Our school is a six-year, non-denominational, rural comprehensive school located in the town of Biggar. We are part of the Biggar Learning Community, which comprises Biggar High and our twelve associated primary schools. Our catchment encompasses a wide geographical spread covering the south of our local authority and 85% of our pupils are transported to school each day.

The school has a current roll of approximately 660 pupils of whom approximately 9% receive free school meals. The school has a Head Teacher, 3 Depute Head Teachers, 6 Faculty Heads (English and Literacy; Maths and Numeracy; Humanities; Technologies; Business Education, IT and RME; and Science); 6 Principal Teachers (PE; Modern Languages; 3 Pupil Support and 1 Learning Support) and 34 class teachers. There are also 5 school support assistants, one Active Breaks worker and 5 office staff.

As part of South Lanarkshire Council’s investment in improving school buildings, our new school was built and opened in 2009.

Biggar High School is an educational environment where we believe everyone is provided with opportunities to achieve their full potential—indeed this is central to our school’s vision and aims. We are a Rights Respecting Level 2 school where it has been recognised exists a strong ethos of openness, equality, fairness, trust and mutual respect between all staff and students, a school in which there is a strong sense and emphasis on pupil voice, participation and involvement, where there is a strong sense of belonging and ownership, and a clear purpose of recognising effort in all its forms and a school which prides itself in the celebration of achievement and success.

At Biggar High School we strive at all times to provide a safe and secure learning environment that provides all our young people with the equal opportunity to fulfill their potential and prepare them with appropriate and meaningful skills for learning, life and work beyond school. Working in partnership with parents and others in our school and local community, we consistently encourage our pupils to become:

- **Successful Learners** – who take responsibility for their own learning and self-development.
- **Confident Individuals** – who have a high self-esteem and value their own worth.
- **Responsible Citizens** – who show respect and care for each other and their community.
- **Effective Contributors** – who make a positive contribution to society and the world of work.

We offer a wide and varied range of extra-curricular activities and continually encourage all our children to participate and develop new interests and skills in their lives. We view such activities as integral to further developing our school’s sense of community, further building positive relationships between staff and pupils, and providing further opportunities for our young people to experience success across the wide variety of contexts for learning. We provide and encourage opportunities for as many of our young people as possible to grasp and assume experiences of responsibility and leadership- our activities beyond the classroom include: Pupil Council, music, dance and drama, public speaking and debating, cookery, science, engineering and technology, fundraising, mentoring and buddying, and a wide variety of sports (as recognised by our second consecutive Sports Scotland Gold Award).

Our most recent whole school survey and HMIE report showed high levels of satisfaction with the educational services we provide for our young people and, while we are justifiably proud of the many positive comments contained in both, the findings of the survey and the HMIE report provide us with a strong set of guidance which we will use to take forward our 2018/19 Improvement Plan.
Review of SIP progress session 2017/18

Priority 1: Raising attainment and achievement

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

HGIOS 4 QI: 3.2

Progress and Impact:

- All staff understand and use Insight and our new tracking and monitoring system to reflect on and strive to consolidate areas of strength and address areas of relative weakness in individual pupil/subject/whole school performance.
- Cohorts identified and supported successfully- aspirational presentation policy agreed and now implemented. Improved performance in NC exams across N4, N5 and N6 in S4, S5 and S6, especially in targeted lowest 20%.
- Awareness of importance of integrating key skills of Literacy and Numeracy as the responsibility of all into L&T across all curricular areas. Pupils are increasingly aware of their use of these skills in different contexts. Increased staff awareness of Literacy and Numeracy Benchmarks and acceptance of their roles in delivering these core areas.
- Improved procedures to identify and support our S4 Leavers - both in relation to qualifications and sustained positive destinations.

Next Steps:

- Continue to focus upon improving attainment- with a particular focus on numeracy and equity/additional support needs pupils.
- Continue to plan, develop and deliver effective PEF mentoring initiatives building on 2017/18 models.
- Continue to encourage further development of rigour of pace and challenge in relation to BGE, particularly S3 programmes of study and utilising new SLC BGE tracking toolkit.
- Reinforce effective use of CAT (up to and including S5) and S3 SNSA data to track and monitor teacher professional judgement of pupil progress and facilitate data-informed conversations.
- Use 2018 HMIE summary of inspection findings key messages to inform future improvement planning.
**School Priority 2: Ensuring the Happiness of our Children**

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<td>• Performance information</td>
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**HGIOS 4 QI: 3.1**

**Progress and Impact:**

- Increasingly effective partnership working with SDS to ensure sustained high performance in sourcing sustainable post-school destinations - 100% success rate based on Insight February update.
- Significant reduction in school exclusions through effective early interventions and close partnership working.
- Implementation of successful initiatives to celebrate success in BGE.
- Implementation of parental engagement initiatives to support pupil home study and home learning.
- Extension of pupil voice in supporting improvement planning - pupils have increased opportunities to comment on their experiences and suggest improvements through learning conversations, pupil voice surveys, focus groups and through our Pupil Council.
- Parents have opportunities to comment on their experiences and the experiences of their children through parents evening discussions and subject/whole school surveys. The Parent Council is now very active and plays a major part in evaluating, commenting upon and suggesting improvements to policies and practice.

**Next Steps:**

- Further consolidate the teaching and profiling/raising awareness of skills within the BGE- skills profile being developed to record and display skills set development of pupils - a Learning Community priority.
- Sustain the current high level of positive, sustained post-school destinations.
- Develop, deliver and sustain PEF programmes building on 2017/18 initiatives.
- Encourage active Parent Council engagement in identifying community support to enhance skills for learning, life and work provision/capacity and dyslexia support networks.
- Further develop our website to provide support to engage parents in curricular matters pertaining to the subjects being studied by their children.
- Use May 2018 HMIE summary of findings report to inform future improvement planning - with particular reference to reviewing our anti-bullying policy in line with new SLC ‘Treat Me Well’ guidelines.
- Develop a multi-faceted approach to mental health.
School Priority 3:
Delivering consistency of high quality learning and teaching in the classroom

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<td>Performance information</td>
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HGIOS 4 QI: 2.3

Progress and Impact:
- Consistently positive engagement between staff and pupils across all curricular areas and at all stages where staffing is stable
- IT embedded more effectively in L&T within departments.
- Improvements in the sharing of strategies designed to increase/improve the range and quality of methodologies employed by classroom teaching staff.
- SMT class visits show greater consistency in the delivery of high quality L&T.

Next Steps:
- Take forward self and peer-evaluation of the quality of learning and teaching and the development of teacher professionalism within the classroom through individual action research projects.
- Fully implement agreed revised whole school staff and pupil ‘High Quality Learning and Teaching’ policies
- Support the extension of effective digital learning within the curriculum, especially use of Google classroom and Microsoft One Note
- Effectively manage the RM refresh of computer hardware (November 2018)
- Continue to support and develop situational leadership opportunities for teaching staff.
- Effectively plan, develop and deliver PEF provision based on 2017/18 initiatives.
- Use May 2018 HMIE summary of findings report to inform future improvement planning.
1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).
Achieving Excellence: Overall Progress towards National Improvement Framework Priorities
Session 2017-18

Use all available evidence (including data)

### Literacy:

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<tr>
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<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
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Strengths:
- In S4 almost all our pupils attained literacy at SCQF Level 3 or better over the last five years
- Almost all our pupils attained literacy at SCQF Level 4 in three of the last five years
- The majority of our pupils attained SCQF Level 5 or better in four of the last five years.
- Proportions achieving literacy at SCQF Level 5 or better through a course award has shown an improving trend over the last five years.
- Staff are using with increased rigor a range of effective data (including CAT) well to support professional judgements and continuing to develop their use of moderation in school and through other external networks to underpin this process.
- Successful literacy intervention strategies with targeted S1 pupils.
- With reference to accompanying tables, increasing levels of performance in all aspects of level 3 and level 4 literacy over last two years.

Next steps:
- Early intervention strategies in place to ensure wherever possible all pupils achieve a relevant literacy qualification closest to their potential and close the ‘gap’ between ourselves and our virtual comparator.
- Led by school Literacy Group, embed whole school literacy strategies to further underpin literacy attainment at all levels.
- Continue to implement successful literacy intervention strategies with targeted S1 and S2 pupils.
- Aim to maintain 100% of non-targeted pupils achieving level 3 by end of S3 and 95% of targeted pupils.

### Numeracy:

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Strengths:
- In S4 almost all pupils attained numeracy at SCGF Level 3 or better over the last 5 years
- By S5 the majority of pupils attained numeracy at SCQF level 5 or better in the last 5 years
- By S6 attainment in numeracy at SCGF Level 3 or better was significantly higher than our VC in 3 of the last 5 years.
- Staff are using with increased rigor a range of effective data (including CAT) well to support professional judgements and continuing to develop their use of moderation in school and through other external networks to underpin this process.
- Successful numeracy intervention strategies with targeted S1 pupils.
- With reference to accompanying tables, increasing levels of performance in level 3 and level 4 numeracy over last two years.

Next steps:
- Early intervention strategies in place to ensure wherever possible all pupils achieve a relevant numeracy qualification closest to their potential and close the ‘gap’ between ourselves and our virtual comparator.
- Continue to implement numeracy pathways which support pupils maximising numeracy qualifications as they move from S4 through to S6
- Led by re-structured school Numeracy Group, in 2019 implement and embed whole school numeracy strategies to further underpin numeracy attainment at all levels.
- Implementation of a dedicated numeracy period in S3 to embed numeracy skills and improve/maximize pupil attainment at levels 3 and 4.
Health and Wellbeing

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Strengths:
- Our recent HMIE inspection noted that ‘The positive, caring ethos in which there are mutually respectful and trusting relationships between young people and staff is in keeping with the school’s status as a Rights Respecting School with a Level 2 award.
- We offer a wide array of sports, arts, charitable and community-focused options designed to encourage confidence, leadership and independence which are important in supporting the social well-being of many of our pupils.
- Year on year ongoing significant reduction in school exclusions.
- A Pupil Support team who have high expectations for the care and welfare of our pupils, including a PSE programme which offers young people the opportunity to learn about, consider and discuss a range of contemporary issues which reflect our changing society.
- Our HWB group has implemented innovative programmes on the topics of mental health and coping with exam stress and has plans to further develop and enhance a whole school approach to HWB, including an S1 audit of wellbeing.
- Our partners speak very positively about their role within our school community and feel valued and included in the life of our school.
- Our young people are openly encouraged to discuss issues related to equality and diversity.

Next steps:
- Undertake a more rigorous and systematic approach to attendance monitoring
- To continue to develop and adapt our planned programme designed to ensure comprehensive and progressive development of skills related to HWB, taking into account national benchmarks.
- Continue to encourage effective differentiation strategies in our classrooms.
- Update our anti-bullying policy, modelling the ‘Respect Me’ best practice template.

Employability Skills/Positive Destinations

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Strengths:
- Increasingly effective partnership working with SDS ensuring increased awareness of the importance of skills and careers families from P7 onwards through PSE, careers days, employer engagement programmes etc.
- Increasingly bespoke approach to identifying suitable career pathways for our school leavers - especially in relation to modern apprenticeships.
- Training of pupil World of Work ambassadors to support skills development training and awareness to pupils and parents/carers.
- Effective partnership working with Aspire programme, supporting more vulnerable pupils into sustained positive destinations.
- 100% success in school leavers achieving positive destinations in 2017/18

Next steps:
- Completion of partnership agreement with Skills Development Scotland building on existing strengths.
- Implementation of Learning Community model looking at sharing of best practice and tracking careers education initiatives from early primary.
- Continuing to build partnership agreements with local employers based on BHC Carnwath model.
- Implementing agreed approach and supporting bespoke work experience opportunities for senior pupils.
Overall quality of our learners’ achievements
Highlights of session 2017-18

Learners within Biggar High School are treated equally, with respect and fairness and are valued, safe and secure. Almost all our learners are keenly motivated, open to new thinking and ideas and eager to participate in their own learning. Almost all pupils contribute actively to the life of our school and local community both formally and informally. The vast majority of classrooms, classroom environs and social areas provide an appropriate, supportive environment to foster effective learning and teaching, celebrate success and engender both a culture of praise and a sense of genuine belonging.

A broad range of teaching methodologies and learning experiences are embedded within the vast majority of our curriculum. Inter-disciplinary experiences have been successfully developed, implemented and evaluated, particularly within the delivery of our Broad General Education (BGE). Greater use is also being made of co-operative/collaborative learning and AIFL strategies to enhance all our learners’ experiences.

Our young people increase their communication, team working and social skills (and have higher self-esteem) as a result of participation in a wide range of achievement activities both in our school and in our local community. Many departments offer additional tutor support/supported study sessions at lunchtimes. Peer support is also available within our Buddy Schemes and study support directed through our school website. Pupils have access to a very wide selection of extra-curricular activities.

Very good progress continues to be made towards raising achievement and attainment across the school. High standards of attainment are being maintained with the vast majority of our learners making very good progress from their prior levels of attainment and we continue- within existing staffing and timetable constraints- to strive to add to the range of subject choice we offer in our senior phase in response to pupil demand.

Our new tracking system includes a range of data which identifies clearly pupils who may be experiencing barriers to learning and we are fully aware of the need to use this data effectively to identify any gaps in attainment between pupils living with disadvantage and their peers, thus enabling the school to implement and evaluate interventions which will have greatest impact in closing gaps in attainment.

Performance in national examinations is strong across a wide range of subjects- especially where there is staffing stability- and school performance is favourably comparable with national and local levels of attainment, especially for our pupils who progress from S4 through to S6 on their senior phase educational pathways.

There are numerous ongoing examples of where our pupils contribute effectively to the life of our school and our wider community- indeed we pay particular cognisance to the rural context of our school community/ catchment and have worked hard to place the school at the heart of the local community.

Our pupils- at individual and group/ team level- have achieved success in a wide range of external competitions at local and national level and this is celebrated proudly. Across sport, arts and STEM activities our pupils have received significant accolades over this session and these are celebrated vis local press, our school website and school Twitter account- increasing awareness of what can be achieved and raising aspirations for all.

The strong partnership working evident at Biggar High has led to 100% of our school leavers reaching positive destinations this year across a range of Higher and Further Education, Modern Apprenticeship, training and job pathways.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

STAFF

A recently developed system to monitor and track the progress of young people is enabling our staff access to rich data and is raising the profile of their role in the excellence and equity agenda.

Our Middle leaders report our new improvement planning format is less bureaucratic and is helping them understand the interconnectedness of their departmental work with school, local and national priorities.

Leadership at all levels is encouraged across the school. Our middle leaders and non-promoted staff undertake a range of activities to develop their leadership skills- these include, leading working groups taking forward work on literacy, numeracy, health and wellbeing, Developing the Young Workforce (DYW), digital learning, interdisciplinary learning (IDL) and equity.

There is commitment from all our staff to the General Teaching Council for Scotland (GTCS) professional standards and to professional learning and development. This also includes staff achieving or working towards Masters level qualification, a Post Graduate Certificate in Middle Leadership or a doctorate.
Our staff professional learning is impacting positively on the work of our school. For example, professional enquiry work on gender bias is helping inform STEM work in the school. Other professional enquiry work has led to targeted group work with young people such as techniques for reducing exam stress.

Our staff undertake regular classroom observations and the common features of the effective lessons observed are summarised and shared with staff. Across our school, departments are continuing to develop an effective range of approaches to assessment and are using these to plan learning and teaching.

Most of our staff share the objectives of each lesson, and what achievement of these objectives might look like. Across Biggar High, staff have been developing the accuracy with which they assess young people’s progress and attainment, including the achievement of a Curriculum for Excellence (CfE) level. Our staff’s skills in assessment are developing through professional learning within departments, Clydesdale Sharing groups, and meetings with specialist colleagues in the local authority and the Scottish Qualifications Authority (SQA).

Our staff have developed useful approaches to tracking young people’s learning in the different areas of the curriculum. They have monitored attainment across curriculum areas and have taken relevant action where appropriate if pupils have not been making sufficient progress. More recently, we have introduced a new and more valuable system for tracking young people’s progress and we believe this new approach has a number of additional strengths - for example, in the way it creates a fuller picture of each young person’s learning needs and any potential barriers to learning. The data relevant to each young person is integrated into one source, which enables all staff to monitor the progress of each individual pupil as well as identify patterns of attainment across that young person’s experience.

Our senior leaders are able to evidence how, through dialogue with staff, this data has influenced interventions which have led to improved performance for several young people across stages. Our senior leaders are using the analysis from the tracking tool to identify areas of strength and under-performance across cohorts and at a departmental level and this is leading to quantifiable improvements in performance in the BGE.

**DYW**

Our school has also embraced the DYW agenda and has focused on developing the employability of our young people. This work has involved a greater focus on planning for the next stages of learning or work. We have productive links with New College Lanarkshire, Edinburgh College and are developing a further link with South Lanarkshire College and a partnership agreement with BHC in Carnwath which is creating pathways for joint partnership working and provision of modern apprenticeship training.

Our school supports useful and well-structured opportunities for key staff to attend events and briefings to keep up to date with emerging or new learning pathways. Newer opportunities such as Modern Apprenticeships are well understood by our staff, and our young people are encouraged to consider these opportunities. We work well with SDS to make good use of the My World of Work (MyWoW) web presence and have trained a large group of our senior pupils to act as MyWoW ambassadors. The ambassadors are helping young people and their parents become familiar with these resources and the value in using them. This leadership opportunity is increasing the confidence of our ambassadors as well as raising the profile of the resource. Career guidance and support is a strong feature throughout Biggar High. Our subject teachers ensure that they explain the relevance of the learning in their courses to the world of work and to potential career choices.

**PUPILS**

Our young people are encouraged to take on leadership opportunities in a variety of ways, particularly at the upper stages. A significant number develop and apply their leadership skills through serving as DYW ambassadors, Science, Technology, Engineering and Mathematics (STEM) ambassadors, language ambassadors, or literacy, numeracy, music or transition buddies. Others do this through serving as sports leaders, prefects, house captains and vice captains.

We have continued to develop our senior phase option choice menu, which now offers young people a wider range of learning pathways.

Biggar High School has a shared understanding and vision with key partners for employability focussed work. The entitlements of the Career Education Standards (CES) underpin much of our work, strongly promoted through the Skills Development Scotland (SDS) link. We are effective in jointly developing appropriate employability focused learning pathways which contribute to the high level of our young people gaining positive destinations.

Our young people learn important skills relevant to the world of work through taking part in a range of competitions, business games, design activities and problem solving challenges. As part of their experiences in the personal and social education (PSE) programme, our young people enhance their knowledge of career management skills.
We continue to promote literacy across learning and there is a whole school literacy group with representation from all faculties. A literacy improvement plan outlines our priorities and actions in this area. Evidence of key vocabulary in each curricular area is on display across the school and literacy benchmarks are being embedded into the assessment criteria of individual departments.

The school has identified areas where gender appears to have been a factor in the uptake of subjects, for example, Computing Science, Modern Languages and Physics. Staff from a number of our curricular areas have implemented several initiatives or had young people take part in external events in an attempt to address this issue. These initiatives or events include; ‘Girls into Engineering’, P7 STEM day, SCILT workshops and the Rotary Club Technology Tournament.

We support a wide range of opportunities for achievement out-with the classroom and timetabled lessons and encourages useful learning through these activities. A wide array of sports, arts, charitable and community-focused options encourage confidence, leadership and independence. Many of these opportunities are offered at lunchtimes to take account of our rural setting and after-school travel arrangements for a large number of our young people. These activities are important to the social wellbeing of a number of our pupils.

Our pupils can talk about their understanding of discrimination and unfairness and the implications of these on others. Equality and diversity is celebrated in a number of different ways in Biggar High. Most pupils who responded to the inspection questionnaire feel that staff treat them fairly and with respect. Our young people are encouraged to discuss issues related to equality and diversity in subject areas.

Our senior leaders pay particular cognisance of the rural context of our school catchment and have worked successfully to place our school at the heart of the community. These opportunities provide a highly positive vehicle for our young people to engage with each other and the wider community and to develop the skills and attributes of the four capacities of a Curriculum for Excellence.

Recent successes such as the under-18s girls rugby team winning the Scottish Schools Championships and our school achieving its second Sports Scotland Gold Award increase awareness of what can be achieved and raise aspirations.

Our pupils contribute effectively to the life of the school and the wider community. Young people in S5 and S6 volunteer at Biggar Youth Project, working alongside adults to run the popular lunchtime sessions attended by around fifty young people from S1 to S5 each day; young people in the leadership team run the Scottish Fire and Rescue Service Antony Nolan charity campaign- as a result of this work seventy young people have registered with the bone marrow trust. Over the last three years many of our senior pupils have supported the learning of younger pupils by being literacy, numeracy and language buddies and ambassadors. Another thirty were S1 buddies this year. Thirty young people in S6 are working towards gaining Level 5 Preparing To Volunteer awards by volunteering with younger children and young people and in local hospitals and care homes.

Our young people have a greater awareness of the wider world and increase their citizenship skills through programmes run by themselves, the school and our partners. Young people in S3 gain an insight into both Scottish and other countries system of justice through a programme which includes guest speakers and an annual visit to Shotts Prison. This supports them to reflect on the choices they make about their lives as well as understand other people’s lives better. Pupils running the school Amnesty Club are proactive in campaigning for change and in supporting other young people to get involved.

Parents and Partners

We are increasing parental engagement in learning. Staff provide a range of opportunities for our parents to learn about the work of their children, including workshops and resources to support learning. For example, parents were invited to a workshop to learn how young people with dyslexia could use software to help them with their reading skills. They could then use this resource online from their home. Most of our parents who responded to the recent Education Scotland questionnaire feel the school gives them advice on how to support their child with their learning and the majority report the school organises activities where they can learn together with their child.

We communicate effectively to parents through social media, email and at regular reporting periods throughout the year. Most who responded to the Education Scotland questionnaire feel they receive helpful, regular feedback about how their child is developing and learning at school.

We are supported by a strong and effective partnership with our Parent Council (PC). The PC has formulated its own action plan outlining the contribution it will make to the SIP under each of our three strategic priorities. Representatives from the PC also contribute to P7/S1 transition events which help support children and their parents with the move from primary school to secondary. Currently, our PC is working to further develop more local business links with the school and also working with the school to secure further funding for resources to provide support for young people with dyslexia.
Our parents are involved at the planning and review stages for all our young people with additional needs. We offer a range of targeted interventions such as the literacy intervention programme, small group activities as appropriate, in class support and additional support for assessment. For example, this year a successful training workshop demonstrating software to support young people with dyslexia was delivered to our young people and their parents. This resource is accessed at home as well as in school and has had a significant impact on the progression of our young people with dyslexia.

Our partners contribute to our curriculum and increase the variety of learning experiences our young people have. The School of Rugby enables more young people in S1 and 2, including a growing number of girls, to experience and develop sporting excellence in rugby. Young people value the inputs partners deliver as part of PSE. Our young people’s wellbeing and inclusion is supported through a range of groups and activities- such as the Young Carers group and S1 August to December lunch club at Biggar Youth Project. Young people in S2 undertake a food and drink challenge delivered by a local business which builds their capacity to be enterprising and work to and understand real-life business requirements.

We have a useful range of partnerships which support employability. Our work with SDS, ASPIRE, the Rotary Club and a range of regional employers is well co-ordinated and has a clear focus on the next steps in learning or work. Employer visits, careers advice and partner sponsored competitions are usefully engaged from S1, encouraging our young people to plan and make decisions around their post school careers.

Our destination indicators compare very well with local and national comparators. This is supported well through a clear commitment to developing our young people’s career management skills. The highly effective work through useful guidance, well-structured and comprehensive support from SDS and the additional contribution from ASPIRE have supported us extremely well in ensuring positive destinations for almost all young people on leaving school. In 2016/17 all our young people who left school moved on to a positive destination- which was significantly higher than our VC. The proportions moving on to a positive destination on leaving school is a key strength of BHS.

TRANSITIONS

We work to ensure a high-quality transition programme from primary to secondary school. This involves a well-planned range of pastoral, social and curricular programmes developed over a period of time to ensure a smooth transition from P6 to S1. This includes a focus on enterprise and STEM activities and a three-day induction visit, all of which are valued by both parents and young people. The opportunity afforded by the transition programme for peers to meet is recognised as very important for our children, given the geographic spread of the catchment area. Effective collaboration across the learning community ensures that a range of information is collated throughout the P7 year during visits by pupil support staff, senior leaders and subject specialist staff. This has an appropriate emphasis on ensuring a high level of social and emotional support for all children. S1 young people are supported by senior pupils to provide a helpful buddy system which includes buddy lunches. Feedback from our young people confirms the success of this varied programme.

Well-established enhanced transition programmes support our young people from associated primary schools who have additional support needs. Sound arrangements are in place to ensure continuity of planning and review for individual young people. Members of the wider support team successfully contribute to this. Questionnaire responses confirm that individual young people who have joined us mid-session value the support and care received during the settling-in period.

In the senior phase, our young people are given a good number of useful opportunities to reflect on and plan for their destination of choice such as college, employment or university. Visits to national events, guest speakers from university and former pupils sharing their experiences all contribute to help our young people feel more confident and equipped to make well-informed decisions. For example, an S3/4 Careers Day brings together different employment sectors with local employers; Rotary work with S6 pupils helps develop our young people’s interview skills; our ASPIRE programme supports our young people through bespoke plans to ensure a sustained positive destination.
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>How are we doing?</th>
<th>How do we know?</th>
<th>School Self-Evaluation</th>
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<tbody>
<tr>
<td>1.1 Self-Evaluation for Self-Improvement</td>
<td>Well established and rigorous processes are in place at whole-school and departmental level to plan, monitor and evaluation change. Impact measurement is a central part of all evaluations.</td>
<td>HMIE praised the school’s revised approach to improvement planning which has encouraged even greater consultation and participation of staff, pupils and parents. Departmental quality assurance processes are coherent, rigorous and systematic. School and faculty improvement planning has at its heart the requirement to include smart, ambitious but manageable targets which are designed to allow for clear evaluation of positive impact. Our recent HMIE report matched and supported our own self-evaluation of what our strengths and development needs are across the key quality indicators.</td>
<td>4/5</td>
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<td>1.3 Leadership of Change</td>
<td>The school is well led at HT, SLT and PT levels to deliver school and departmental improvement. Distributed leadership is evident across all staff in a wide variety of contexts.</td>
<td>The recent HMIE report noted that the HT and his leadership team had ‘provided effective leadership which has led to a range of improved outcomes for young people’ and ‘has been successful in building productive community partnerships which have also led to a range of improved outcomes for young people.’ Together, the leadership team have ‘created a climate in which staff feel encouraged and supported to contribute ideas and take them forward . . . staff feel involved in the change process.’ and ‘leadership at all levels is encouraged across the school.’</td>
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<td>2.3 Learning, teaching and assessment</td>
<td>High quality learning and teaching is clearly evident across most of the school. The school is a teacher learning community with a strong emphasis on the sharing of knowledge, methodologies, pedagogy and good practice.</td>
<td>Our recent HMIE report noted, ‘Staff have undertaken a range of professional learning which is helping them in further developing their understanding of the socio-economic context of the school’ and staff are ‘using this knowledge to reflect on what this means for their classroom practice and how their learning and teaching approaches can contribute to closing the attainment gap.’ In addition, teachers ‘benefit from a well-planned annual review process which supports them to evaluate the impact of previous professional learning targets, celebrate successes and set new targets for agreed outcomes over the following session.’</td>
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<td>3.1 Ensuring wellbeing, equity and inclusion</td>
<td>Positive and engaging school ethos, high quality of trust and respect in relationships across all stakeholders (as evidenced by Gold School of Sport Award and Level 2 Rights Respecting School Award. Evidenced high quality of pastoral care and support for pupils.</td>
<td>Both our most recent whole school survey and our May 2018 HMIE report have evidenced our successes in regard to this quality indicator. Staff, pupil and parent responses to the survey and to the HMIE questionnaire noted that positive engagement and strong, trusting relationships at all levels was a keystone to the school’s positive ethos and successes. The HMIE report noted, ‘The positive and caring ethos in which there are mutually respectful and trusting relationships between young people and staff is in keeping with the school’s status as a Rights Respecting School with a Level 2 award.’ With regard to our pastoral care provision, the inspection team observed how, ‘The team have high expectations for the care and welfare of young people in their caseload and ... this enables them to foster strong, positive relationships.’ With regards to pupils with additional support needs, ‘the school has procedures in place to help identify young people who may require additional support ... appropriate interventions are sought and are regularly monitored.’ Support networks liaising with the school ‘speak very positively about their role within the BHS community, feeling valued and included in the life of the school and talk very highly of the collaborative arrangement in place to support young people.’</td>
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| 3.2 Raising attainment and achievement | Our aspirational presentation policy in senior phase which focuses on individual needs is resulting in improved certification awards for many of our pupils and we are in line with our virtual comparator across most levels in relation to literacy, numeracy and N4-N6 subject attainment. Positive complementary tariff scores in comparison to our virtual comparator in relation to certificated success at leaving stage at most levels | All staff are fully engaged with Insight performance analysis to inform future provision and we have clearly identified areas for consistent improvement for future years planning, in particular in relation to pupils with additional support needs. Our increasingly effective targeted use of CAT and other local school data is supporting our future planning and allowing us to identify attainment gaps and subsequent strategies designed to close these gaps from P7/S1. |
In relation to achievement, the May 2018 HMIE report noted that, 'the school and its partnerships with its wider community offer a wide range of opportunities for young people to enhance their skills and achievements.' Which in turn, 'allows young people to increase their communication, team-working and social skills and have higher self-esteem.' In addition, 'BHS young people’s confidence, social networks and pride in themselves and their school are increased through participation in a wide range of competitions and performances at local, regional and national level.’

The report also noted that, 'BHS recognises, celebrates and shares many of the achievements of its young people. Annual whole school awards events highlight academic, sporting, musical and wider successes and efforts demonstrated by its young people.’

Overall impact of establishment’s actions to improve excellence and equity (PEF)

**Amount allocated:** £34,000

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<tr>
<th>How are we doing?</th>
<th>How do we know? (Evidence measures of success)</th>
<th>What are we going to do now?</th>
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<tr>
<td>Some of our 2017/18 expenditure has been invested on resources - some of which are ongoing, some finite - which we believe will deepen and enhance key policies on embedding literacy and numeracy in our junior curriculum - but still with a specific impact on pupils who need additional support in these areas.</td>
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<td>Our new tracking system will now allow us with increased precision to target ‘Equity’ pupils who are in need of additional support-based (1) on present performance against CAT potential and (2) who may need support in relation to behaviour/ effort/ homework based on information stemming from our tracking report systems. Identifying key staff to lead on our mentoring programmes will commence once our staffing and timetabling situation is stabilised (late August) Our strategic plan for next year must also have as a focus a way of regularly monitoring and measuring impact of initiatives and a way of identifying a strategic overview of how we engage identified parents to support their child’s development beyond the confines of classroom/ school in relation to both curricular and wider curricular activities.</td>
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<td>In advance of any final decisions re. spending for session 2018/19, ‘looking outwards’ we will of course be interested in examining best practice in other schools to see where effective, successful initiatives may be transferred to our own local, rural context.</td>
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<td>Initial work in targeting support in literacy and numeracy had had measurable impact in improving skills in these areas and our targeted mentoring programme had had measurable positive impact on reinforcing self-esteem, personal motivation and school attendance.</td>
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<td>Where possible we will endeavour to ensure consistency of provision in relation to staffing and resourcing in these key areas.</td>
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While the school is ideally placed to continue to improve. Strategic and operational leadership is well established and distributed across staff at all levels. There is a desire to deliver continuous improvement shared among teaching and non-teaching staff alike.

The ethos, focus and quality of relationships were commended during our Rights Respecting Level 2 audit. Our most recent whole school survey provided robust evidence of pupil, staff and parent satisfaction in relation to school performance and recent improvement initiatives, while providing rich data allowing the school to sharpen its focus with regards to improving even further across the key HGIOS4 quality indicators. Our 2018 HMIE report highlighted the high quality of engagement and positive relationships across our school community.

The desire and motivation of all school staff to realise the full potential of our pupils is evident in day-to-day interactions, ongoing curriculum development, increasingly effective learning and teaching delivery and in time willingly given to support a detailed and relevant, wide-ranging programme of extra-curricular activities and supported study opportunities.

Our Improvement Planning is already in place to reinforce our agreed aims and to address the drivers identified by the NIF. Our improvement plan for session 2018/19 is fully informed by our recent HMIE report and subsequent action points. Our use of PEF funding has been carefully planned and is ready to proceed based on successful initiatives implemented in session 2017/18.

Signed: Robert Stewart

Date: September 2018