Focused Review Summary - Secondary

Establishment		Cluster
North Berwick High School		North Berwick

HGIOS 4 Leadership and Management	
1.3 Leadership of Change	Theme 3 – Implementing improvement and change

How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? How effective are the school's approaches to planning for continuous improvement? How does the school ensure a continued focus on improvements in outcomes for learners? To what extent are the school's tools for change impacting positively on staff and improving outcomes for all learners?	The head teacher and depute head teachers form a cohesive team with a shared commitment to continuous improvement. This commitment is shared by staff who value opportunities to work collegiately to improve practice and outcomes for young people. The school reviewed its Vision, Values and Aims in consultation with stakeholders in 2017 and these were finalised in October 2018 following the return of the head teacher from secondment. The school has correctly identified that these now need to underpin school improvements, including learning and teaching developments and the rationale for the curriculum. The senior leadership team reviewed the School Improvement Plan and established three key priorities in order to provide a clear direction for school improvement. As planned, senior leaders need to align these priorities with carefully considered actions for improvement which impact positively on outcomes for young people. This will effectively guide the strategic direction and pace of change and result in positive, sustained outcomes. Practitioner enquiry is a regular feature of the school's approach to continuous improvement. Staff appreciate the opportunities provided to share their learning and are able to give a few examples of how this has had a positive impact on outcomes for learners. The school should continue to evaluate this approach to ensure it is effectively leading to positive change across the whole school. There needs to be a balance between strategic whole school developments and group practitioner enquiries. The school's plan to set up strategic groups to take forward learning and teaching and curriculum next session may address this. Staff value the opportunities to work collegiately to engage in professional dialogue about practice. There is scope to provide further opportunities to promote this through shared classroom practice and peer visits. The school encourages professional learning by 'looking outwards' involving staff in opportunities to engage with other professionals and schools across the local authority, the South East Improvement Collaborative and at a national level. The head teacher supports professional reading and research by sharing articles with staff. Staff say that they find this reading worthwhile, however there is scope to

highlight key pieces of reading linked to the school priorities. Staff are supported to access accredited professional learning pathways such as SCEL, First and Next Steps into Leadership and Masters Level learning.

The school has introduced faculty reviews to strengthen approaches to self-evaluation. These are valued by staff who appreciate the opportunity to have a professional dialogue with senior leaders about their practice. Faculty heads reflect on the feedback from the reviews in order to identify next steps and improve the work of the faculty. A few staff are able to give examples of how feedback from the review led to changes in courses in S3. The school should build on this positive start to ensure that the reviews are rigorous with an appropriate level of challenge and that there is a wide evidence base for judgements on strengths and next steps. The school should continue to monitor the impact of the outcomes of the reviews on whole school improvement.

All staff will be involved in Professional Learning as a Critical Enquiry (PLaCE) to support whole school improvement from August 2019. Faculty leaders and PLC leads will receive additional training as part of this. The development will have a focus on improvements in learning and teaching and has the potential to further build capacity in leadership of improvement in the school.

The young people have leadership opportunities through participation in the Pupil Council, Eco group, Fair trade group, LGBT club, House Teams and the S3 Erasmus partnership.   The work of the Pupil Council is currently being reviewed with a view to the young people having a greater involvement in school improvement. There is scope to link leadership opportunities for young people more explicitly with the development of their leadership skills.

1.5 Management of resources to promote equity	Theme 1- Management of finance for learning
How effectively does the school use resources to meet the learning needs of all and ensure **equity**?	The school receives around £20,000 in Pupil Equity Funding. There are 41 young people who benefit from this funding. The school has effectively used a range of information to identify the young people who would benefit most from a range of interventions primarily focussed on literacy, numeracy and health and wellbeing. The school is putting in place plans to consult more widely with pupils and parents on the use of PEF.

The school has successfully introduced 'Fresh Start' as a literacy intervention which has had a very positive impact on children's literacy skills.

Additional time from the school counsellor has also been targeted for those young people with social, emotional and behavioural difficulties and qualitative evidence gathered by the school indicates that this has had a positive impact.

The school has established an Inclusion Fund which supports those |

young people in receipt of free school meals to access extra-curricular opportunities and residential trips. Eleven of the forty one pupils have benefited from this fund.

The school has evaluated the impact of PEF and as a result has developed plans and next steps in the use of Pupil Equity Funding for session 2019/20. These include:

- Investing in staff training in the use of numeracy resources
- Pooling of resources with other schools to employ a family support worker
- Investing in extra reading materials for the school library
- Investment in literacy software and staff training in Visible Learning.

Overall, plans for the use of PEF are well considered, based on evidence and effectively tracked and monitored. The school should continue to build on these strong foundations to ensure the full impact of the funding is realised.

HGIOS 4 Learning Provision	
2.2 Curriculum	Theme 1 - Rationale and design
To what extent does the school's curriculum promote **equity** and raise attainment for all children and young people? To what extent does the school take account of all the factors that make it unique?	The school has undertaken a range of curriculum developments in recent years including for example, a review of the senior phase in 2014-15 / 2015-16. This has included grouping S4-6 together and so creating a single senior phase. The school is now planning a full review of the Broad General Education to take account of curricular changes required as a result of the introduction of the Common School Day. In taking forward this review, the school now needs to develop a curriculum rationale that takes account of the context of the school and the needs and aspirations of learners and the community. This development work should also take account of the four contexts for learning and the seven principles of curriculum design. The BGE S1-3 curriculum structure is broad and offers a wide range of subjects including PE, PSE and RME. These promote equity of opportunity for all young people. The school plans to review the S2 enhancement period to ensure that it impacts positively on pupils, leads to accreditation where possible and is progressive in terms of leading to further learning. The school also plans to review the S3 curriculum to ensure appropriate curricular transitions in to the senior phase particularly with the introduction of the common school day. This will also include exploring opportunities for further integrated courses in S1 and S2 e.g. social subjects. Staff have increased the level of challenge and pace in S3 in the last year. Moving forward, further consideration needs to be given to the development of literacy, numeracy and health and wellbeing as the responsibility of all teachers.

| | The school has identified the need to continue to develop curricular transitions with the cluster primaries, which will require the engagement of the cluster primaries working with NBHS and staff from the centre.

Staff across the school have engaged well with the East Lothian Curriculum frameworks and many were involved in their development. In moving forward, the school now needs to extend work already underway in a few faculties to review the BGE to ensure that there are clear learner pathways that support the needs and aspirations of all young people.

In the senior phase, pupils study 6 courses at N3/4/5 in S4 followed by 5 courses at N4/5/H in S5, then 4 subjects in S6 unless pupils are taking 3 advanced Highers. The grouping of S4 to S6 pupils together has allowed the school to offer a wide range of choice in qualifications in the senior phase with pupils able to study any course at any level. The school is putting in place well considered plans for the implementation of the common school day by 2020.

The school is increasingly developing a broader range of opportunities for learners in the senior phase including Foundation Apprenticeships and school – college partnerships. A recent Careers Advice Information and Guidance inspection conducted by Education Scotland found very strong practice in relation to the partnerships developed by the school that support young people in to their future destination.

The school offers a commendably wide range of wider achievement opportunities that enhance the curriculum offer for example in music, sport and outdoor learning. |
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| **2.3 Learning, teaching and assessment** | Theme 1 – Learning and engagement
Theme 2 – Quality of teaching
Theme 3 – Effective use of assessment |
| How well are we enabling learners to become independent learners and develop the four capacities?

How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?

How well do we communicate the purpose of learning and give effective explanations for all learners?

How well do our questioning strategies enhance learners' experience and enable higher order thinking? | The review team sampled 39 lessons across the Broad General Education from S1 to S3. There is a positive ethos within the school with the culture reflecting a commitment to relationships and leadership. These relationships were commended by parents and pupils. There are numerous opportunities for staff to engage in professional learning and to develop their leadership.
Overall the quality of learning and teaching across the school is variable. In the examples of best practice observed, teachers engage pupils well and extend their learning through appropriate challenge. In almost all classes, lessons are weighted towards teacher explanation with independent tasks then being set. There are few opportunities being made available for pupils to lead their learning and to fully participate and engage. Where learning and teaching is more variable in terms of pace and challenge, there is low level disengagement. In a few lessons learning opportunities are missed as classes settle or pack up. Overall, almost all learners are eager participants who engage in their learning and are motivated to progress.
Explanations are clear in most lessons and in the best examples, this links to other learning and relevance in life. Learners report that their engagement with Learning Intentions and Success Criteria is |

Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership

How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? How well does the school record, analyse and use assessment information to identify development needs for individual learners and specific groups?	inconsistent. Moving forward the school should ensure that the purpose of the lesson is effectively shared with learners and that opportunities for self and peer-assessment are an integral part of the learning and teaching cycle. The school is currently developing their approach to feedback and learning conversations. This will ensure that pupils are actively involved in their learning and that the school value of 'curiosity' is embedded. Where differentiation was observed it supports learning effectively, however there is scope for staff to ensure that learning opportunities are well planned and therefore meet the needs of all learners across all relevant experiences. There are some good examples of professional enquiry around feedback and assessment impacting on practice and working towards impact on outcomes for all. Questions are used to check for understanding in the majority of lessons and these include some use of higher order thinking questions. Assessments are in use throughout the BGE, with differentiated assessments being used in some faculties on a class by class basis and demonstrating impact on tracking and monitoring. The school should continue to moderate assessments to ensure high quality evidence is informing next steps in learning and teaching. Moving forward and building on the existing North Berwick High School 'Expectations of a lesson', there should be a continued focus around the shared understanding of this to promote high quality, innovative and creative learning and teaching.
HGIOS 4 **Successes and Achievements**	
3.1 Ensuring wellbeing, equality and inclusion	Theme 3- Fulfilment of statutory duties Theme 4- Inclusion and equality
How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice? Can we be sure that all staff guidance? How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty? How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?	The SLT demonstrate a strong commitment to wellbeing, equality and inclusion in their vision for the school, for example by prioritising positive relationships. There is a respectful and nurturing ethos and the interactions between learners and adults throughout the school reflect these values. Staff have a good knowledge of relevant legislation, guidance and codes of practice e.g. whole staff trained in GIRFEC and wellbeing. They have also undertaken training in response to a range of wellbeing needs, e.g. all PT Guidance have undertaken Mental Health First Aid Training as well as a range of other professional learning. All support staff know their learners well and ensure that their wellbeing needs are recorded, updated and shared appropriately across the school. The school is working to explore alternatives to exclusion: exclusions are reducing and there have been just five exclusions in the 2018-19 session so far. The school's focus on positive relationships could be further enhanced by reviewing the approaches promoted in East Lothian's recently published 'Included, Engaged and Involved' policy (e.g. Whole School Nurture and UNICEF's Rights Respecting Schools Award (RRSA) Programme). Restorative Approaches are in

evidence but there is scope to make this more explicit to learners.

SEE Survey 2018-19 data is overall very positive. Areas needing improvement e.g. "I am able to contribute to decisions made in our school" are included in the current SIP. Learners we spoke to did not know what was meant by 'wellbeing indicators': this is another area targeted in the current SIP.

The Deputy Head (Equity) holds overall responsibility for managing the support staff team. A PT Inclusion and Guidance Team of four PTs Guidance are in post and a new PT Support for Learning teacher is due to take up post. A review of Support for Learning and support staff roles is planned once this person has taken up their post. Whole school CIRCLE training will take place in May 2019 and will support planning of learning experiences which meet the needs of all learners. A member of the Guidance team is currently East Lothian's Lead Officer for Education Scotland's PSE review.

The school has identified 25% of their learners who have ASN. Good transition planning ensures that relevant information is gathered from cluster primaries. These learners all have an ASN profile (providing information about barriers to learning and effective support strategies) which is made readily available to all staff in an electronic format and is regularly updated. Pupils are involved in identifying their needs and the strategies they find most helpful. Staff find this information of high quality and of practical value in facilitating their understanding of individual wellbeing needs.

All staff are alert to any changes they notice in learners which may signal a cause for concern and are aware of their responsibilities. During regular House Meetings 'Enhanced Monitoring' of pupils takes place where wellbeing concerns raised, are discussed and interventions planned. This process incorporates the wellbeing indicators and is designed to ensure a holistic approach to assessment and intervention. Child's planning processes are in place and wellbeing assessments are carried out where appropriate. A few children in the school have an IEP. In the absence of a PT Support for Learning, the PT Inclusion holds responsibility for creating IEPs which are then shared with departments. All relevant staff should be involved in the planning and delivery of IEP targets. There are a few LAAC learners attending NBHS who do not all have ASN.

Support staff are respected and valued by teaching staff and work effectively in collaboration with them to support positive outcomes. Support Staff take on a variety of roles and responsibilities in their work with learners. As well as supporting learners within the classroom, the team delivers programmes such as Princes Trust, supports a Healthy Respect drop in and provides 1:1 bespoke sessions, for example.

The Base offers a safe and nurturing working environment accessed by pupils at breaks and lunches and those who require a reduced timetable. This facility is highly valued by learners and staff. A Nurture Group provision will start in April.

	Clear tracking of attainment through the BGE and collation of this data by groups is needed in order to evidence whether the school are closing the attainment gap at the BGE level. This would allow closer scrutiny of impact and outcomes for vulnerable groups. Characteristics considered should include those with ASN and learners for whom there is a Wellbeing Concern. Pupils themselves (mostly S6) have chosen to establish a Wellbeing Committee. One of the initiatives of this group has been to set up an "I'm here to talk about anything" system whereby subject teachers make themselves available to respond to any concerns a learner may wish to raise with them. This has been well received by both teachers and pupils. The Wellbeing Committee could have a greater role in promoting the understanding of Wellbeing Indicators for all learners. The school has established links with a range of partners who offer interventions tailored to respond to needs identified. In the near future, the Education Psychology Service will be delivering a session for parents about addressing anxiety. A Mental Health Youth Worker delivers programmes to support positive mental health which are positively evaluated by all the learners who have taken part.
3.2 Raising Attainment and Achievement	Theme 1 – Attainment in literacy and numeracy Theme 2- Attainment over time Theme 3- Overall quality of learners' achievement Theme 4- Equity for all learners
How well are the school's approaches to raising attainment improving outcomes for children and young people? How well is the school's focus on literacy and numeracy leading to raising attainment across the curriculum? How well is evidence from tracking meetings, professional dialogue and assessment used to measure progress over time? How well is assessment used to inform teacher judgements? How well are personal achievements tracked, valued and recognised? How well does the school work in partnership including with local businesses?	The school employs several strategies to raise attainment across each year group from the BGE to the Senior Phase. These currently include the analysis of reporting data, a focus on improving transition processes from P7 and work around the impact of home learning. Currently most faculties track progress in learning through the curriculum levels using their own tracking systems. Maths, in particular, are able to articulate how this effectively signposts next steps in learning and associated interventions where necessary. Other faculties are at earlier stages of this journey so there is scope to build upon this positive start to ensure that there is a consistent understanding of standards and a common language understood by all. There is not yet a whole school overview of progress in learning for individuals or by cohort across the BGE. The school does collect data in relation to effort, behaviour and homework and use this information in support meetings to inform appropriate interventions. The school now needs to develop a whole school tracking system for the BGE which tracks attainment over time in order to inform improvements and interventions at whole school level and to determine whether year on year added value takes place in the BGE. Strong attainment data is evident in the senior phase. An improved tracking and monitoring process for attainment in the BGE should serve to provide robust data to further improve outcomes.

How beneficial is the school's outdoor learning? How well is the school removing barriers to learning and ensuring **equity** for all? Do the school's systems lead to **equity** of success for all? How effective are the school's systems to promote equity of success and achievement for all children and young people? How well has the school raised the attainment of the most disadvantaged children and young people? How well is the school removing barriers to learning and ensuring equity for all?	By the end of the BGE 95% of pupils in 17-18 achieved level 3 in Literacy and 98% achieved level 3 in Numeracy. These are excellent levels of attainment and the school should seek to maintain these. Data is collected across subjects in S3 and used to inform both S4 course choice and likely level of study in the senior phase. Middle leaders need support to fully engage with the National Benchmarks and moderation to ensure a shared understanding of standards across all faculties. This should serve to provide consistently reliable information about achievement of a level in all curriculum areas as well as in literacy and numeracy. The school was able to demonstrate the strengths and areas for development across senior phase dashboard measures and whilst there is scope for improvement in a few areas, attainment overall is very positive. In terms of wider achievement, there is a broad variety of opportunities available to young people and this is to be commended. Several pupil leadership opportunities are also available but the purpose and impact of these needs redefined and clarified to young people. Pupils are unable to articulate the outcomes or the impact that these roles are having in school in terms of making a difference or influencing change. In terms of equity, the school has clearly identified their 'gap' and are taking steps to close this. The school has implemented a Fresh Start programme for literacy intervention for those young people in any year group identified as having a reading age well below expected levels. There is evidence that supports improvements in literacy as a result of this intervention.

Summary	
• Leadership • Capacity for improvement • Validation of the school's Standards and Quality report	The school has evaluated itself as good and very good across all quality indicators. Evidence from the school review suggests that there are more areas for improvement and the school should review the evaluations on the Standards and Quality report.

Key Strengths:
- Young people who are confident, articulate, motivated to learn and proud of their school.
- Commitment of staff to their professional learning.
- Support staff who have good relationships with the young people and have a good understanding of their individual needs.
- A calm, positive ethos and climate for learning.
- Positive attainment outcomes for school leavers.

Areas for Development:
- Develop consistent expectations of high quality learning and teaching which enables young people to be more actively involved in their learning.

Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership

- As planned, continue to review and improve the Broad General Education curriculum.
- Develop a whole school approach to tracking and monitoring of attainment for the Broad General Education.
- Continue to strengthen leadership and self-evaluation to ensure improvements impact positively on outcomes for all.

School QIO _____   Date of visit: _____