



Balwearie High School

Standards & Qualities Report
2025/26



RESPECT
CREATIVITY
EQUALITY
CONFIDENCE
ACHIEVEMENT



Balwearie High School Context of the School

Demographic



Vision, values and aims

Balwearie High School is a truly comprehensive secondary school. This means we have a range of learners and families that will require support in a variety of ways at different times. We are working hard to reduce the cost of the school day and ensure that any barriers to learners accessing a full range of experiences during their school life are considered and reduced. We strive to achieve a truly inclusive, equitable and engaging learning environment where learners and families feel welcomed, that they belong and that they are proud to attend Balwearie High School.

Our mission statement is as follows;

Together, we value innovation, inclusion and diversity.

Within our learning community, we feel safe, nurtured and respected.

We enjoy rich and varied learning opportunities that ensure we are well-prepared for an ever-changing future.

Our school values underpin our planning and decision making.



Attendance

Authorised absence

6.34%

Unauthorised absence

7.17%

Exclusions

0.04%

Summary of consultation with stakeholders

Full Staff Survey – School Improvement Priorities

A comprehensive staff consultation was undertaken across session 2024–2025 to gather views on key aspects of school improvement, including leadership, learning and teaching, wellbeing, digital learning, behaviour and the implementation of the House System.

Key findings as follows:

Coaching Programme

- The introduction of the **Coaching Programme** for Middle Leaders has had a positive impact on leadership across the school. Staff report increased confidence, improved self-awareness and greater clarity in leading professional dialogue.
- The programme has supported deeper reflection on leadership practice and strengthened the ability to balance support and challenge within teams.

Statement	Strongly Agree / Agree
The programme supported deeper reflection on my role as a Middle Leader	100%
The programme increased my self-awareness of how I lead, particularly under pressure	100%
The frameworks explored were useful to my leadership practice	100%
I feel more confident planning and leading professional conversations	100%
The programme helped me balance support with holding colleagues to account	100%
Opportunities to discuss leadership challenges with other Middle Leaders were valuable	100%
Overall, the programme had a positive impact on my confidence and effectiveness	100%
The programme helped me think more strategically about improvement work	88%

Impact: Staff report increased confidence in leadership, improved collaboration and greater ownership of improvement priorities.

Move to House Based Pastoral System (Guidance Teacher Feedback)

- The move to a **House-based system** has been positively received by the majority of staff.
- Strengths identified include:
 - improved continuity for learners and families
 - stronger relationships within House Teams
 - clearer communication through the call log system
 - increased collaboration and shared responsibility for wellbeing
- Staff report improved understanding of learners through a more joined-up pastoral approach.

Statement	Strongly Agree / Agree	Disagree / Strongly Disagree
House Team collaborative approach supports leadership and decision making	100%	0%
House Team collaborative approach supports learner wellbeing and inclusion	100%	0%
House call log supports clearer communication	100%	0%
House call log supports workload management	100%	0%
House call log supports oversight of tasks/responsibilities	100%	0%
House meetings are efficient and effective	85%	15%
I feel confident using the Staged Intervention Process	85%	15%
Overall, I am happy with the move to the House System	100%	0%
I felt involved in consultation/discussions about the move	69%	31%
I feel well supported in my role within the House System	100%	0%

Impact: Improved relationships, increased collaboration across teams and more consistent communication with families. Parent and Pupil Wise data confirms this with **80% of parents and 75% pupils (14.48% increase since 2024)** who responded stating they know who to contact if they feel worried or need support.

Recruitment

All promoted posts now include a pupil panel with a question created by learners and supported by a member of the Extended Leadership Team.

Impact: Young people fully included within recruitment process for leadership across the school.

Professional Learning

Consultation across full teaching staff regarding preferred Professional Learning Priority areas into next session:

Professional learning area	Strongly Agree / Agree
Sessions focused on aspects of professional practice, e.g. L&T, digital tools, reporting, interventions	92%
Linking with colleagues from across the school to share experience, expertise or innovative practice	86%
Deeper understanding of inclusion, equity and meeting the needs of different groups of learners	80%
Use of Artificial Intelligence to support planning, learning and teaching	78%
Professional wellbeing and workload management strategies	69%
Professional growth, leadership development or future career progression	56%
Deeper understanding of school or local authority systems, processes or expectations	49%

Impact: These focus areas will be prioritised when planning our CLPL and wider PL programme for next session.

Wellness & Ethos (Staff)

Wellness & Ethos group will create a Wellbeing Charter for Balwarie High School staff. Staff have identified the key priority areas they would like to focus on in this charter.

Factor	Ranked first
Mental and emotional health & wellbeing	51%
Professional wellbeing and feeling valued	27%
Physical Health & Wellbeing	11%
Relationships and connecting with others	11%

Impact: Clear priority to be given to mental health within the charter, with staff feedback driving this focus.

Attainment Scotland Fund Allocation (PEF)

£147,000

Cost of the School Day statement

To achieve greater equity and reduce the COSD, we have;

- Refreshed and revised our school dress code to accommodate a **wider range of items**
- Offered a '**pay what you can**' option for our new uniform item
- **Free uniform** for identified individuals/where requested or suggested
- Piloted a '**Pay what you can**' approach for trips and excursions
- Maintained non-uniform days with '**suggested donations**' as opposed to '£1 donation' to support our local charities (Kirkcaldy food bank, Polar Academy, Eco Groups etc) and raise the profile of these important local supports which will benefit our families. Online payments now available for this
- **Breakfast club** available every day for all learners.
- **Curricular costs** not passed on to families, particularly those who are FME, or other measure identified
- Identified a **COSD** space in school that is inviting, private and maintains dignity for families. This will be supported by a PSO with PEF funding identified to support replenishment of stock and the creation of an appropriate space
- **COSD calendar** to be created in line with trips policy. This will allow families to oversee the range of opportunities and plan participation or reach out for support early if required
- 'FoodCam' offer daily for all staff and pupils who can take free food left over from practical cookery lessons or the school canteen

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: Achievement/Positive Destinations/Attendance & Engagement (NIF Priority: 3, 5)

- BGE Moderation
- Curriculum Architecture and Pathways

HGIOS 4/HGIOELC Quality Indicators:

2.2 Curriculum

1.1 Self-evaluation for self-improvement

2.6 Transitions

2.7 Partnerships

3.3 Increasing Creativity and Employability

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	x
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Progress

Curriculum Review across BGE with a focus on IDL pedagogy and practice

- Planning in progress for transition year to move to 3/3 curriculum model next session
- BGE overview document under review across all faculties, detailing course overview, assessment timelines and methods
- Moderation activities x3 (2x collegiate and 1x Local Authority) participated in regarding BGE 'declaration of a level'
- Range of qualifications offered across our full continuum of support with staffing prioritised to support deliver of wider and bespoke offering (e.g. King's Trust, FOLA, Rural Skills, Duke of Edinburgh)
- PTs appointed: Science and Pathways, Raising Attainment (Numeracy), Raising Attainment (Literacy), Creative Industries (focus on IDL and Creative Thinking) – all designed to support curricular pathways and development
- Progress tracking system now in use

Impact to be detailed:

Curriculum Review across BGE with a focus on IDL pedagogy and practice

- Course overviews providing starting point for determining declaration of a level across all 8 curricular areas by May 2027
- Network across Locality through collegiate moderation activities building contacts and confidence in declaring a level by the end of S3 at BGE Level 3. Further work ongoing and planned into next session's WTA.
- S2 IDL now integrated part of curriculum, supporting curriculum transition and articulation into S3 and senior phase Creative Thinking qualifications
- PT Raising Attainment Numeracy and Literacy to be integral part of cluster planning and delivery of key skills across the cluster
- Maximised pupil choices as a result of a 3/3 model will be brought into planning and course choice process from Aug 2026

Impact on Positive Destinations:

- Positive destination figures highest for Balwearie HS – 97.7%
- 75.8% of teaching staff feel knowledgeable and up-to-date regarding careers and employability prospects
- 52.8% feel confident about using DYW partners to provide opportunities for young people to develop skills and workplace insights
- 25 Work Placement experiences booked, 17 Foundation Apprenticeships undertaken, 11 Active Schools opportunities
- 16 Applications for Babcock Work Experience, with 2 accepted
- 176 Partnership engagements (so far)
- 223 Young People linked with volunteering Opportunities (so far)

Next Steps (if appropriate) to be detailed:

Curriculum Review across BGE with a focus on IDL pedagogy and practice

- Progress data used to track and plan appropriate interventions, aligned with in school tracking system and declaration of a level to be provided by May 2027
- Planning for new curriculum structure using new timetabling system to be fully embedded next session with review of impact on attainment to follow
- Integrate new Curriculum Improvement Cycle recommendations to plan for revised approaches
- Delivery of a senior phase with a broadened range of options/pathways to increase engagement in senior school
- Facilitation of ongoing collaborative work across the Locality planned into WTA
- OfA process refinement ongoing with more targeted support approaches and partnership working
- Create and share the BGE overview guidelines with families

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2: Achievement/Positive Destinations/Attendance & Engagement (NIF Priority: 1, 2, 3, 5)

- Learner Centred Planning

HGIOS 4/HGIOELC Quality Indicators:

2.3 Learning, Teaching and Assessment

1.2 Leadership of learning

2.5 Family Learning

3.2 Raising Attainment and Achievement

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	x
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Progress

Consistency within our lesson structure to plan for learning experiences

- All teaching staff completed the Plus One learning cycle programme led by Mark Burns with final presentations shared at learning event on 3rd March 2026
- Learning Walks and revised Collaborative Learning Visits (CLV) policy piloted (first year of 2 year pilot)
- Middle Leaders participated in Coaching Leadership programme to help with support and challenge conversations within faculties
- L&T policy and framework underpins all classroom observations to embed consistent approach
- Use of online form captures data and allows whole school and faculty level analysis of progress made during CLVs
- Pupil Voice and Leadership Opportunities broadened across house teams and in particular, recruitment, with learners constructing focus discussion questions around L&T and engagement for recruitment to promoted posts
- Learning Partnership carried out in English/Media Faculty, highlighting moderation as a strength, alongside clear leadership and overall a good quality of L&T experiences across a majority of classes. Further feedback noted below.
(*relevant StaffWise Survey results*)
- Over 75.34% of teaching staff report they feel confident supporting learners with ASN in classes
- 81.06% are aware how to access additional support for learners with ASN
- 94.2% are clear about their role in school
- 57.73% feel they have access to high quality professional learning activities to support learners with ASN

Embedding digital approaches to learning and teaching across all subjects

- All digital devices distributed to learners and staff
- All teaching staff participated in 5 Transforming Learning sessions
- Apple Training offered to staff interested in becoming Apple Teachers or Coaches

Impact to be detailed:

- **Data from the SLT Learning Walks as part of our revised CLV approach demonstrated that:**
 - 206 visits were carried out across all faculties by SLT
 - Engage: 71 visits
 - Develop: 74 visits
 - Reflect: 61 visits
- Year Group Visits as per below:

Year Group	Percentage
S1	33%
S2	18%
S3	23%
S4	14%
S5/6	12%

- 94% of visits showed Most, Almost All or All learners actively engaged in learning
- 100% of visits noted positive relationships between teachers and learners
- 84% of visits showed a distinct starter activity
- 82% of visits showed active learning approaches, with 76% showing collaborative learning approaches
- 83% of visits demonstrated a summary of learning and reinforcement of key learning objectives, with 70% demonstrating a distinct plenary activity
- 72.4% of departments involve learners in self-evaluation and planning for improvement

Pupil Wise:

- 71.06% of learners feel staff talk to them about how to improve their learning (increase from 54.28% in 2024)
- 86.98% of learners feel they are making progress in their learning (increase from 65.75% in 2024)
- 82.30% of learners feel people in school help them with their learning (increase from 58.80% in 2024)
- 84.44% of learners feel they can access support for their learning to achieve progress (increase from 56.54% in 2024)

Parent Wise:

- 71.62% of parents feel the school keeps them informed of their child's progress (increase from 66.97% in 2024)
- 66.77% of parents feel their child is making progress (increase from 58.86% in 2024)
- 55.78% of parents feel their child has access to relevant support (increase from 39.04% in 2024)

School based:

- Recent staff feedback survey suggested more short sessions focused on digital literacy would benefit staff development and professional learning.
- CLV feedback demonstrated digital approaches are being utilise increasingly, often to enhance L&T
- Plus One Programme led by Mark Burns - evaluation from all teaching staff demonstrates high impact on practice:

● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

The Plus One Programme has helped me better understand what high-quality learning and teaching looks like at Balwearie

I understand how the Plus One approach connects to the Balwearie Learning Framework (Engage, Develop, Reflect)

The Plus One Programme helped me identify a specific aspect of my teaching I want to improve

The Plus One Programme has increased my confidence to explore changes to my classroom practice

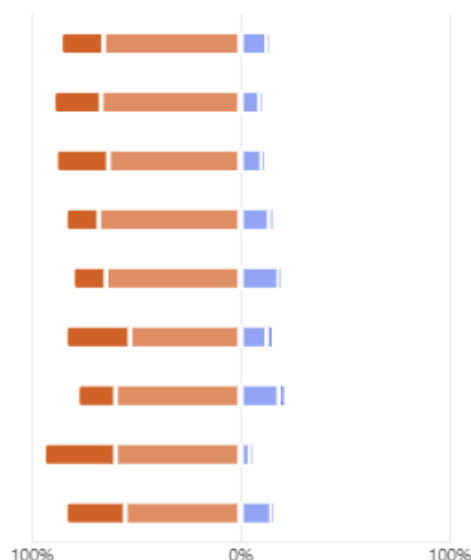
As a result of the Plus One Programme, I have made changes to my lesson planning approach

The Plus One Programme has created valuable professional dialogue about learning and teaching

The programme has helped strengthen collaboration within my department/faculty

Incremental improvement through "small changes" feels like an effective model for improving teaching practice

Overall, the Plus One Programme has had a positive impact on my professional practice



Teacher confidence using digital tools is improving:

● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

I now possess the basic digital skills to lead learning using an iPad in my classroom

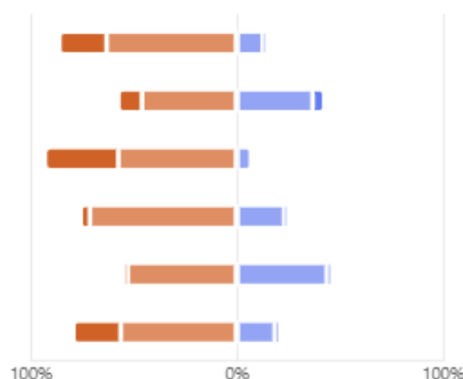
I feel capable and confident enough in my use of the iPad to share skills with colleagues

I know where to go if I have any problems or questions about using my iPad

Learners in my class are using their iPads well to support their learning

Learners are using their iPads in a responsible and meaningful way

I know where to direct learners to if they have any problems or questions about their iPad



- We now have 18 Apple Teachers trained and one Apple Learning Coach within our staff team

Next Steps (if appropriate) to be detailed:

Consistency within our lesson structure to plan for learning experiences

- Year 3 of our 3-year SIP will continue to focus on 'Learner Centred Planning' (as opposed to 'Planning for Teaching'), with an emphasis on the 'develop' section of a lesson. We will focus on pedagogy, including digital approaches.
- Engagement with Mark Burns Programme for a further year around key themes and approaches outlined above
- Subject review Term 1 – Maths Faculty
- Year 2 of CLV pilot with full review at end
- Build further pupil voice opportunities through whole school consistent feedback opportunity
- Planning for next session to focus on Digital Learning, Enhancing Engagement and Impact and Embedding consistent approaches
- Pilot blended Parents'/Carers' in person and online information evenings in response to stakeholder feedback

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 3: Achievement/Positive Destinations/Attendance & Engagement (NIF Priority: 3, 4, 5)

- Embed Promoting Positive Relationships Policy
- Language of Wellbeing
- Removing Barriers

HGIOS 4/HGIOELC Quality Indicators:

3.1 Ensuring Wellbeing, Equality and Inclusion

2.1 Safeguarding and Child Protection

1.1 Management of resources and environment for learning

2.3 Learning, teaching and Assessment

2.4 Personalised Support

2.6 Transitions

3.2 Raising Attainment and Achievement

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	x
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Progress

Promoting Positive Relationships Practice

- Full session of using Promoting Positive Relationships (PPR) policy – reflected and reviewed throughout the session
- Updated Promoting Positive Relationships policy to capture Wellbeing call option
- Moved to and evaluated House Based System with PT4 Guidance Teachers and DHTs
- Personal Devices Policy introduced and linked to 'Ready to Learn' charter
- Merit/Demerit system fully linked to Values
- Early work in developing and launching House identity as part of PT4 Guidance Teacher strategic remit

Universal supports that remove barriers to learning for all

- Increased provision across our continuum of support including use of Reflection and in-reach spaces
- Move into new 'S Block' accommodation with facility for in/outreach work, designated learning spaces including partners-based learning opportunities and a nurture space.
- Delivery of King's Trust qualification (see numbers below)
- 8 staff completed Introduction to British Sign Language (BSL)
- Pupil Sensory boxes trialled in the Enhanced Provision. Feedback collected via staff observations given to Improvement Group which allowed them to itemise what is in each box and the costing, including different boxes for within mainstream and across the continuum.
- New Guidance Suite developed and opened, designed and underpinned by principles of UNCRC, wellbeing and inclusion
- Increased focus on embedding Rights Respecting approaches with whole school focus weeks and faculty approaches

Raising Attainment – Furthest from Attainment (FFA)

- Strategic PT4 remit linked to developing M&T system to identify (FFA) developed tracking system

Impact to be detailed:

Promoting Positive Relationships Practice

- Silver RRSA award visit planned for October 2026 where we hope to be awarded this achievement

- 19500 Merits issued across the academic session with 1309 pupils represented. Whilst Merits remain the most concentrated across S1/S2 with 70% of Merits awarded, there is an increase from the previous session as Merits awarded to Senior Phase pupils
- 40 Formal Warnings issued by all members of SLT over the academic session, an increase from 24 last session which suggests SLT are making more consistent use of the staged approach to interventions and minimising exclusions
- Appointment of Pupil Support Officer with admin responsibilities linked to the Guidance Team will support tracking of longer-term absences and support more timely communication with learners and families to minimise lost learning time
- Celebrating Success pupil led approach now developed and further embedded
- Introduction of Family attendance at BGE (S1) awards ceremony for first time

Universal supports that remove barriers to learning for all

- Continuum of Support staffing developing to support our ambition to ensure all learners maximise attainment with barriers removed
- Embedding use of digital devices with review of L&T classroom observations to capture use in relation to supporting inclusion and removing barriers to learning
- Delivery of wider range of qualifications delivered through Pupil Support department including FOLA, Barista Skills and King's Trust Awards in session 2025/26
- 'Ready to Learn' charter reviewed and will be a focus to embed across school next session following introduction this session. This should increase awareness of what being 'Ready to Learn' means in every classroom and provide support for staff and learners to engage quickly and maximise learning time
- FFA tracking system ready for launch in session 2026-27

Next Steps (if appropriate) to be detailed:

- Focus weeks to be introduced around 'Ready to Learn', Values and Ethos to support further embedding of consistent approaches
- Focus on Middle Leader approaches to Staged Intervention process as data suggests this is not as embedded as SLT and Guidance consistency
- Barriers to Learning Improvement Group to create a COSD calendar to support and highlight pinch points for families
- As a trial 12 sensory boxes will be created, one for each department area with an individual teacher trialling this within their classroom. Feedback will be gathered as the session progresses
- Look to develop a digital strategy for Universal access to Mental Health and Wellbeing supports, led by the Language of Wellbeing Group. Incorporate the shared understanding of Wellbeing into this
- Clearly defined periods for class teachers to work across our continuum, with support from experienced staff
- Introduce family attendance for all BGE awards ceremonies
- Stakeholder survey currently open re format for parents'/carers' evenings – will review and adapt approach if data is strong in favour of online/in person/blend
- 40+ young people continue to deliver MVP programme. Extend to a 'Positive Masculinity' group being introduced and led by non-promoted member of staff
- Recognising and celebrating success – continued work to develop process for capturing and sharing wider achievements, particularly through the house system
- Create Wellbeing Charter for Balwearie High School Staff to support overall wellbeing, highlighting shared strategies as identified through staff feedback

Improving Outcomes

Attainment

S3 CfE Declarations				
Stage	Listening and Talking	Reading	Writing	Numeracy
S3 (Level 3)	87.7%	88.9%	86.95%	92.9%
S3 (Level 4)	72.1%	69.6%	68.5%	71.5%

S4 Literacy & Numeracy				
Level/ Measure	Literacy		Numeracy	
	Stretch Target	Predicted	Stretch Target	Predicted
Level 3	100%	90%	100%	93%
Level 4	91%	89%	88%	82%
Level 5	84%	79%	63%	55%

Most pupils are making good progress from their prior levels of attainment in literacy and numeracy in the Broad General Education.

By the end of S3, most young people are achieving third level in literacy measures. Almost all young people are achieving third level in numeracy. By the end of S3 a majority of pupils are achieving fourth level in reading, writing, listening and talking and numeracy.

In S4 most pupils achieve SCQF level 3 in both literacy and numeracy. Most pupils achieve a SCQF level 4 in literacy with most pupils also achieving SCQF level 4 in numeracy. At SCQF level 5 most pupils are achieving literacy with a majority achieving numeracy.

PEF Evaluation

Literacy:

Target Groups (FME, Looked After, ASN):

- Average reading age improvement: +0.05 months
- Increased engagement in reading, with many learners' showing stronger motivation to read more frequently. Reader engagement has been sustained in S1 at 90% and thanks to the increase in non-fiction tests S2 engagement has increased to 88%.

Whole Cohort (S1-2):

- Average reading age improvement: +0.07 months
- Significant improvement in the reading ethos across the BGE cohort, with a noticeable boost in reading engagement.

Significant Individual Progress in Target Groups:

- Child A: +1.11 years
- Child B: +1.01 years
- Child C: +1.11
- Child D: +1.2
- Child E: +1.01

Significant Individual Progress in the Wider Cohort:

- Child F: +4.09 years
- Child G: +3.02 years
- Child H: +4.02 years
- Child I: +2.06 years

Accelerated Reader Word Count & Engagement:

- The overall cohort total word count has increased significantly from last year from 89,957,303 words to 110,456,016, which is a testament to the continued enthusiasm and commitment to reading across the school.
- The highest individual word count is now 10,345,234 words, surpassing last year's top count, with 73 books read by the leading student.

18 pupils have exceeded 1,000,000 words read, further demonstrating the growing culture of reading.

Significant Increase in Non-Fiction Reading (S1 & S2):

- There has been a continued increase in non-fiction reading in S1 and S2 this year 989,000 words read. The S2's have found the non-fiction tests engaging with 70% of S2 pupils having completed at least 1 non-fiction test and 200 more non-fiction tests completed on last year.
- This increase is particularly important as it aligns with the RUAE (Reading for Understanding, Analysis, and Evaluation) skills our students will need as they progress through the school. By engaging with more non-fiction texts, students are better prepared for the types of texts they will encounter in later years, strengthening their analytical and evaluative skills in line with the curriculum's expectations.

Pupil Voice

- 90% of pupils said that AR has encouraged them to read more.
- 74% of pupils felt that their reading had improved this year.
- 49% of pupils said that reading more has helped them in other subjects
- 75% of pupils said that the 'Bookflix' display in the library encouraged them to vary their genre choices.

Next Steps:

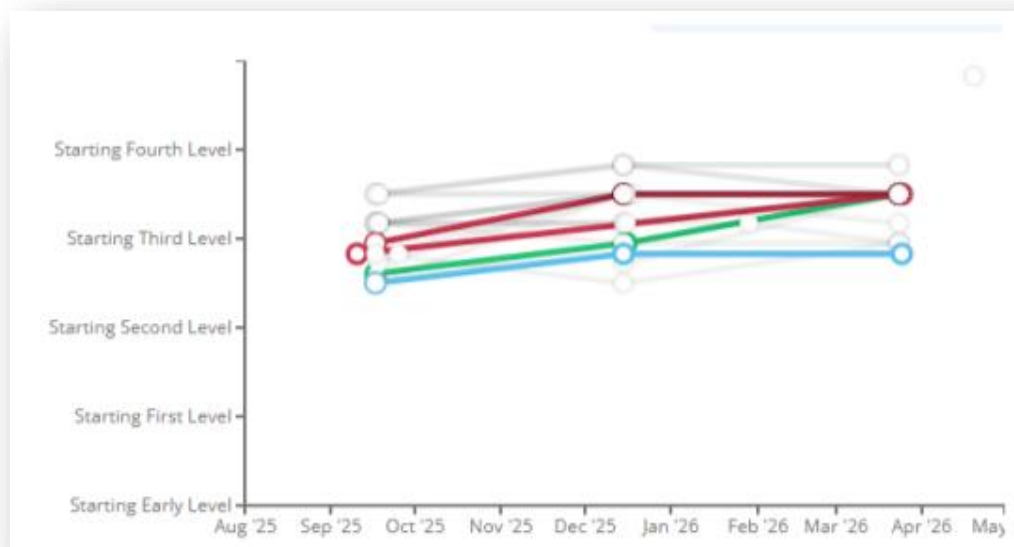
Target the lower sets in S2 where pupil engagement is the most inconsistent – structured reading time embedded in lower sets, tighter ZPD monitoring, more frequent teacher check-ins.

Numeracy:

The implementation of 1:1 devices for all pupils has strengthened the school's capacity to embed effective digital approaches to numeracy within daily classroom practice. Sumdog is now used consistently in school to provide

regular, level-appropriate practice aligned to Curriculum for Excellence benchmarks. Retaining the paid license ensures continued, effective use of the school's digital infrastructure and supports consistent approaches to numeracy across classes and stages.

Evidence from Sumdog's tracking and reporting tools, triangulated with teacher professional judgement and classroom assessments, shows a positive impact on attainment. Staff use the platform to track progress through CfE levels, identify gaps in key numeracy concepts, and monitor improvement over time. This has supported more accurate judgements of achievement of a level and contributed to a reduction in the number of pupils identified as working below expected level (30% to 24%), particularly in core number skills such as fluency and calculation strategies.



S1 Evidence (Sample taken from 25/26 S1 pupils SIMD 1-3)

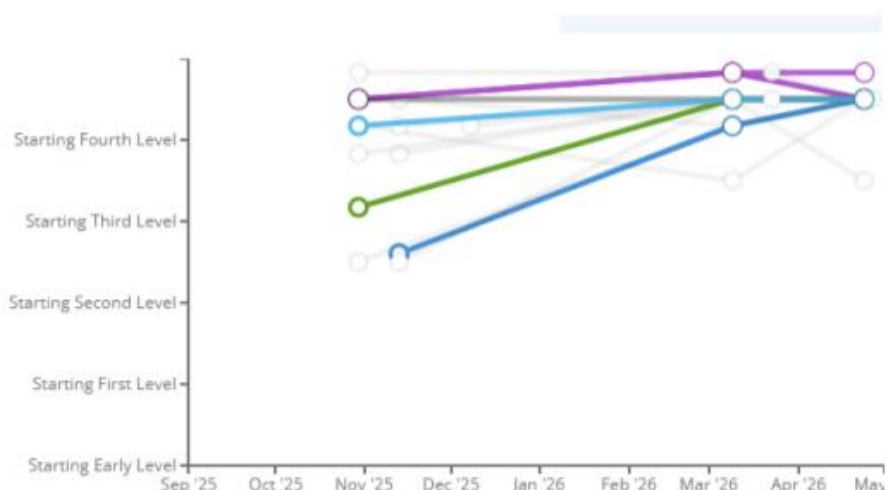
Improvement in diagnostic assessment outcome Aug 25-Apr 26



Monthly diagnostic assessment result, each pupil has identified targets from this including those working at expected level.

The average increase in sample pupils S1, SIMD 1-3 is +2.59 on diagnostic score.

The average increase in proficiency (progress pupils have made against the curriculum) in this group of pupils is +2.71



S2 Evidence (Sample taken from 25/26 S1 pupils SIMD 1-3)

Improvement in diagnostic assessment outcome Aug 25-Apr 26

Achievements Include;

Polar Academy

- 15 learners now completed Polar Academy training, with 10 completing expedition to Finland in March 2026

World of Work

Career Ready:

7 x graduated this session

7 x ongoing enrolment to graduate in 2027

Sporting

- Ongoing success for sports teams, including Netball (Seniors Fife School's League and Tournament winners), One Fife Schools Dunhill Golf Competition winner, One Scottish National Athletics winner, many swimmers participated in club arranged competitions across Fife, securing National Champions for Freestyle Mixed team and also for 100m girls' Breaststroke.

Performing Arts

- Over 140 young people took part in the Fife Festival of Music (in Groups and individually) as well as taking part in our Spring and Christmas Concerts – an increase on last year. Awarded a range of Platinum and Gold awards across the ensembles
- Primary 6/7 Instrumental transition concert took place again with around 90 young people from all 6 cluster primary schools.

STEM

- GirlsGetSET continues to involve significant numbers of young girls in STEM activities
- Awarded 'GirlsGetSET Project Innovation 2026' trophy for the groups Carbon Capture, Storage and Utilisation project
- 55 S2 pupils engaged in STEM challenge event in June

- 16 Young STEM Leader awards achieved
- 200+ S1 – S5 learners participated in Fife STEM Learning Festival
- 70 Pupils participated in the Junior National Mathematics Competition
 - 6x S4 presented Gold, 8x S3 presented Silver and 8x S2 presented with their Bronze Industrial Cadet award

Duke of Edinburgh

56 Bronze Awards across S3-S6

36 Silver (first year of presenting)

Gold to be considered for next session

Within Pupil Support:

(PEF Youth Worker and teacher collaborative work):

Dynamic Youth Awards

37 x SCQF Level 3

24 x working towards SCQF Level 4

Youth Achievement Awards

5 x working towards SCQF Level 4

Personal Achievement Awards

30 x Bronze achieved

2x Silver achieved

40 x engaged with ongoing award work

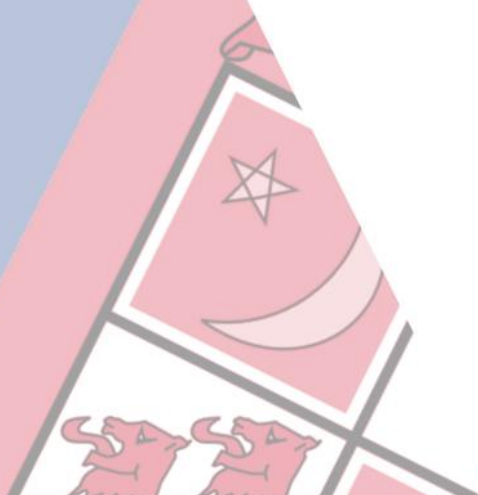
Additionally:

(Main school, Pupil Support, PEF Youth Worker collaborative work)

15 x Practical Cookery (Level 3), 2 x Creative Thinking (Level 4/5), 2 x Volunteering Skills (Level 4), 7 x Cycle Maintenance (Level 3), 4 x King's Trust (Level 3 / 4), 4 x Wellbeing Award (Level 3 / 4), 15 x Business Skills (Level 4), Outdoor Learning award programme developed to include 'Natural Connections'

HGIOS Ratings

	2022-23	2023-24	2024-25	2025-26
1.3 Leadership of Change	Satisfactory	Good	Good	Good
2.3 Learning, teaching and assessment	Good	Satisfactory	Satisfactory	Satisfactory (strong elements of Good)
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Satisfactory	Satisfactory	Good
3.2 Raising attainment and achievement	Satisfactory	Satisfactory	Satisfactory	Satisfactory (strong elements of Good)



Balwearie High School

School Improvement Plan

2026/27



Session 2025-2026 Improvement Plan

Education Directorate Improvement Plan: Strengthening our Curricular Pathways NIF Priorities: 2, 3, 4				
Focused Priority: BGE Tracking & Moderation Curriculum Architecture & Pathways				
HGIOS4 Quality Indicators 2.2 Curriculum 1.1 Self-evaluation for self-improvement 2.6 Transitions 2.7 Partnerships 3.3 Increasing Creativity and Employability		Key UNCRC Article Alignment 2: No discrimination 3: Best interests of the child 12: Respect for children's views 18: Responsibility of parents 28: Access to Education 29: Aims of Education		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Move to 3/3 curriculum model	Support MLs to direct and support transition from 2/2/2 to 3/3 curriculum model Collate and share Parent/Carer and Learner 'curriculum overview' document outlining assessment approaches and timescales Adapt and update timetabling processes to ensure true Senior phase model enabled for session 2027/28 and maximise attainment opportunities	DHT: ABr All teaching staff/faculties	Learner feedback (verbal and written) Staff feedback Improvement group feedback Classroom/Direct Observations Local Authority moderation	From June 26 – Mar 27
Monitoring and Tracking of all learners' attainment and achievement and declaration of a level at key transition points	Embed use of Progress tracking system, making good use of transition data to plan for cohort	DHT: SR / ABr MLs PT Guidance (TM) All teaching staff/faculties	Progress Tracking Insight data Power BI data QS Review meetings Internal Tracking data	From Aug 26 – June 27

	Build further clarity through ongoing professional learning and collaborative moderation activities across locality and local authority Baseline data captured assessed to identify current attainment of S3 learners Integrate PT Guidance and DHT Link strategic remit to identify FFA early, with challenge and support to departments to provide appropriate and timely interventions Declare BGE level at the end of S3 for all learners and recommend level of study			
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Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment NIF Priorities: 4, 5, 7				
Focused Priority: Consistency within our lesson design to plan for learning experiences – learner centred planning Embedding digital approaches to learning and teaching across all subjects Supporting staff, through the use of digital technologies, to create a more inclusive, engaging and personalised learning environment for all				
HGIOS4 Quality Indicators 2.3 Learning, Teaching and Assessment 1.2 Leadership of learning 2.4 Personalised Support 2.5 Family Learning 2.6 Transition 3.2 Raising Attainment and Achievement		UNCRC Article Alignment 3: Best interests of the child 12: Respect for the views of the child 17: Access to information 28: Right to Education 29: Aims of Education		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Embedded universal support offered to learners More creative and impactful approaches to removing barriers to learning, embedding digital approaches Increase in deeper thinking, improved	Continued engagement with Mark Burns L&T programme with a focus on the ‘develop’ section of lessons, focus on pedagogy and AfL strategies Evaluate and monitor revised Collaborative Learning Visits (classroom observations) programme to improve from ‘Satisfactory’ to ‘Good’ - refine observation checklist to capture ‘Circle’ principles Refreshed approach to L&T observations - Year 2 of pilot period	DHT: BS All SLT / ELT All MLs All Classroom Teachers All PSAs	• Classroom observations • DIP/SIP reviews • Learning Framework • Learner feedback • Parent/Carer feedback • Improvement Group feedback • Learning Walks data • ELT feedback	From Aug 26 Identified observation periods in school calendar Learning Partnership Visit – external – Term 1

questioning and pupil-led learning in classes Middle Leaders maintain increased ownership and leadership of QA within faculties/depts related to L, T & A	Learning Partnership (external) visit in at least one faculty area in September Middle Leaders employ coaching approaches to support and challenge teaching staff to improve quality of L&T (relevant aspects as agreed through ongoing professional learning programme)		• Learner Partnership Visit feedback • Pupil Voice feedback • Mark Burns – presentations	Mark Burns final session – March 2027
Staff are upskilled in the use of a wider range of digital technologies that support and improve L, T & A and facilitates planning for learning that is responsive to learner feedback and outcomes All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wider range of digital tools	As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. Apple trained teachers contribute to delivery and ongoing support of colleagues and young people 'Tech Bar' established for collaborative practice for staff and learners Gathering and sharing emerging good practice coming through 2.3 network Student and Staff Digital Leader Groups continued. Digital Leader Groups will support the embedding of our standards across the student population along with our families.	DHT: SR ML Leads: CL / GM Digital Learning Improvement Group All staff	• CLPL Evaluation activities • Classroom observations • Learner feedback • Parent/carers feedback • Staff feedback • Digital 'classroom observations' • Staff attendance at optional sessions • Staff attendance at optional sessions • Number of learners engaging with learning online • Classroom observations • Learning walks	From September 26

Children/young people in S1-6 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work				
Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum.	Family learning opportunities planned with support from Parent Voice sub-group Exploring cluster approach	DHT: SR Young Digital Leader Group Staff Digital Learning Improvement Group Parent/Carer Voice group Cluster HTs	• Evaluation activity for participants, measure against initial baseline data. • Learner feedback • Parent/Carer feedback	From Sept 26

Education Directorate Improvement Plan: Meeting Learners' Needs | NIF Priorities: 2,6

Focused Priority:

- Promoting Positive Relationships practices
- Consistent use of Wellbeing Language to support learners
- Universal supports that remove barriers to learning for all

HGIOS4 Quality Indicators

3.1 Ensuring Wellbeing, Equality and Inclusion

2.1 Safeguarding and Child Protection

1.1 Management of resources and environment for learning

2.3 Learning, teaching and Assessment

2.4 Personalised Support

2.6 Transitions

3.2 Raising Attainment and Achievement

UNCRC Article Alignment

3: Best interests of the child

12: Respect for children's views

16: Protection of privacy

18: Responsibility of parents

23: Children with disabilities

28: Access to education

42: Knowledge of rights

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Reduced exclusions and increased positive relationships support de-escalation approaches used consistently by all staff All learners feel included, engaged and involved and are	Carry out 'spotlight' observations on the implementation of our Promoting Positive Relationships policy and Staged Intervention approaches, personal devices policy through classroom visits, House meetings and SLT/ELT discussions with MLs Improve the use of our Pupil Led 'Class Charter – Ready to Learn' approach to improve consistency across classrooms with adhering to agreed policies and minimising disruption to learning	DHT: JMacL HT PT Pupil Support Improvement Group MLs All staff Partners	• Improvement group feedback • PupilWise data • Reduced number of referrals • Increased interventions at Faculty level • Increased parental engagement	From June/Aug 25

ready to learn with positive relationships being at the forefront of all interactions with staff, maximising learning time with teachers and making effective use of digital and practical tools to reduce barriers to learning	Reflection space reconsidered and wider strategies proving more inclusive. MLs continue to support colleagues within departments and, through House meetings, monitor pupil merits/demerits. Ensure communication with home is timely and increase use of 'cause for concern' letters as an early behaviour intervention New guidance suite provides opportunity to support learners who most need it and manage those with less urgent support needs – use of QR code to book appointments with Guidance Teachers implemented, open plan suite ensures all learners are seen quickly and 'triaged' by Pupil Support Offices when Guidance staff not available Introduction of additional PSO time with associated admin role will support Guidance team to focus on supporting learners, and will contribute to a pro-active timetable approach for PSOs, therefore ensuring we are less reactive to critical incidents Increase staff presence in corridors and stairwells and increase visibility of adults in school by; • Increase teacher presence in corridors during period change overs where possible • Remove coverings over visibility panels in classrooms • Encourage MLs to increase visibility across faculty/school • PSO pro-active patrol timetable		• Exclusion data (number of exclusions and number of learners involved) • Duty Call data • Level of partnership support • Positive impact on Ethos identified through learner and staff feedback • GMT data • Quality/quantity of AAA supports • Increase in opportunities for learners accessing the continuum • Attainment data for identified young people • DIP and SIP evaluations • Classroom observations • Pupil Led celebrating success updates shared across community	
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House System for pastoral care supports relationships, consistency and strategic working to improve outcomes for learners' wellbeing, achievement and attainment	Individual interviews with Heads of House carried out by HT. 1:1 discussion with DHTs will be carried out by HT to discuss the overall impact of the change to the House system with a view to driving strategic remit work forward			
UNCRC and RRS explicitly underpins more of our work and decision making in school, supported by our school values and child-centred, inclusive approaches	'Ready to Learn' for use in classrooms underpinned by UNCRC articles to be further embedded through 'spotlight' weeks Silver accreditation to be achieved UNCRC links explicit within SIP Focus weeks, whole school embedding of rights approaches and widening our celebration of inclusion and diversity	DHT: JMcl / ABo KMcF Improvement Group All staff	Achievement of silver RRSA award UNCRC explicit in key documentation Classroom observation Focus weeks (calendar) Learner, parent/carers and staff feedback	From Aug 26 Oct/Nov 26 June-Aug 26 From Aug 26



Balwearie High School

Pupil Equity Fund Plan

2026/27

RESPECT
CREATIVITY
EQUALITY
CONFIDENCE
ACHIEVEMENT

Session 2026-2027 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2026-2027

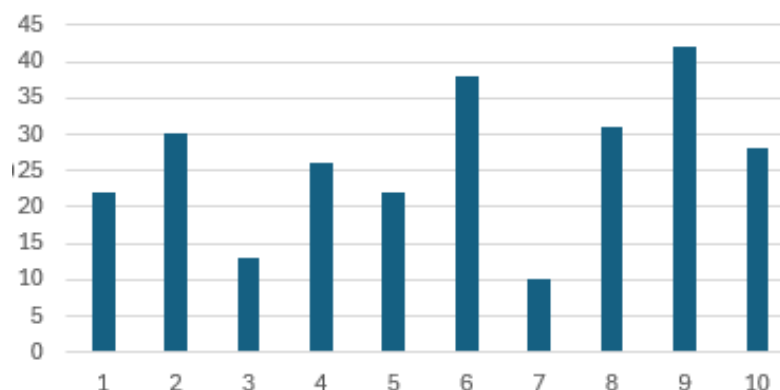
£ 147,000

Pupil Equity Fund – Plan 2026-2027

Attainment Fund Rationale Literacy & Numeracy

Amount of Fund £2584 (Sumdog) and £4571 (Accelerated Reader) Total: £7155

S3 Session 25-26 SIMD Profile



NSA Data S3 (25-26)

SIMD	NSA Data S3 (25-26)		
	Average Numeracy Band	Average Reading Band	Average Writing Band
1&2 (17%)	9.2	9.6	9.4
3 to 10	9.7	10	9.6
Gap	0.5	0.6	0.2

Gaps in literacy and numeracy are more significant at the start of S1 compared to S3, in part the investment in SUMDOG and Accelerated Reader are helping to reduce the gap through a combination of targeted and universal inputs with both packages. Evidence above of impact from P7 to S3.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
Improve reading attainment, comprehension and engagement for S1 and S2 learners. Increase average Accelerated Reader quiz scores: S1: from 71% to 75% S2: from 74% to 78%	Increase Reading Proficiency and Growth Use Accelerated Reader and STAR Reading assessments to monitor reading age, reading growth and comprehension at termly intervals. Track individual, class and cohort performance using: - average quiz scores - reading growth - quiz completion	- Data from Accelerated Reader - Feedback from learners - Teacher observations - Paired Reading Programme - Class work	

Increase the percentage of learners achieving the recommended 80% or above average quiz score.	engagement rates Continue to promote regular independent reading during dedicated reading time. Support for Lower-Performing Readers Reduction in the percentage of students below expected reading levels or with low engagement (currently around 15%). Generate reports from AR to identify students with low quiz participation or scores below benchmark; monitor progress after interventions such as the Paired Reading Programme, guided reading sessions or additional support. Aim to decrease the number of low-engagement or below-benchmark students by at least 50% by the end of the next session.	NSA data	
Numeracy Continued increase in percentage of learners working at expected level from baseline 70% to 80% (pupil level measured against BGE benchmarks)	Increase Numeracy Proficiency and Growth Utilise Sumdog diagnostic assessments termly to track progress and provide individualised, targeted support for all learners. Maintain individual pupil progress trends over the critical transition from P7 to S1 to prevent learning dips. Target a further reduction in the number of pupils working below the expected level (continue moving from the previous benchmark of 30% down to 20%). Use Sumdog assessments specifically to identify persistent gaps in learning across S1 and S2, with a rigorous focus on the lowest-attaining pupils and those within SIMD 1-3 bands. Data-Driven Support Continuously adapt learning and teaching resources to directly respond to the specific conceptual gaps highlighted by the platform's analytics. Use diagnostic data to map out distinct next steps for individual pupils across two environments. In class: To adapt daily teaching methods, pacing, and differentiated materials. To provide feedback to learners.	- Data from Sumdog - Feedback from learners - Teacher observations - Class work - NSA data	

	In targeted Numeracy Groups: Using Sumdog as part of a robust data collection process to identify and support specific intervention groups. Maximise Engagement via 1:1 Technology Actively encourage and track increased independent usage both at home and during dedicated times in school, maximising the return on investment for the digital infrastructure.		
Intervention 2 Health & Wellbeing & Raising Attainment Supporting key HWB initiatives for targeted and universally identified learners to raise attainment and increase engagement	Breakfast club – continue to fund for learners accessing this prior to the start of the school day Outdoor learning development with introduction of Rural Skills award as progression pathway onto FOLA Establish ‘Positive Masculinity’ group work in partnership with external providers to develop an in-house support package for our young men most impacted by societal pressures affecting the wellbeing and engagement Proactively removing COSD barriers for all families by way of introducing widespread ‘pay what you can’ approaches to trips and excursions, uniform and access to other supports	• Sustained or increased number of attendees • Presentation of FOLA learners for qualification • Number of BGE learners accessing outdoor learning as part of planned experience • Attendance data • Cause for concern/merit/demerit data	
Intervention 3 Staffing Meeting learners’ needs and wellbeing support to increase engagement and achievement for identified cohorts and families	PSO – LAC focus – maintain post to ensure safeguarding is in place for identified young people Additional duties to support all learners feel safe in school such as responding to duty calls, social time supervision, supporting guidance staff with ‘triage’ role Focus on longer term absences to ensure families are better supported to help learners engage with school and improve attendance	• LAC protocols data • Duty call responses by PSOs • Attendance data • Attainment data	



	Teacher (0.6 FTE) - work as part of our continuum of support to deliver key wider achievement qualifications, support our in-reach learning spaces and increase attainment in literacy for identified cohorts of learners, including EAL learners Senior Youth Worker – engage with targeted groups/individuals to deliver learning experiences and information about wellbeing and keeping safe	• Attendance and achievement for identified learners • Participation of identified cohorts in excursions and trips • Established ‘boys’ programme	
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APPENDIX E – Pupil Equity Financial Plan Session 2026-2027 (to be completed with Business Manager)

Pupil Equity Funding Projected Spend



School (select from dropdown)	Balwearie High School
PEF Allocation 26/27:	£ 147,000.00
Underspend from 25/26	£ 10,000
Total	£ 157,000.00

2026-2027 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
Digital online literacy subscriptions	Accel Reader	£ 4,571.00
Total Spend		£ 4,571.00

[illegible]

<u>Health & Wellbeing</u>		
Category	Brief Description	Cost
	Breakfast Club	£ 986.50
	Cost Of Schol Day	£ 1,800.00
	Boxing/outdoor learning	£ 4,562.50
Total Spend		£ 7,349.00

Staffing			
Staffing	FTE		Cost
PSO	36 Hours	£	38,135.00
Teacher	3 Dysc	£	45,132.00
Family Worker	30 Hours	£	29,129.00
PSO	29.25 Hours	£	26,509.00
Total Spend		£	138,905.00

[illegible]

Amount of spend planned	£	157,000.00
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Unallocated spend	£0.00
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