

Standards and Quality Report 2022-23

School: Monifieth High School	Head Teacher: Mr A Dingwall
02 June 2023	

Review of progress with school improvement plan for session 2022-23

<p><u>School Improvement Priority 1:</u></p> <p><u>Curriculum, Learning & Teaching:</u></p> <p>1A Review and refresh Curriculum Rationale 1B Raise Attainment 1C Develop a digital learning strategy</p> <p>NIF Priority: Improvement in attainment Closing the attainment gap Improvement in health & wellbeing Improvement in employability & destinations</p>	<p>How Good is our School 4 Challenge Question/s</p> <p>How well do we communicate the purpose of learning and give effective explanations for all learners?</p> <p>How well are our approaches to raising attainment improving outcomes for children and young people?</p> <p>How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?</p> <p>How well is assessment evidence used to inform teacher judgements?</p> <p>How well are we working with learners, parents and carers, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations?</p>
<p><u>Progress and impact: What did the data tell you?</u></p> <p>Throughout the school session, we have focussed on revisiting the Monifieth Way regarding our expectations for the learning experience for young people. Observations of learning demonstrate that in almost all lessons, teachers set out the learning intentions and success criteria to frame the focus of learning. In almost all lessons young people are able to explain what they are learning and why and are engaged in a range of learning activities with teachers actively supporting individuals to achieve outcomes.</p> <p>As part of an Angus wide focus, moderation activities within and across curriculum areas are strengthening the importance of understanding CfE national standards and levels. There is further development planned to strengthen professional judgement in assessing progress within and across levels, aligned to national standards, experiences and outcomes and benchmarks.</p> <p>Learners at Monifieth HS continue to attain and achieve well, outperforming the Virtual Comparator in most measures. Within the BGE, young people are attaining very well in literacy and numeracy and sustaining these high standards over time. By the end of S3, almost all young people are achieving third CfE level or better in literacy and numeracy. This high level of achievement has been sustained between 2019 and 2022. In 2022, by the end</p>	

of S3, almost all young people achieved fourth CfE level in all literacy measures and numeracy.

By the end of S3, almost all young people are achieving third CfE level or better in all subject areas. The high percentage of young people attaining at these levels has been sustained over time. By the end of S3, most young people are achieving fourth CfE level or better in all subject areas.

Within the senior phase, learners are achieving across a broader range of qualifications and are continuing to attain very well across almost all measures. The school continues to perform well above the VC in terms of Literacy attainment at SCQF level 6, with almost all those who leave having attained at SCQF level 5 in literacy.

Within Numeracy, most young people leave with at least SCQF level 4. This has been reviewed and new approaches to tracking, new pathways within maths education and developing intervention work will see significant improvement in this area. At SCQF levels 5 and 6 the school performs in line with our VC.

The lowest attaining 20% of learners in the senior phase perform well above the performance of the VC. The middle 60% are performing in line. There needs to be a continuing focus on stretch and challenge to improve the performance of the highest attaining 20% of learners and to improve the overall performance of learners in S6.

There is a continuing focus on the Career Education Standard and DYW, with the ongoing embedding of meta-skills into classroom learning. Almost all learners leaving Monifieth HS enter a positive destination with most entering either further or higher education. 'Monifieth Meets' online evenings with people from a range of industries and organisations have continued this year and a very successful careers convention was held with 98 employers and educational institutions represented.

The curriculum offer has been enhanced with the continuing development of broader options available to young people including the promotion of wider achievement opportunities including examples such as Barista skills, Volunteering awards, Sports Leaders, Manicure and Pedicure. Particular focus on the development of Applications of Maths has led to a significant increase in learners on track to achieve a level 5 maths qualification in S4 and progress to level 6.

S1 & S4 Study Skills courses have been developed and embedded into learner's timetable, developing skills in revision techniques and strategies using content and skills they are learning in subject class. This includes learning and developing strategies such as dual coding and retrieval practice.

A three-year digital learning development plan has begun, with initial support for staff delivered and the new S1 will all receive a Chromebook this year.

School Improvement Priority 1: Next Steps for 2023/24

- Improving differentiation and universal support in the classroom
- Embedding meta-skills and profiling across the curriculum
- Enhancing digital learning

School Improvement Priority 2:

How Good is our School 4 Challenge Question/s:

<p><u>Relationships</u></p> <p>2A Develop and embed vision and values 2B Refresh relationships policy 2C Improve communication 2D Enhance partnership working with primaries 2E Embed the UNCRC 2F Improve learner participation 2G Improve family engagement 2H Reinvigorate community engagement</p> <p>NIF Priority: Improvement in attainment Closing the attainment gap Improvement in health & wellbeing Improvement in employability & destinations</p>	<p>How are we ensuring that provision is responsive to the needs of families?</p> <p>Does the school promote an ethos and culture of positive engagement and participation with its pupils and parents?</p> <p>How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?</p> <p>How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?</p> <p>Are digital technologies used to support and improve communication and collaboration with others to achieve a common goal?</p>
<p><u>Progress and impact: What did the data tell you?</u></p> <p>Observations of learning alongside feedback from young people have demonstrated that in almost all lessons there are very positive relationships between staff and learners and between groups of learners. This is providing a positive learning environment and the school values of respect, fairness and kindness are evident in practice in classrooms. This is further enhanced with the implementation of Rights Respecting Schools where the school is working towards the Silver Award. The recently developed Learner Leadership Team incorporates the Learning Council, School Captains and RRSA Team. The group are working on defining the school values to help further embed these across the school community.</p> <p>The development of the Relationships Policy has focussed on supporting some of 'The Basics' including reducing episodes of late-coming, learners leaving classes and the use of mobile phones. New methods of recording these have produced data that has allowed house teams to intervene to support young people and these have impacted positively. Staff have undertaken Trauma Skilled Practice training. The school Anti-bullying policy has been updated, involving young people, and staff have engaged in professional learning.</p> <p>The parent council has developed an updated constitution and has been engaged in discussion around school improvement priorities. Family engagement has been a focus with staff attending the family learning and engagement network. Planning has led to increased attendance at primary events by school leaders and the development of a wellbeing focussed family event for primary and secondary.</p> <p>A new model of tracking learner participation has been developed and will require to be further enhanced next session. A new website has been developed and work has begun on the introduction of 'Class Charts' to further support improving communication. Form time has been reintroduced to support communication, attendance monitoring and pastoral support.</p>	
<p><u>School Improvement Priority 2: Next Steps for 2022/23</u></p> <ul style="list-style-type: none"> • Enhance learner participation • Introduction of Class Charts to enhance communication • Develop partnership working with primaries for progression in transition 	
<p><u>School Improvement Priority 3:</u></p>	<p>How Good is our School 4 Challenge Question/s</p>

Curriculum, Learning & Teaching

3A Develop a Health & Wellbeing Strategy
3B Improve approaches to equality, equity & inclusion
3C Develop approaches to recognising and celebrating achievement
3D Develop planning for CLPL

NIF Priority:

Improvement in attainment
Closing the attainment gap
Improvement in health & wellbeing
Improvement in employability & destinations

How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?

How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?

How well are we removing barriers to learning and ensuring equity for all?

Progress and impact: What did the data tell you?

Emotional and mental wellbeing have been areas of focus this year with professional learning and partnership working taking place to support both the wellbeing of young people and staff. This will be built on in the development of a wellbeing charter next session. The Glasgow Motivation and Wellbeing Profile has been introduced to support learners at transition by our Resource Worker. This positive introduction will be built on to increase the use of the profile as part of developing approaches to GIRFEC delivery in line with the GRIFEC refresh. The reintroduction of the LAT this session has led to enhanced partnership working.

The tracking of the Targetted Support Group and involvement of staff from each curriculum group has helped ensure that timely and appropriate interventions have been put in place to support those facing potential barriers. This is leading to increasing levels of success for the young people involved.

Through a Data Driven Dialogue evaluation activity, planning has led to changes to the support structures within the school. This has seen the ASN Learning Zone increase in size, with planning underway for increased levels of targeted intervention support. This has seen development of the role of the PT HEART to ensure support for emotionally based school avoidance and young people unable to access learning experiences or facing challenges with regulation and anxiety.

Work has been taken forward to evaluate and investigate approaches to celebrating achievement, including seeking the voice of parents, carers and young people, and will be progressed next session.

School Improvement Priority 3: Next Steps for 2023/24

- Enhance approaches to GIRFEC delivery
- Development of a wellbeing charter
- Development of approaches to celebrating achievement
- Development of Professional Learning model

What is our capacity for improvement?

How good is our leadership and approach to leadership?

In the first year of our 2022-25 Strategic Plan, there has been a focus on embedding vision and values and initiating a range of priorities. To support this, the senior and middle leadership teams have engaged in professional learning with Drummond International to support the development of values-based leadership and to increase capacity to lead across the school. The senior leadership team have also engaged in leadership styles training with Organisational Development.

With an increasing focus on data, learner voice and shared expectations, Principal Teachers lead their teams with a drive for improvement and care for young people. Further development is now required to ensure all staff feel they are empowered to lead. The reintroduction of practitioner enquiry will support this.

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

Learners at Monifieth High School continue to attain very well and are now able to reach success through a wider range of subjects, experiences and opportunities.

The learning experience is positive in classrooms and as hoped for, this year has seen the reintroduction of a wide range of activities including sports, music, debating, writing, Duke of Edinburgh, fundraising, charities and more that are providing the holistic experience that helps develop the responsible citizens we aim to support.

The majority of learners move through school and transition to higher education. Ongoing partnership with the college sector is supporting those who move to further education. Further development is required to ensure that data on positive and sustained destinations as well as emerging information on the labour market is informing curricular planning.

Relationships are positive across the school and young people report feeling safe and cared for. The developments around support for learners and approaches to GIRFEC and child/young person planning will enhance this further.

How good are we at ensuring the best possible outcomes for all our learners?

Almost all young people leave Monifieth HS with an appropriate range of qualifications and enter a positive destination. Those who face barriers to learning are well supported and increasing use of data to track progress and plan intervention is having a positive effect.

There is still work to be done to ensure we stretch and challenge the highest attaining learners and improve the overall performance in S6.

Pupil Equity Funding

Inclusion and Participation

What we knew

PCS staff reported an increase in the number of families requesting support during the Cost-of-Living Crisis including requests for support to enable their young person to take part in activities and play an active role in the life of the school.

PT PCS - 'In general discussions with families concerns regarding the cost of basic living costs was becoming an increasing theme. As a result, we felt we were increasingly signposting individuals to partner agencies who could offer advice and support. We were also worried about those parents/carers who may not be sharing their concerns with us and questioned how we could identify them in order to offer support. There is undoubtedly hidden poverty in this catchment area.'

What we did

We created a School Resource Fund (which includes providing a school hoody for all FME learners and resources such as calculators, revision guides and chrome books on request) and an Opportunity Fund to support families with the cost of extra-curricular activities and expenses such as subs for football matches, Duke of Edinburgh expedition costs, school trips and extras such as leavers' hoodies and formal costs.

This increased our knowledge of the families who require support and enabled us to signpost families to further services such as Maximise Angus and Social Security Scotland, who also attended a number of our school events.

We also contributed to the school breakfast provision and resources for learners accessing The Hub which supported many of our most vulnerable learners including those in SIMD 1-2 and those accessing free school meals.

DATA (Session 22/23)

- 28 families have requested support from the Opportunity Fund for a variety of reasons including school trips, Duke of Edinburgh and support for extra-curricular activities.
- 43 families in receipt of FME accessed the School Resource Fund.
- 14 Learners who access FME attend The Hub regularly and 8 accessed the Breakfast Provision more than 3 times a week
- 26 learners in the TSG attended The Hub regularly and 19 accessed Breakfast Provision more than 3 times a week.
- 18 referrals to Maximise Angus facilitated through the school

Pupil Focus

Pupil 1 - 'Going to the The Hub helped me as I didn't really enjoy school as I find it difficult to concentrate. If I knew I had time in the Hub it helped me to go to other classes and I knew if I didn't understand anything I could get help there as well. It feels different to a classroom and I like that.'

Staff Member – 'Being able to give children the opportunity to take part in activities they otherwise may not be able to because of financial constraints is really rewarding. The

process is also not too invasive as it is done by filling out a form and means families can apply without having to speak to people about their situations.'

IMPACT – Statements based on data

- Families accessed a variety of provisions this session that were previously unavailable – opportunity fund and school resource fund – to ensure all young people feel included in the school community.
- Maximise Angus have attended a number of our events and have been able to support families because of signposting via MHS.
- We have increased our knowledge about our families and those who may require further support.

Attendance/Engagement/ Attainment: Senior Focus

What we knew

2022 **Attainment** S4-6 combined from INSIGHT Analytical data set

	% with Level 4 Lit	% with Level 5 Lit	% with Level 4 Num	% with Level 5 Num	Average cumulative_total tariff_pts
FME	86.7	80	46.7	40	362
SIMD decile 1&2	91.7	83	58.3	58.3	577
Whole School	96.9	95.6	84.3	78.6	830

The data shows that learners in lower SIMD and those in receipt of free school meals performed less well overall than their counterparts in 2022. This was significant in numeracy (which is being addressed in part by ensuring learners now 'bank' qualifications at a lower level earlier and by the introduction of Applications of Maths). However, learners are still performing less well in literacy and the overall tariff points are still significantly lower partly due to Targeted Support Learners leaving school at an earlier stage.

Attendance: FME/ SIMD 1-2 - 2022 – 2023

NOV	FEB	MAY
90.39	94.05	87.5
68.68	59.52	82.95
64.41	54.76	76.14
96.44	90.48	98.86
98.55	100	100
94.31	92.86	100
92.53	91.67	98.86
83.27	79.76	89.77
65.48	73.81	80.68
81.49	84.52	90.91
76.33	70.93	87.5
100	100	100
82.69	83.72	89.77
80.21	66.28	84.09
36.4	12.79	45.45
63.6	33.72	90.91
79.51	82.56	65.91
89.4	91.86	89.77
98.19	98.84	100
96.32	91.86	98.86
90.11	88.37	92.05
87.99	90.7	90.91
76.33	91.86	64.77
89.75	95.35	89.77
97.17	98.84	100
86.57	95.35	86.36
98.53	100	100

Attendance:

30% of young people in receipt of FME or in lower SIMD locations were below 80% attendance in November 2022.

This improved to 15% by the end of the 2022/23 session. 70% of those targeted improved their attendance throughout the session 2022/23

What we did

We employed a current teacher with well-established relationships in the school setting in a 0.2 Inclusion Support role with a focus on improving overall engagement, attainment and attendance. We particularly focused on senior school for year 1 as a test of change with a view to gradually moving the focus to younger year groups in

future years once we had determined which interventions had the most impact. Also, these year groups experienced significant disruption to the beginning of their secondary education because of Covid and so we felt a focus on them initially was justifiable to ensure intervention prior to exit from school.

This role involved:

-meeting with identified learners regularly and liaising with pupil care and support and class teachers to support (a weekly report was sent to PCS summarising the focus of the meetings and next steps and this information was shared with parents).

-monitoring and tracking the Targeted Support Group (Learners who are Care Experienced, FME, SIMD 1-2 Young Carers and those open to SW or have another identified barrier to learning) alongside the PT Raising Attainment and curricular group inclusion links via Pupil Tracking and meeting regularly to discuss progress and planning interventions.

- organising targeted support in subject areas using teachers, support staff and senior learners e.g. maths, chemistry and geography.

- providing literacy support to all learners.

Surname	Forename	Form	DOB	TSG	TAG	No. of Subjects with working grade	No. of 'Nearly on track'	No. of 'Not on track'
yes	yes					5	0	5
yes	yes					5	0	5
yes						5	1	4
yes						6	1	3
yes						6	1	3
yes						4	2	2
yes						5	1	2
yes						3	1	2
yes						6	0	2
yes						2	0	2
yes						6	0	2
yes						6	3	1
yes	yes					1	1	1
yes	yes					0	0	1
yes						5	4	0
yes						7	2	0
yes						6	0	0

Surname	Forename	Form	DOB	TSG	TAG	No. of subjects with working grades	No. of 'Nearly on track'	No. of 'Not on track'
yes						5	0	4
yes						4	0	3
yes						4	1	2
yes						4	1	2
yes						2	0	1
yes						3	0	1
yes						4	2	0
yes						5	2	0
yes						5	2	0
yes						4	2	0
yes						4	2	0
yes						5	1	0
yes						2	1	0
yes						5	1	0
yes						3	1	0
yes						5	0	0
yes						0	0	0
yes						2	0	0

Surname	Forename	Form	DOB	TSG	TAG	No. of subjects with working grades	No. of 'Nearly on track'	No. of 'Not on Track'
yes						4	0	3
yes						2	1	1
yes						2	1	0
yes						2	1	0
yes						3	0	0
yes						4	0	0
yes						0	0	0

This shows the monitoring and tracking of the TSG via the flagging system. Learners who had accumulated the most red flags were prioritised for support. These included FME and SIMD 1-2 learners but also included learners who are care experienced, young carers and who have other significant barriers to learning (open to SW, bereaved, refugees). A number of these red flags are related to attendance but also general engagement in school life (see data under attendance for improvements in this group).

Pupil Focus

Pupil 1 - (FME, SW)

PUPIL SUPPORT MEETINGS: MATHS FOCUS REQUIRED TO SECURE COLLEGE PLACE

- Weekly meeting which he attended each week despite having an adjusted timetable.
- Liaised with Math's teacher to set targets and support with homework. Achieved a B for his Maths prelim.

- Attendance increased from 81% to 90%
- College application completed. Worked on interview skills. Unconditional place at college secured.

Pupil 2 - (SIMD 1/2)

PUPIL SUPPORT MEETINGS – LITERACY, NUMERACY AND HEALTH AND WELLBEING

- Pupil 2 had missed a lot of school this year due to health (63 % attendance in Nov increasing to 91% in May)
- Weekly small group intensive tuition – literacy (RUAE revision, folio support, exam preparation) and supporting with Applications of Maths work.
- Pupil 2 sat, and passed, N5 Applications prelim despite not attending class.
- Pupil 2 returning to school for S6

Pupil 3 – (FME)

LEARNERS SUPPORT MEETINGS – LITERACY AND NUMERACY

- Weekly meetings to set targets. This included literacy – exam preparation and folio support - and weekly Chemistry support with a senior pupil.
- Support to complete N4 English and N5 literacy unit. N4 Maths was completed in class.
- College application completed

Pupil 4 – (FME, YC)

PUPIL SUPPORT MEETINGS – PLANNING, ORGANISATOIN AND REVISION SUPPORT

- Regular check ins with to ensure she was meeting deadlines
- Study timetable created to ensure she was using her library periods more effectively and general exam revision support.
- Literacy - One to one folio support and exam preparation support for English.
- Pupil 4 secured a Sutton Trust place for Summer School. She is returning to complete S6.

Pupil 5 – (FME)

PUPIL SUPPORT MEETINGS – ATTENDANCE, LITERACY and GEOGRAPHY

- Attendance was a significant concern for - initial meeting discussed the importance of attendance, especially when studying five Highers (Attendance improved from 76% in Nov 22 to 88% in May).
- Literacy support was the main focus – Higher English WG improved from 7 to 5. Pupil 5 is now coming back to study Advanced Higher English.
- Pupil 5 had been recommended to drop Higher Geography but, following liaison with PT and interventions, pupil 5 was presented at this level.

Pupil 6 – (FME)

PUPIL SUPPORT MEETINGS – ORGANISATION, LITERACY AND NUMERACY

- Regular check-ins – organisation is a major barrier to pupil 6's success so having an overview of his deadlines was helpful to keep him focused.
- We ensured pupil 6 had access to technology and revision texts via PEF funding and created space on his timetable for revision.
- Supported to achieve his N4 English and the N5 Literacy Unit and support organised in Maths to achieve N4 Applications of Maths.

PUPIL/ PARENT AND STAFF VOICE

Pupil 4 - 'Meeting with Mrs Randles regularly helped me to set goals and meet these. I knew she would be checking in so I was more likely to keep to our targets. I spent a lot of time in the library but I did not always use this time well. Mrs Randles spoke with the librarian who also helped me to make better use of my time.'

Pupil 3's Mum - 'Having Mrs Randles email me and direct me to support materials was useful as I could then support at home. He always talked about meeting Mrs Randles and what they had planned. This helped focus his revision and it meant he was more aware of his deadlines and what he needed to do. I am keen for his younger brother to have access to the same support.'

Staff Member - Nichola has performed her role exceptionally well. When we met as a team to discuss plans for the TSG I was consistently impressed with how well she knew the young people we talked about and how focussed and bespoke the interventions and plans she was putting in place for these young people were. Nichola has shown that she is both well suited to building positive relationships with these young people that are needed for her role to work and is capable of planning and implementing effective and targeted support and intervention.

IMPACT – Statements based on Data.

- Improvements in attainment (working grade) can be seen for a number of learners in key subjects – SQA data still to be analysed following final results.
- Attendance improved for 70% of this group of learners overall this session.
- Young people, parents and staff were positive about the inclusion support role and were able to talk about what made it successful.

Quality Indicator	Evaluation (six-point scale)	
	ELC	School
1.3 Leadership of Change		4
2.3 Learning, teaching and assessment		4
2.7 Partnerships		
3.1 Ensuring wellbeing, equity and inclusion		4
3.2 Raising attainment and achievement		5