ensuring wellbeing, equality and inclusion	Good
Q.I. 3.2 Raising attainment and achievement	Very Good