

# Standards & Quality Report

2019/20



## Background

Opened in August 2019, Bertha Park High School is the first new, non-replacement, secondary school in Scotland in almost two decades. Two years in construction, the school was designed and equipped to prepare young people for life and work in the 21<sup>st</sup> Century. A bright, open and airy building, it reflects many contemporary workplaces. Fundamental to its creation is the immersion in digital technology for teaching and learning. Each learner has their own iPad, accessing all learning resources online at school and at home. In session 2019/20 the school was comprised of S1 & S2 pupils only.

## School values and aims

We have three simple, memorable values: **Respect, Respect, Respect:**

<b>Respect</b>	for yourself	Attitude to learning, conduct, appearance, ambition
<b>Respect</b>	for others	Gender, race, sexuality, views, kindness, compassion
<b>Respect</b>	for the Bertha Park Way	The way we do things in our school

Our learners deserve the very best educational experiences and learning environment they need to grow, learn, succeed and fulfil their potential in the world. To achieve this, our **aim** is to make Bertha Park High School a place where everyone wants to be, pupils, parents and staff alike.

## Consultation Process

In generating this report pupils, parents and staff were consulted. We used evidence from face-to-face conversations, written feedback from emails and other school correspondence, video evidence from visitors to our school and online evaluations. Due to the Covid-19 closures, we were unable to conduct the number of face-to-face conversations that we would have liked. However, we received robust feedback from our whole learning community through online means.

## Attendance

	Attendance	PKC Aver.	Authorised Absence	PKC Aver.	Unauthorised Absence	PKC Aver.
<b>S1 &amp; S2</b>	<b>93%</b>	90%	<b>4%</b>	6%	<b>3%</b>	4%

## Attainment & Achievement

As we had S1 and S2 only in session 2019/20, no national assessments were carried out. Our first will take place during session 2020/21. However, we have closely tracked and monitored their progress and these statements can be made.

## Literacy

- Identified pupils with literacy gaps and implemented various strategies as interventions.
- Created documents to support a consistent approach to teaching and assessing literacy
- Established a whole-school approach to encouraging reading for pleasure.
- Completion of literacy policy and identification of ways all staff can receive support

## Numeracy

- Numeracy booklet established and issued to all pupils alongside specified numeracy skills focus in every maths lesson to develop ability and confidence.
- To assess and identify pupils with numeracy gaps and implement appropriate support and interventions.
- Integrate a regular whole school approach to improve numeracy for all.
- Development of a Numeracy policy to give consistency and support to pupils and staff.

There are no National Qualifications to report in this session. The first will take place in 2022.

## Pupil Equity Fund Spending

Bertha Park High School received no PEF in this session. Our first allocation will be in session 2020/21.

## School Development Plan

In consultation with pupils, parents and staff, development plans were drawn-up towards the end of term one in 2019. This allowed for observation of the school and an understanding of where developments were necessary. Three areas were identified:

<b>Engagement</b>	Pupil conduct and the relationship between school and home.
<b>Embedding technology</b>	Is our 1:1 iPad initiative making a positive impact on pupils, staff & parents
<b>Health &amp; Well-being</b>	Pupils' growth mindset, Mindfulness, resilience, positive mental attitude

### Engagement

After a period of initial excitement and novelty, most of our learners settled to conduct themselves in a way befitting secondary pupils. However, a minority of pupils (both S1 and S2) have found it difficult to regulate their own behaviour which can manifest itself in occasional disruption in class and social settings. As the session progressed, tighter monitoring, sanctions and increased parental involvement addressed this to some extent but it is felt that more still needs to be done. The relentless emphasis by all staff on encouragement, visible kindness and restorative practice is effective on many but not all. These approaches can sometimes leave the impression that perpetrators are escaping sanctions. Increased staff numbers in the coming year will allow us to tackle inappropriate conduct in a more structured and effective manner.

Parents and staff both felt, overwhelmingly, that the relationships between school and home were excellent. Parents mentioned particularly that the communications from school was of a very high standard.

### Embedding technology

Each one of our learners was issued with an Apple iPad on day one and this has been the key learning tool across their curriculum. Staff were highly trained in advance of being in front of classes and each department built their curriculum taking these devices into consideration. The feedback from staff, pupils and parents has been vigorously positive. Pupils have found learning through these devices more attractive, staff have noted an increase in engagement, consistency, equity.

Parents, whilst they acknowledged that initiative had had a positive impact, suggested that they themselves could benefit from some training and that a blended approach of manual writing and digital learning might be appropriate.

Pupil devices put the learners of Bertha Park High School at a tangible advantage during the Covid-19 lockdown which began on 20 March 2020. Remote Learning was a relatively minor step as many of the digital tools required for remote learning were already in place as part of our teaching & learning strategy. We will continue with our 1:1 device approach, adjusting and improving as required.

### **Health & Well-being**

Much of the school's day-to-day running was devised with learners' health and well-being in mind. The periods are longer meaning fewer of them during the day, fewer changes and less for the learners to mentally juggle. Each day began with a mindfulness session at 9:00am and the staff displayed visible kindness, compassion, patience and tolerance to evoke a similar approach from the pupils.

We still have a distance to travel to get this right. Some young people are not buying-in to the ethos of mindfulness and find it difficult to take seriously. It should be borne in mind that this initiative, along with all others, is still in its infancy and will take more time to get right. Staff may need to look again at the learning on offer during 80-minute periods and adjust to retain pupils' engagement.

### **Learning through immersive technology**

The pupils' Apple iPad is used to access the digital element of their learning. All teaching & learning resources are made available to pupils at any time via our Virtual Learning Environment: Microsoft Office 365. Whilst the whole Office suite can be accessed, learning primarily takes place using MS Teams and MS OneNote. All communications with the teacher out with class times are done through Teams; OneNote becomes the digital textbook and digital jotter.

Self-evaluation has concluded that immersion in digital learning has had a significant impact on the teaching and learning in our school. Parents largely agreed that it made a positive difference, pupils reported that they enjoy using technology to learn and teachers noted that it has opened new possibilities for immersive learning and, after an initial steep learning curve, the technology has decreased their workload.

### **Learning during Lockdown**

On Friday 20 March 2020, all schools in Scotland closed to prevent the spread of Covid-19 Coronavirus. On Monday 23 March, the very next school day, we began our remote learning initiative. All pupils were timetabled throughout the week to virtually attend classes with their teachers; the entire curriculum was covered. Learners had time with their teachers online during the lessons and again at a separate tutorial slot where they could seek support with assignments. Attendance and subsequent submission of assignments was high, typically between 65% and 85%.

Our remote learning initiative was popular with parents and we received very positive feedback on the work carried out by staff. Here are some highlights:

Full BGE curriculum delivered remotely to all pupils	All learning made possible online through iPads & MS Office	Class video for every lesson & subsequent assignment
Daily communication home from Head Teacher (video & email)	Check-in calls to parents from all staff	Individual pupil appointments with Guidance PTs
Live assemblies broadcast on school website	Live parent Q&A sessions on website	Virtual tours of building via videos & 360° photos published
Transition activities took place with P7 online	Staff introductory videos for pupils recorded & published	We recruited many members of staff via video conference
Reports home every three weeks	Parent Council kept active through video conferencing	Light-hearted comms: Virtual concert, Star Wars assembly

### NIF quality indicators

Quality indicator	Self-evaluation	Description
1.3 Leadership of change	<b>5 very good</b>	All staff show commitment to shared educational values. Changes demonstrate interconnectedness
2.3 Learning, teaching and assessment	<b>4 Good</b>	Our young people are mostly engaged, resilient, motivated & interact well
3.1 Ensuring wellbeing, equity and inclusion	<b>4 Good</b>	Most of our learners feel safe, respected, valued and supported in our environment
3.2 Raising attainment and achievement	<b>4 Good</b>	In the short time school has been open, attainment & engagement have been of a high standard

### Improvement Priorities for 2020/21

Due to the Covid-19 pandemic, the education model for the coming session will be one of blended learning: a mixture of attendance at school and learning at home. Our sole feature of improvement during this session will therefore be development and mastery of the blended learning approach.

### Early Accolades

- Attained the status of **Microsoft Flagship School** – one of only 17 across the world
- Won award: **Technology Teaching & Learning & the Curriculum**, 2019 Scottish Buildings Awards
- Won three awards: **Tomorrow's Engineers Robotics** competition, including place at national finals

### Continuous Improvement

We believe that we have a robust capacity for continuous improvement. With our increase in staffing and pupil numbers we are in a strong place to offer the best possible experiences for learning. We have an enthusiastic, highly skilled and committed staff and we have ambitious plans for our school in the years to come.