



MONIFIETH HIGH SCHOOL

Respect, Fairness, Kindness

Attainment Strategy 2025-26

Evaluation Timings:

Initial attainment reviews: 17/18/19 Sept 25 PiL 1: 3/11/25 Insight attainment reviews: 17/18/19 Nov 25 Milestone SLT link reviews: Feb 2026

Focus Areas:

1: Level 6

- Identify pupils taking those with N5 D or crash Higher – RA Team/CM
- Supporting your Child in Higher 27/11/25
- ESLT Intervention planning – PTC with PCS to review all L6 concerns & interventions 01/12/25
- House Teams to review Level 6 attainment at each reporting phase
- Oversee 11 learners sitting 1@6, and 5 sitting 2@6, link with PTC & PCS – A Gall to deliver study skills/mentoring
- 10 learners sitting 3@6 - DHT House mentoring and check in
- After term 2 tracking – targeted subject support in pattern emerges

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|-------------------|-----------|-----------|-----------|-----------|-----------|
| Attainment 2023: | 1@6 = 73% | 2@6 = 63% | 3@6 = 54% | 4@6 = 43% | 5@6 = 26% |
| Attainment 2024 | 1@6 = 73% | 2@6 = 60% | 3@6 = 55% | 4@6 = 46% | 5@6 = 29% |
| Attainment 2025 | 1@6 = 71% | 2@6 = 64% | 3@6 = 53% | 4@6 = 48% | 5@6 = 32% |
| Term 1 Attainment | 1@6 = 78% | 2@6 = 73% | 3@6 = 67% | 4@6 = 57% | 5@6 = 41% |
| Stretch aims: | 1@6 = 78% | 2@6 = 73% | 3@6 = 67% | 4@6 = 57% | 5@6 = 41% |

2: Ensuring 5 Qualifications @ Level 3/4

- Identification of those at risk of not achieving 5@4/3 through new pupil tracking system (achieved, on track, not on track)
- LZ/ASN pupils – timetable to reflect subject timetable in order for reporting to be completed
- Feedback from initial PTC-HT attainment reviews to inform further planning regarding course award completion
- ESLT Level 3/4/5 Intervention session: 22/10/25
- Highest risk learners in S3 to complete L3 (Fast Track to 5 or alternative qualifications)
- Monitor learners undertaking Maths & Apps potentially at risk of not passing both – intervention from N.Tilson

Attainment 2023: 5@3 = 69% 5@4 = 69%

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|-------------------|-----------|-----------|
| Attainment 2024: | 5@3 = 85% | 5@4 = 85% |
| Attainment 2025 | 5@3 = 97% | 5@4 = 96% |
| Term 1 Attainment | 5@3 = 81% | 5@4 = 81% |

3: 5@5 in S4

- Identify & share learners borderline for 5@5
- Identify & share those with 3-4-5 milestones deemed at risk within Nat 5 classes
- In partnership with PTCs determine appropriate planning for any additional subject specific support
- ESLT Intervention planning – PTC with PCS to review all L5 concerns & interventions 22/10/24
- Navigating Nationals Evening 30/10/24
- House Teams to review Level 5 attainment at each report as part of house attainment focus
- Further development of course choice support – use of Form with milestone and tracking data

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|------------------|-----------|
| Attainment 2023: | 5@5 = 67% |
| Attainment 2024: | 5@5 = 73% |
| Attainment 2025: | 5@5 = 77% |
| Stretch aims: | 5@5 = 80% |

4: TSG L Herbert (C Lusby)

- Focus on supporting Curriculum Groups to track and intervene with:
 - o Senior Phase TSG young people
 - o Focus on BGE TSG young people
- Data reviewed at tracking windows, including Care Experienced focus
- Meetings in calendar for Cur Gp representatives to review data and feedback to their CG (22/10/25 & 09/2/25)

Data reviews weeks beginning:

- 21/10/25 01/12/25 09/02/26
- PTs RA to provide Pupil Tracking data to SLT in the identified weeks to be used to identify concerns, movement or individuals for further intervention - WG and 'on track / not on track'

- Data will be discussed at **House Team Meetings**

Curriculum Groups

- Backing up qualifications
 - For those at 7/8/9 in initial tracking – planning to be carried out to ensure all learners receive appropriate certification utilising either alternative qualifications at same level, or combinations of units and course awards at varying levels
 - When any back up qualifications are complete the data is to be passed to RA team who will maintain an overview
 - Review of opportunities for S3 course development to ensure L3-4 assessment can be secured for those where L5 may not be achieved with L3 in S3 where possible

Other aspects:

Young people to be able to access reports – training to take place in SE lessons through RA team.

Assemblies and pupil messaging – why achievement is important across all subjects – proactive discussion of reasons learners drop subjects / complete fewer qualifications. Assemblies in term 2 in lead up to milestones, post milestones in term 3.

L4 / 5 / 6 Numeracy & Literacy ongoing focus to ensure no leavers without the highest level possible.

Attainment Statement

At Monifieth High School, we aim to support and encourage every young person to be successful now and in the future. We want young people to achieve the goals of Scottish education and develop as responsible citizens, confident individuals, effective contributors and successful learners. One vital aspect of our work involves ensuring success in academic attainment. We know that achieving success within qualifications opens doors to further study and to routes into the world of work. Therefore, we want every young person to attain all that they can, pushing themselves to succeed



beyond what anyone thought was possible. We will support every young person to undertake as many appropriate qualifications as possible throughout their time at MHS. We will guide learners to consider: what is most relevant for their interests and potential career paths; where they are most likely to experience success; and how they can best help themselves in achieving to the highest level. Our Curriculum Rationale outlines the pathways and subject offers available.

To ensure success we aim for everyone to build a suite of qualifications. We will seek to ensure the attainment of at least 5 qualifications for almost all learners at their point of leaving school. Most young people will undertake a minimum of 6 SCQF level 5 courses (mostly National 5s) in S4. Our expectation is that young people who achieve a level 5 course award will usually progress to a level 6 (Higher or NPA) in S5. Almost all S5 learners will progress into their 5 strongest subjects at level 6. We will seek to ensure that as many learners as possible achieve 2 level 6 qualifications by the end of S6. When learners are in the position of being able to study 5 Highers, we would hope and expect that this is their aspiration. Access to further study and wider options will be increased through gaining as many level 6 qualifications as possible.

In S6, there are opportunities to undertake more leadership roles and wider experiences, however we expect S6 learners to study at least 3 subjects and to complete wider achievement awards as well as supporting younger learners in classes/small groups.

Should young people and/or parents/carers wish to discuss “dropping” a subject, meetings will be arranged with appropriate Principal Teachers, House Heads and the Head Teacher prior to agreement.





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Helping everyone to be happy, healthy,
resilient and responsible