

North Berwick High School



School Improvement Plan

2021 - 2022

North Berwick High School - Vision, Values and Culture



Key Priorities

Raising attainment - literacy in the BGE

Learning and teaching to raise attainment

Equity to close the gaps

Curriculum to meet the needs of all learners

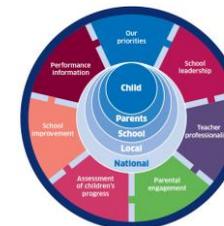
The Culture of the School

1. **Relationships** - Strong positive relationships are absolutely key to everything else that we do. At the heart of these relationships is **kindness**. Restorative practice is embedded in the school's culture, and our young people are held in unconditional positive regard.
2. **Learning** - Everyone in the school community acknowledges that they can improve their practice. We expect everyone to be committed to their learning and to work **diligently**. The culture is one of non-judgemental openness and honesty, where people feel safe to take risks with teaching and learning, and to learn from their mistakes. We encourage our young people to be **curious** about the wider world. Staff, too, are encouraged to look outwards, beyond school, to develop their own learning.
3. **Partnership** - Partnership working is integral to the life and work of the school. Through close collaboration with our partners, we can enhance and improve outcomes for our young people.
4. **High Aspirations** - Our school motto is *Aim Higher* and we unashamedly challenge our young people to raise their own expectations, fostering a growth mindset and a belief that they can achieve highly. Staff, too, are challenged to have high aspirations in terms of professionalism and commitment to their own learning.
5. **Inclusion** - We are proudly comprehensive and we strive to ensure that everyone in our school community feels a strong sense of **belonging**, as well as the security of knowing that their needs will be met, and their potential will be recognised.
6. **Leadership** - We actively seek opportunities for staff and young people to develop their leadership capacity, for both individual fulfilment and whole school improvement. We encourage leadership at all levels and, for staff, foster a culture of collaborative professionalism.

National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2021 - 2022:

- **Improve attainment, particularly in literacy and numeracy**
- **Close the attainment gap between the most and least disadvantaged children and young people**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



Local Priorities: East Lothian Council Plan 2017 - 2022

Reducing inequalities within and across communities - Implement the recommendations within the Poverty Commission Action Plan

Growing our Economy - Reduce unemployment and improve employability

Growing our People - Reduce attainment gap and raise attainment and achievement of our young people and improve the life chances of the most vulnerable people in society

Growing our Communities - Extend community engagement and decision-making and increase community and individual resilience

Growing our Capacity - Deliver excellent services as effectively and efficiently as possible within our limited resources

East Lothian Education Service Improvement Plan

- Improve inclusion, wellbeing and equality
- Improve attendance and reduce exclusions
- Raise attainment and achievement, particularly for the lowest 20%, LAC and ASN in relation to:
 - * Early Level attainment at Primary 1
 - * Attainment in Writing for the BGE
 - * Closing the poverty related attainment gap for our most disadvantaged learners
 - * Closing the gender related attainment gap
 - * Improving transitions for pupils at BGE S1-S3
- Improve positive destinations, particularly for the lowest 20%, LAC and ASN
- Improve the % of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators

School Priorities – taking account of developments towards a self-improving schools approach; focusing on curriculum development and pedagogy of learning, teaching and assessment; using the following HGIOS4 & equivalent HGIOELC QIs as a guide towards addressing the areas for improvement identified

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

Aim Higher

Curiosity

Diligence



Kindness

Belonging

Summary of Key Priorities 2021 – 2022

East Lothian Raising Attainment Priority: Develop literacy skills, particularly Writing, across the BGE

Learning and Teaching

to raise attainment

- 1 Develop an NBHS digital learning strategy to ensure high quality digital learning that supports face to face teaching, with a particular focus on closing the attainment gap.
- 2 In line with NBHS Teaching Practices for Effective Learning, continue to develop professional learning through teacher collaboration and enquiry-based approaches, with a particular focus on differentiation
- 3 Continue to improve planning for effective assessment, with a focus on S1 and S2 (in line with Priority 3 Curriculum, review of S1 and S2 curriculum)

Equity

to close the gaps

- 1 Focus on ensuring positive health and wellbeing for pupils and staff as part of recovery and reconnecting, using relevant nurture and restorative practice recovery strategies
- 2 Review and develop approaches to tracking and monitoring the progress of pupil wellbeing across the whole school (linked to Priority 3 Curriculum, extra-curricular programme)
- 3 Implement United Nations Convention on the Rights of the Child, with particular focus on the General Principles to develop opportunities to explore diversity/equalities across the curriculum, including the production of NBHS Diversity statement

Curriculum

to meet needs of all learners

- 1 Review each faculty's S1 and S2 curriculum (informed by Priority 1 Learning and Teaching, planning for effective assessment)
- 2 Launch the Skills Framework, with a particular focus on literacy and Developing the Young Workforce (DYW) across the curriculum (linked with strategic action above)
- 3 Launch a new extra-curricular programme informed by pupils' interests; track and celebrate participation and wider success (linked to Priority 2 Equity, pupil wellbeing)

Enhance pupil participation in school improvement and the experience of learning

Leadership at all levels

| Raising Attainment Priority: Literacy in the BGE, with particular focus on Writing | | | |
|---|---|---|--|
| Strategic Actions | Who/When | Drivers for Improvement | Impact/Evidence |
| <ul style="list-style-type: none"> Identify pupils who need support and plan targeted interventions Establish learner groupings to maximise effectiveness of targeted interventions Liaise with English staff and ASG primary staff to plan and deliver literacy strategies - SLT/SFL/Literacy staff - August Liaise with Support for Learning staff to develop approaches and strategies for planned interventions - Literacy staff/Primary staff/SFL - August to October Liaise with school librarian/library service to implement a reading/writing for enjoyment strategy Liaise with wider staff to communicate/implement strategies for development of literacy for targeted groups and individuals Liaise with parents to develop home support strategies for development of literacy for targeted groups and individuals | <p>SfL; literacy staff; primary staff August 2021</p> <p>SfL; literacy staff; all teachers August 2021</p> <p>SfL; literacy staff; primary staff August 2021</p> <p>SfL; literacy staff; primary staff August - Oct 2021</p> <p>SfL; literacy staff; librarian August - Sept 2021</p> <p>SfL; literacy staff; wider staff August - Oct 2021</p> <p>SfL; literacy staff; librarian August 21 - June 22</p> | <p>Raising Attainment</p> <ul style="list-style-type: none"> Attainment in Writing for BGE Closing poverty-related attainment gap for most disadvantaged learners Closing gender-related attainment gap Improving transitions for pupils at BGE S1-S3 <p>NIF</p> <ol style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> Leadership Learning Relationships | <p>Pupils better able to access the curriculum in all their subjects</p> <p>Improved levels of pupil HWB gained through development of confident and successful individuals</p> <p>Improved liaison/awareness between primary and secondary teachers in terms of literacy development strategies</p> <p>Increased levels of attainment in literacy by the end of the BGE</p> <p>Increased teacher awareness of appropriate support for developments of literacy across faculties</p> <p>Increased parental awareness/involvement in pupils' literacy development</p> |

Priority 1 Learning and Teaching to raise attainment [HGIOS4 QI 2.3]

| Strategic Actions | Who/When | Drivers for Improvement | Impact/Evidence |
|--|---|--|--|
| <ul style="list-style-type: none"> ● Develop an NBHS digital learning strategy to ensure high quality digital learning that supports face to face teaching, with a particular focus on closing the attainment gap. ● In line with NBHS <i>Teaching Practices for Effective Learning</i>, continue to develop professional learning through teacher collaboration and enquiry-based approaches, with a particular focus on differentiation ● Continue to improve planning for effective assessment, with a focus on S1 and S2 (in line with Priority 3 Curriculum, review of S1 and S2 curriculum) | <p>JMu; FMcC; teachers August 2021 onwards</p> <p>FMcC; faculty leaders; teaching staff September 2021 onwards</p> <p>FMcC & ANO September 2021 onwards</p> | <p>NIF</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> ● Leadership ● Learning ● Relationships | <p>Capitalising on the professional learning associated with remote/digital learning during periods of remote learning, a digital strategy will have a two-fold benefit: continued development of digital literacy/competency amongst staff, and contingency planning for further periods of remote learning.</p> <p>1 faculty-shared enquiry; 2 critical enquiry in cross-faculty Professional Learning Communities. Shared understanding of 'differentiation'; new knowledge on how to effectively meet the needs of learners through situated classroom practice.</p> <p>Teachers continue to develop their confidence in making judgments about pupils' progress by: developing understanding of key features of planning learning experiences using E&Os and national benchmarks; making the right pedagogical choices for these planned experiences; choosing appropriate assessment methodologies that allow pupils to demonstrate their understanding and success.</p> |

| Priority 2 Equity to close the gaps [HGIOS4 QI 3.1] | | | |
|--|--|--|---|
| Actions | Who/When | Drivers for Improvement | Impact/Evidence |
| <ul style="list-style-type: none"> ● Focus on ensuring positive health and wellbeing for pupils and staff as part of recovery and reconnecting, using relevant nurture and restorative practice recovery strategies ● Review and develop approaches to tracking and monitoring the progress of pupil wellbeing across the whole school (linked to Priority 3 Curriculum, extra-curricular programme) ● Implement United Nations Convention on the Rights of the Child, with particular focus on the General Principles to develop opportunities to explore diversity/equalities across the curriculum, including the production of NBHS Diversity statement | <p>LN; TS; all staff August 2021 and on-going</p> <p>EO; faculty leaders, pastoral staff April 2022</p> <p>All staff; CJ; LN; Pupil Support staff; faculty leaders; Inclusion Ambassadors April 2022</p> | <p>NIF</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> ● Leadership ● Learning ● Relationships | <p>Staff and pupils reconnect effectively, leading to pupils feeling safe, secure and confident that their wellbeing is paramount to the transition back to school. SEE survey data and whole school wellbeing questionnaire data informs future practice.</p> <p>Whole school data across all faculties is more readily available to identify areas of concern in pupil wellbeing, leading to more robust and appropriate interventions. Pupils experience more positive outcomes regarding their wellbeing as a result.</p> <p>All members of the school community can demonstrate an awareness and understanding of the UNCRC. Pupils demonstrate a wider understanding of and appreciation for diversity/equality themes at NBHS and beyond, deepening their knowledge and, in turn, affecting their actions and behaviour.</p> |

Priority 3 Curriculum to meet the needs of all learners [HGIOS4 QI 2.2]

| Strategic Actions | Who/When | Drivers for improvement | Impact/Evidence |
|---|--|--|--|
| <ul style="list-style-type: none"> Review each faculty's S1 and S2 curriculum (informed by Priority 1 Learning & Teaching, planning for effective assessment) Launch the Skills Framework, with a particular focus on literacy and Developing the Young Workforce (DYW) across the curriculum (linked with strategic action above) Launch a new extra-curricular programme informed by pupils' interests; track and celebrate participation and wider success (linked to Priority 2 Equity, pupil wellbeing) | <p>RJ; faculty leaders August 2021 onwards</p> <p>SF; CB; EL literacy development officer by October 2021</p> <p>RJ; PL June 2021 (survey)</p> | <p>NIF</p> <ol style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> Leadership Learning Relationships | <p>S1 and S2 curriculum effectively planned to enable pupils to progress successfully in their learning, with the return to face-to-face learning.</p> <p>Improved focus on literacy and DYW outcomes in all curricular areas in the BGE. Improved performance against the DYW self-evaluation toolkit. SEE survey evidence of pupils having greater awareness of developing skills.</p> <p>Increase in number of pupils experiencing wider achievement through participation in at least one extra-curricular activity. SEE survey results indicate high pupil participation and satisfaction, as well as strengthening of school ethos. Increased opportunities are in place to celebrate success.</p> |

Action Plan following S2 and S4 Student Engagement Surveys and HMI pupil questionnaire carried out during session 2019-2020

| Strategic Actions | Who/When | Drivers for Improvement | Impact/Evidence |
|---|--|--|---|
| <ul style="list-style-type: none"> ● Enhance pupil participation in school improvement and the experience of learning ● Ensure pupils feel they are safe and are treated fairly in school | <p>Pupil Council; pupil strategy groups; JW; GD; DHTs September 2021 and ongoing</p> <p>LN; guidance team; Pupil Head Team Sept 2021 and ongoing</p> | <p>NIF</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> ● Leadership ● Learning ● Relationships | <p>Greater awareness among pupils of opportunities for their voice to be heard through sharing of the work of Pupil Council and pupil strategy groups: e.g. talks in assemblies; 'You Said, We Did' displays; Pupil Council reps feedback in register classes.</p> <p>Increased participation of pupils in school improvement: e.g. Pupil Council; pupil strategy groups; faculties' self-evaluation activities.</p> <p>Improved results in response to SEE Surveys in 2021-2022 session.</p> |

| Action Plan following Employee Engagement Survey and HMI staff questionnaires, carried out during 2019-2020 (and taking account of COVID-19 situation) | | | |
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| Strategic Actions | Who/When | Drivers for Improvement | Impact/Evidence |
| <p>Address workload issues</p> <ul style="list-style-type: none"> ● Reduce number of bullet point reports ● Allocate specific time in WTA for development work in faculties, in addition to CAT faculty time ● Explore possibility of all parents' evenings being virtual events ● Enable allocation of laptop to each member of the teaching staff | <p>SRG - WTA proposal June 2021</p> <p>SRG/WTA proposal June 2021</p> <p>Faculty leaders August 2021</p> <p>LB; ELC IT department autumn 2021</p> | <p>NIF</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> ● Leadership ● Learning ● Relationships | <p>Improved result in response to Employee Engagement Survey 2021-2022 session.</p> <p>Decreased staff absence due to work-related stress.</p> |

| Action Plan following Parental Engagement Survey and HMI parent/carer questionnaire, carried out during 2019-2020 | | | |
|---|--|--|--|
| Strategic Actions | Who/When | Drivers for Improvement | Impact/Evidence |
| <p>Improve communication</p> <ul style="list-style-type: none"> Review and improve school website, including PTA and PSP sections | HT; admin team; PTA and PSP chairs Aug 2021 and ongoing | <p>NIF</p> <ol style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information | Parental survey responses and individual feedback from parents on the usefulness of the website shows a high satisfaction rate. |
| <p>Involve parents and carers in young people's learning</p> <ul style="list-style-type: none"> Plan and present a number of family learning events | ELT autumn 2021 | <p>East Lothian Sails</p> <ul style="list-style-type: none"> Leadership Learning Relationships | Increased opportunities for parental involvement in young people's learning. |
| <ul style="list-style-type: none"> Involve parents and carers in quality assurance procedures through the school's self-evaluation processes | HT autumn 2021 | | Feedback from parents and carers informs improvement and leads to increased opportunities for parental involvement in young people's learning. |

| School Expansion | | | |
|---|---|---|--|
| Strategic Actions | Who/When | Drivers for Improvement | Impact/Evidence |
| <ul style="list-style-type: none"> ● Maintain high quality learning and teaching environment during the expansion work | All staff Ongoing throughout build project | NIF 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information | Learning and teaching progresses with minimal disruption |
| <ul style="list-style-type: none"> ● Liaise with ELC staff, FES and developers | LB; RJ Ongoing throughout build project | | Weekly meetings with ELC architects and FES taking place. Communication with staff as and when required. |
| <ul style="list-style-type: none"> ● Continue to consult with stakeholders | LB; RJ Ongoing throughout build project | East Lothian Sails <ul style="list-style-type: none"> ● Leadership ● Learning ● Relationships | Parent Council sub-group formed and involved in consultation. |