

North Berwick High School

Standards and Quality Report 2020-21



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 2020 was 1009, with 4.8 % of these pupils having a Free School Meal entitlement. As at September 2020, there were 75.05 FTE teaching staff and 13.01 FTE support staff. This roll is predicted to increase to 1200 by 2025, with a £7.3 million extension to the school having begun in spring 2021. HMI carried out a full inspection of the school from 24 - 28 February 2020.

Vision, Values and Aims



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.

How good is our leadership and our approach to improvement?

1.1 Self-evaluation for self-improvement

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Ensuring impact on learners' successes and achievements*

How are we doing?

Self-evaluation to inform improvement is normally a strength in the school. Our faculty review process, in particular, is robust and rigorous. It is a collaborative process, with faculties linked in trios. However, we have not been able to carry out this process as planned during the 2020-2021 session due to the lockdown in term two, and the need to focus almost all CLPL on dealing with the SQA Alternative Certification Model.

The strategic action on the SIP to enhance pupil participation in school improvement and the experience of learning did not move as far as planned due to the situation. It will remain a priority for next session, with a teacher leading this as part of EL's First Steps to Leadership.

Our school planning links well into key priorities identified in the NIF and local authority plans. The SIP is clearly set out, with three key development priorities. These priorities are shared widely with staff, pupils and parents. Normally, all these groups in our school community would be involved in reviewing this session's SIP and planning for next session's SIP. However, this has happened on a very limited scale this session due to the situation.

There was thorough evaluation of remote learning throughout the lockdown period, giving an opportunity for both pupils and parents/carers to comment. This led to some adaptations in delivery. Tracking and monitoring of pupil engagement during remote learning resulted in interventions being put in place for some individual pupils, with close liaison between school and home.

Tracking and analysis of senior pupils' attainment throughout the session resulted in very detailed knowledge of likely overall attainment in each subject at each level. It also gave detailed information on individual pupil progress, which resulted in interventions where necessary. Faculty leaders supported each other in data analysis.

Young people have a sound knowledge of their progress in every subject, of their next steps in learning, and of what they need to do to continue improving. This has been enhanced in the Senior Phase by the ACM, with pupils being given detailed feedback throughout the

How do we know?

- SIP key priorities and strategic actions discussed at Parent Council meetings. Parents' comments taken account of in the production of next session's SIP.
- Detailed analysis of ACM assessment data at faculty level.
- Thorough analysis of ACM assessment data and historic SQA data, as provided by Pauline Smith; authority attainment meeting with QIOs in June 2021.
- HT and DHT held attainment meetings with all faculty leaders in March 2021 and quality assurance meetings in June 2021.
- Results of evaluation surveys during remote learning period.
- Some faculty leaders developed their skills in collating, tracking and analysing data, through liaising with fellow FLs.
- Tracking shows interventions have resulted in increased engagement in learning for some individual pupils during periods of remote learning.

process.

- What are we going to do next?**
- Review, adapt and reinstate faculty review process, involving all nine curriculum faculties and pupil support
 - Track SIP strategic actions more closely, through the use of action plans which include agreed dates for completion
 - Take account of new GTC Standards in our self-evaluation and PRD processes

From the evaluation of our evidence we feel that the quality of Leadership of Change is *Good* (We predict this will return to *Very Good* once school has returned to normal following COVID-19 situation and our faculty review process is reinstated.)

1.3 Leadership of Change

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

How are we doing?

The SLT and, increasingly, the ELT take every opportunity to reinforce the school vision, as outlined in the SIP. Our values of curiosity, diligence, kindness and belonging are understood and modelled well by all. Strategic thinking is encouraged at all levels, and faculties have been given as much time as possible to plan and prioritise.

Leadership and distributed leadership across the school continue to be a strength. This has become even more vital as we navigate the COVID-19 situation, with all its uncertainties and sudden changes. Key to dealing with the many changes has been effective communication, particularly regarding the ACM.

Middle leaders lead their teams very well, and have been innovative and creative in dealing with the many changes faced. They have also been supportive of each other, with some FLs leading training for their peers on topics such as: methods of tracking and analysis of attainment data.

Staff have taken up various opportunities to continue their professional learning through virtual sessions run at school, authority and national level. Many teachers have chosen to focus on a particular aspect of the NBHS *Teaching Practices for Effective Learning* in their

- How do we know?**
- Assemblies have continued in the virtual environment, fostering both year group and whole-school ethos.
 - Pupils can talk about the school values, and what they mean to them.
 - There has been detailed and regular communication to all members of the school community throughout lockdown and beyond.
 - Informal feedback from FLs to DHTs on how they have dealt with challenges this session.
 - Minutes of meetings: faculties; ELT; SLT.
 - PRD meetings.

<p>professional learning. Teachers' skills in digital learning, in particular, have been enhanced hugely this session. There has been informal collaboration between staff, as well as more formal high-quality CLPL sessions offered by staff. Inevitably, as the year went on, teachers became more focused on the ACM and Senior Phase assessment.</p>	
<p>What are we going to do next?</p> <ul style="list-style-type: none"> ● Continue to develop the whole-school roles and remits of middle leaders to enhance leadership of change and improvement ● Enhance pupil participation in school improvement and the experience of learning 	
<p>From the evaluation of our evidence we feel that the quality of Leadership of Change is <i>Very Good</i></p>	

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

<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> ● <i>Learning and engagement</i> ● <i>Quality of teaching</i> ● <i>Effective use of assessment</i> ● <i>Planning, tracking and monitoring</i> 	
<p>How are we doing?</p> <p><i>Summary of the evaluation of evidence from QI toolkit goes here</i></p>	<p>How do we know?</p> <p><i>Summary of the examples of evidence from QI toolkit go here</i></p>
<p>What are we going to do next?</p> <ul style="list-style-type: none"> ● Literacy - Writing in BGE ● Digital learning ● Family learning events ● Continue the focus on professional learning through teacher collaboration and inquiry-based approaches. ● Continue to improve the planning of learning, teaching and assessment from S1 to S3 with specific focus on developing a more consistent and rigorous approach to moderation of course planning, both in subjects and across faculties. ● Continue to develop planning to ensure learning is meeting the needs of all young people across all subjects; continue to improve the consistency of pace, challenge and progression in learning in the broad general education (BGE) in particular. Provide more opportunities for pupils to be involved in evaluating, planning and leading their own 	

learning in classrooms.

- Focus on developing teachers' skills in using differentiation to ensure that activities are set at the right level and that pupils requiring ASN feel fully included in mainstream classes.
- Continue with planned approaches to using digital technology to support and enrich learners' progress.
- Consider how to ensure that young people experience progression in their personal achievements, and seek ways to accredit these experiences as they progress through the school.

From the evaluation of our evidence we feel that the quality of Learning, Teaching and Assessment is *Very Good*

How good are we at improving outcomes for all our learners?

3.2 Raising Attainment and Achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

How are we doing?

The serial disruptions caused by the global coronavirus pandemic have undoubtedly had a negative impact on the attainment of our pupils. They have also impacted on our capacity to evaluate the attainment of pupils over time, particularly in the BGE. We have undertaken SNSA with our S3 pupils, and will update this section once we are able to analyse the results of these tests.

Having said that, the extent to which we have maintained continuity of learning and teaching has been remarkable, and the consequent maintenance of pupil attainment in the senior phase is something about which we are very proud. Provisional results indicate attainment broadly in line with previous years.

A school-wide tracking system was put in place to track pupil engagement during remote learning. This tracking highlighted where interventions were needed for individual pupils and these interventions were put in place. In the majority of cases, engagement improved as a result.

Opportunities for wider achievement have also been dramatically curtailed, but we have plans to 'build back better'. During the first term, pupils took up leadership opportunities, with the S6 pupil Head Team, in particular, playing a key role. They

How do we know?

- SNSA Results
- Analysis of provisional results and comparison with historical data
- Tracking data for pupil engagement during the remote learning period
- PEF evaluation
- Fresh Start data

continued to do so during lockdown, being very creative.

Some plans for the use of PEF monies had to change due to lockdown, but the funds proved invaluable in helping to remove barriers for young people during the remote learning period, and in the Hub. The Fresh Start programme has had a positive impact for participants, despite a dip during the remote learning period.

What are we going to do next?

- Focus on reviewing the S1/2 curriculum to meet the changed needs of our pupils post-pandemic
- Relaunch the school's extra curricular activities programme, with a particular focus on increasing the engagement of the least involved pupils
- Develop numeracy as part of our PEF focus
- Improve skills development through the use of our Skills Framework

From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is *Very Good*

What is our capacity for continuous improvement?

	<p>What is our capacity for continuous improvement?</p> <p><i>When the evidence from quality indicators is combined, it can create a unique and powerful story to answer this central key question.</i></p> <p><i>A range of appropriate evidence of all three aspects is required to evaluate the school's overall performance. It is, however, possible to use only a few of the quality indicators or even a cluster of themes across quality indicators to support self-evaluation related to very specific aspects of a school's life and work.</i></p> <p>Capacity for improvement is strong. This is indicated by the way the school leaders are continuously looking to improve how we do things as individual staff members and as a school: continuous professional learning is part of the culture of the school. Another indicator is the way that school leaders have managed change effectively throughout this most challenging time. HMI also highlighted the school's capacity for continuous improvement when they inspected the school in February 2020.</p> <p>Although the current head teacher is retiring, it is highly likely that the new head teacher will ensure the school continues to be effectively led, and continues to improve. Her knowledge of the school, coupled with her wide experience over four years as a QIO, will be of benefit in this respect.</p>
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Overall Grading for Quality Indicators

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
HGIOS 4 Grading: 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	4	5	5	5

- Self-evaluation grading for 1.3, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central team.