

North Berwick High School

Standards and Quality Report 2022-23



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. In February 2022 data, the school roll was 1057 and Free School Meal Entitlement was 5.22%. There are 76.21 FTE teaching staff and 12.83 FTE support staff. An extension to the school was completed in October 2022, having begun in spring 2021, and the current capacity of the building is 1200. 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 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. We carried out this process in full during 2022-23. All staff were involved.

The Pupil Learning Team have taken part in the faculty review process in 2022-23. Pupils are actively involved in recruitment and selection at all levels. The Pupil Council is a well-established steering and consultation group. Pupil Focus Groups have taken place on punctuality, Tutor Time and the School Improvement Plan for 23-24.

Our school planning links well into key priorities identified in the NIF and local authority plans. The SIP is clearly set out with 4 key themes. These priorities are shared widely with staff, pupils and parents. All parents/carers have had the opportunity to feed back on the SIP priorities and make suggestions for school improvement via Google Form. The Parent Council received a summary of SIP priorities and accompanying slides in advance of the staff session and parent/carers survey. All staff engaged in a Whole School CAT session on SIP planning in June 2023.

We have increased our use of data to inform improvement and this will be a key feature of the SIP 23-24. Insight data formed the basis of SLT/ELT attainment meetings in September and February. Data on wellbeing from SEE survey shared with all staff. HT/DHT attend all ASG meetings to look at BGE data, Equity cohort data and SLT engage fully in service level agreement engagement meetings with QIO, looking at both BGE and Senior Phase attainment. PT Equity also driving this. All these activities support the intelligent use of data to inform interventions and ensuring learners' achieve.

Tracking and analysis of senior pupils' attainment throughout the session resulted in very detailed knowledge to inform final working grades in each subject at each level. BGE ACEL data has high concordance with Senior Phase outcomes, year on year.

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.

How do we know?

- SIP key priorities and strategic actions discussed at Parent Council, via parent/carers survey, with pupil focus groups, and during Whole School CAT
- Detailed analysis of Senior Phase assessment data at faculty level and BGE assessment data at ASG level and with English/Maths faculties
- Authority attainment meetings with QIO throughout 2022-23
- HT and DHT attainment meetings with all faculty leaders in October 2022, March 2023
- Faculty leaders continued to develop their skills in collating, tracking and analysing data, through working in partnership with fellow FLs and at ELT meetings
- Staff using one-stop shop Equity tracker created by PT Equity to gain better overview of their classes
- Piloting new data-informed attendance approach with S4-6 in June 2023
- Increased opportunities for staff engagement with attainment data during staff meetings/Whole School CAT sessions
- PEF used strategically to fund targeted interventions in literacy and numeracy
- Learners' achievements more regularly reflected in Weekly Update for parents/carers/pupils/staff

What are we going to do next?

- Maintain faculty review process, involving all nine curriculum faculties and pupil support
- Build and extend use of QI Toolkit at faculty level and reinstate Faculty S+Q reports
- Take account of new GTC Standards in our self-evaluation and PRD processes, linking standards to Whole School CAT sessions to facilitate upkeep of PL record
- Ensure all staff are confident with attainment and achievement data to inform intervention and planning for improvement – in particular, retain focus on attendance

From the evaluation of our evidence we feel that the quality of Self-Evaluation is *Very Good*

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 strengthened. 3 staff have taken part in FSIL and 1 in NSIL this session. 4 staff are engaged in Masters level learning. Staff volunteer to be Duty Heads, for example, as a middle leadership experience. Unpromoted staff took on the roles of PEF Coordinator (until PT Equity appointed), Family Learning Coordinator, RRS Coordinator, School Regent. We have returned to a strategic discussion for ELT in session 2022-23.

Middle leaders lead their teams very well, and have been innovative and creative in dealing with the many changes faced. They continue to be supportive of each other, including providing support to their newly appointed middle leader colleagues. Middle Leaders had 1:1s with the HT during May 2023 to further explore middle leader remits.

SLT remits have been reviewed during 22-23 and refreshed for August 2023. SLT have engaged in a strategic planning morning to ensure a shared vision for NBHS. Pace of change remains a key consideration.

Staff have taken up 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 professional learning and all staff are in a Professional Learning Community. Teachers' skills in digital learning, in particular, have continued to grow this session.

All staff have been involved in revising the NBHS Positive Behaviour Policy for March 2023 following a successful February inservice focused on positive behaviour management. The NBHS Mobile Phone Policy remains successful. The ELC Attendance Policy is on the school website. The ELC Preventing and Managing School Exclusions Policy has been updated June 2023 and is on the school website. The HT is on a working group looking at

How do we know?

- Assemblies have been in person in the hall this session, fostering both year group and whole-school ethos, including a full S6 induction
- S2 into S3 and S3 into S4 Course Choice Information Evenings March 2023, P7 Information Evening June 2023, S6 Parent Information Evening June 2023
- Pupils and parents/carers can talk about the school values, and what they mean to them. Electronic praise notifications are linked to values and sent direct to parents/carers – this is embedded in our practice following launch last session
- Electronic systems to notify parents/carers of latecoming, truancy, on-call distressed behaviours have all been successfully introduced.
- Weekly Update used to communicate change to parents/carers/pupils/staff; HT Friday Message from staff via email and from June 2023 in person
- Leadership pathways for staff and NBHS distributed leadership opportunities enhanced, including NBHS Working Groups
- Minutes of meetings: faculties; ELT; SLT.
- PLC discussions and trios
- PRD meetings.
- Refreshed and updated policies on the NBHS School Website
- UNCRC/RRS support pupil leadership of change

ELC Managing Challenging and Distressed Behaviour policies and procedures.

All parents/carers (97 responses to form), BGE pupil focus groups, all teaching staff engaged in School Improvement Planning activities in June 2023. 47 staff have volunteered for NBHS Working Groups next session, including RRS. This also creates leadership and development opportunities.

What are we going to do next?

- Continue to develop the whole-school roles and remits of middle leaders to enhance leadership of change, empowerment and improvement
- Relaunch NBHS Working Groups to offer voluntary opportunity to staff at all levels, while noting that the delivery of excellent learning and teaching in the classroom is the core business of teacher leadership
- Confirm Middle Leader whole school remits
- Enhance pupil participation in school improvement and the experience of learning through the Pupil Learning team, refreshed Pupil Council and enhanced leadership opportunities for S3 and S6, including launch of S6 Prefects system
- Move forwards with RRS Silver Accreditation which necessitates pupils steering and guiding school improvement

From the evaluation of our evidence we feel that the quality of Leadership of Change is *Very Good*

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

2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

How are we doing?

The ethos and ambition of the NBHS community is underpinned by the school motto “Aim Higher”. Our ethos is characterised by very positive relationships between young people and staff, young people and their peers and within our whole staff, based on mutual respect and support. A small but increasing number of young people continue to require additional support with behavioural challenges which operate as a barrier to their learning.

Young people are engaged and motivated by their learning in most contexts. They are given the opportunity to feed back through learning conversations, Google Form and focus/discussion groups on the quality of their learning experience.

The school continues to build on the work which led to GTCS Excellence in Professional Learning Award in 2019 by ensuring staff adopt an enquiring stance to improving their practice through the well-embedded PLCs, which this year included opportunities for staff to work with others who teach the same identified young people with a focus on meeting learners’ needs and differentiation in the BGE.

Shared Classroom Experience has been implemented through a full Faculty Review process in 22-23. Staff were asked to pick a focus area from the NBHS Teaching Practices for Effective Learning that linked to meeting learner needs. All staff were observed and had protected time for feedback. Collated faculty level feedback regarding strengths and next steps was shared by SLT to the Faculty Leader. This in turn informs the Faculty Improvement Plan for next session. Time at ELT meetings allowed Faculty Leaders to share this further.

Collaborative practice in moderation has continued for some subjects via ELC Subject

How do we know?

- Pupils readily able to identify key adults with whom they have trusted and supportive relationships (SEE survey data)
- Fresh Start, Numberstacks, Nurture Groups, Writing intervention data
- Professional Learning Communities given time in WTA
- Pupil Focus Group feedback; pupil feedback to teachers/faculties
- Parent/carer feedback on Family Learning events
- Pupil Learning Team engagement in Faculty Review process
- Faculty Review write-ups and SLT 1:1 with Middle Leaders
- Full programme of Shared Classroom Experience (Faculty Reviews data)
- Parent and pupil feedback on reporting
- Virtual Parents’ Evening evaluations carried out after each VPE – all parents/carers invited to respond – we will return to in-person Parents’ Evenings for BGE in 23-24
- P7/S1 Open Afternoon
- Family Learning events
- Balance of formative, summative and diagnostic assessment in the BGE
- Raising Attainment teacher for ASG continues to work positively and successfully across the cluster
- NBHS Skills Framework
- HMIE inspection February 2020

Support Afternoons. ASG professional discussion of BGE data has supported moderation and data analysis of trends over time.

Seemis Progress and Achievement module used by all staff for tracking and reporting. Staff continue to gain confidence with this system and further consolidation via training will continue to be required. Enhanced monitoring and tracking in place for care-experienced and other identified young people. New Equity tracker up and running.

Good practice with the use of Google Classroom and online forms for assessment and capturing feedback has continued. The NBHS Digital Learning Strategy is under development. All staff attended sharing practice with Google Classroom sessions on the February 2023 inservice. NBHS Digital Learning Coordinators in post.

TAG interventions in literacy and numeracy have been successful and allowed young people leaving school to complete qualifications with personalised support to do so. Writing Intervention groups (data available) have continued. Fresh Start continues and supports identified young people to access the curriculum and exit the intervention when it meets their needs to do so. Numberstacks numeracy intervention continues.

Extra Curricular programme has been relaunched in 22-23. Sport and music whole school events have returned with great success. Clubs like Lego Club, Board Games club, Film Club have all been implemented based on pupil voice and staff expertise. The Youth and Philanthropy Initiative (YPI) has been successful with S3.

NBHS Family Learning coordinator in post. 2 successful events have been well-attended and positively evaluated – 1 for Senior Phase parents and carers on Study Skills, 1 for S2 into S3 parents and carers on Literacy and Numeracy.

What are we going to do next?

- Maintain ASG focus on raising attainment in Literacy and Numeracy by end of S3 using a data-informed approach
- Continue to develop NBHS Digital Learning Strategy
- Rerun positively evaluated Family Learning events in 23-24
- Continue the focus on professional learning through teacher collaboration and inquiry-based approaches.
- NBHS Tracking, Monitoring and Reporting Working Group

- NBHS Learning and Teaching Working Group
- Identify new staff link for NBHS Pupil Learning Team
- 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.

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

Our Literacy data at level 3 or above has improved since 2021-22 in Talking and Listening (93.14% from 91%) and Reading (92% from 91%) but has fallen by 0.14% in Writing (90.86% from 91%). Raising attainment in writing remains a focus across the local authority. This dip is not statistically significant. Our level 4 Literacy remains high at 81.71% and this is an improvement on 21-22 (80.1%).

Our Numeracy data at level 3 or above has fallen slightly since 2021-22 (95.42% from 98.5%). Our level 4 Numeracy is 78.86% - this was 87% in 21-22. We consider these statistics to reflect the post-pandemic S3 cohort accurately. We work closely with our ASG to explore these trends over time. We have undertaken SNSA with our S3 pupils and use this data diagnostically.

Based on August/September raw data and October 2022 Insight data, our S4 performed exceptionally well. We anticipate our S5 data set in 23-24 will be strong. We have seen more variation in our 5@6 measure. We acknowledge the assessment model from 2019-20 to 2021-22 has varied each year therefore comparisons should be taken cautiously.

How do we know?

- SNSA Results
- Analysis of SQA results and comparison with historical data
- Insight data
- Tracking data
- ACEL data
- PEF evaluation
- Fresh Start data

% of Original S4 Roll Cohort Achieving 5@5 (annual not cumulative) – 3 year trends:

2020 63%

2021 66%

2022 73%

% of S5 Based on Original S4 Cohort Roll Achieving 5@6 (annual not cumulative)

2020 36%

2021 37%

2022 33%

All Faculty Leaders had attainment meetings in October 2022 and February 2023.

Insight data (October 2022; based on S4 cohort; complementary tariff) shows our lowest attaining 20% (200 points) above the VC (186 points). This is an improvement since 2021 where our lowest 20% attained 169 tariff points. Our middle 60% are above the VC (with 395 tariff points vs. 377 tariff points). Although this is not deemed statistically significant, it is an improvement on 2021 where our middle 60% attained 383 tariff points. Our highest 20% is just above the VC (445 points vs. 427 points) but not significantly so – this has improved by 7 tariff points since 2021.

Insight “all leavers” data (Feb 2023) reflects positive attainment vs. deprivation data with SIMD 5 and 9 greater than the national establishment and only SIMD 3, 4 and 6 lower than the national picture but not significantly so. We continue to focus on our SIMD 3 cohort.

Literacy at SCQF level 4 and 5 are marginally lower than the VC but not significantly so and remain well above the National picture. Numeracy at SCQF level 5 will remain a focus – 79.31% of S4-6 school leavers attained this which is higher than 2020 but lower than 86% in 2021. 89.6% attained Literacy at SCQF level 5. We have set a target of 100% of leavers leaving with a level appropriate Literacy and Numeracy qualification for 23-24 – it should be noted that this is not necessarily SCQF level 4 or 5.

Positive Destinations are high at 95.4% which is up from 94.67% in 20-21. We are above VC for Employment but below VC for Further and Higher Education – this is unusual for NBHS and merits further exploration in the landscape of the cost of living crisis and financial uncertainty.

A consultation process with pupils has led to the development of a broader “Wider Achievement Programme” launched in August 2022. This will continue to be audited and evaluated. Tracking of wider achievement remains a development area for us

although there has been an increase in parents/carers submitting good news stories to our Communications inbox. Tracking of pastoral wellbeing is on our current school improvement plan and will remain there next year – staffing changes in the Pupil Support faculty meant this had to go on hold but we plan to revisit this in 23-24.


PEF funding was used to continue with the Fresh Start literacy intervention, ensuring staff are fully trained. We also increased Support for Learning staff hours to support Targeted Attainment Groups in the BGE. We contributed to the cluster Mental Health Youth Worker. We funded a Pupil Support Worker post. We appointed a Maths teacher to the role of PEF Coordinator who tracked the PEF cohort in terms of attendance, attainment, engagement and participation. He did this very successfully until the PT Equity was appointed.

What are we going to do next?

- Continue to evaluate and adapt the school's extra curricular activities programme, with a particular focus on increasing the engagement of the least involved pupils
- Consider the strength of pathways and curriculum architecture in the Senior Phase, following publication of Hayward Review
- PT Equity/ DHT Attainment to increase forensic use of data to support intervention and tracking of pupil progress and attendance
- SMART targets now in SIP 23-24:
 - ❖ 100% of school leavers (S4/5/6) 5@1 or better by June 2024
 - ❖ 100% of S4 cohort gain a Literacy and Numeracy qualification by June 2024
 - ❖ 40% of S5 to gain 5@6 by August 2024
 - ❖ 70% of S4 gain 5@5 by August 2024
 - ❖ Improve Positive Destinations for Q3 leavers from 85% to 95% (cohort information shared with all staff in August 2023) by February 2025
 - ❖ S3 in 23-24 – 50% reduction in the number of pupils who have less than 90% attendance compared to June 2023 data (cohort information shared with all staff in August 2023) by June 2024

From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is *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>2023-24 will see the relaunch of the NBHS Strategy Groups, reinvigorated pupil voice and pupil leadership opportunities. S6 leadership opportunities will be enhanced and sustained. Our ASG and STG groups will focus on the self-evaluation of QI 2.3.</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	5	5	4	4

- 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.