



<p>School: Monifieth High School</p> 	
<p>Standards & Quality Report</p>	
<p>Head Teacher: Mr A Dingwall</p>	

<p>School context information</p>
<p>Monifieth High School is a comprehensive secondary school serving a large catchment area stretching from the western edge of Angus, round the North of Dundee to Monifieth. We have a projected roll of 1053 pupils for August 2024.</p> <p>The school operates with a senior leadership team of Head Teacher, three Depute Head Teachers and a Business Manager, a teaching compliment of 82, and a team of technical, clerical and pupil support staff. The school caters for young people from S1 to S6, following the Broad General Education in S1-S3 and delivering qualifications in the senior phase that range from National 2 to Advanced Highers and include traditional, academic and more vocational subject options.</p> <p>At Monifieth High School we aim to help everyone to be happy, healthy, resilient and responsible. Our vision is to prepare young people for success now and in the future by developing skills and values through inspiring learning and teaching in a nurturing and supportive environment. Our values of Respect, Fairness and Kindness underpin everything we do, how we think, act and speak. As a community we work together to achieve the very best outcomes for everyone in our school.</p>

Our recently reformed Parent Council supports the school well by sharing ideas, discussing improvement and promoting partnership working. We also work closely with a wide range of partners to support the needs of learners, provide links to the world of work and ensure rich, wider learning experiences.

School Improvement Priorities – Progress

The school is working through it's Strategic Plan 2022-25 and progress has been made in each of the three priority areas.

1. Curriculum, Learning and Teaching

- 'The Monifieth Way' is our learning standard and was launched this year to support best practice in learning and teaching.
 - Staff have undertaken Practitioner enquiry action research for their professional learning related to 'The Monifieth Way'.
- Attainment continues to be positive in most measures. A focus this year has been on ensuring no one leaves school (particularly at the end of S4) without achieving an appropriate suite of qualifications and early data shows that this will be improved this year.
- All S1s have received Chromebooks and digital learning development has been a big priority. We will continue this as the next year group is rolled out. Over three quarters of S1s believe that digital technology is enhancing their learning and helping them enjoy their learning more.
- Curriculum groups have refreshed their learner pathway planning in line with local and national labour market and careers information. We have introduced some new qualifications and subjects have aligned their S1-3 curriculum more closely to the skills and knowledge required to prepare for the senior phase.

2. Relationships

- Improving communication is an ongoing focus. Our website has been updated. It now has far more information and is more intuitive. The weekly Sway is now being issued and being positively received. There will be more of a focus on sharing success stories through this.
- Primary partnership development has been a focus with shared moderation to increase shared understanding of expectations and standards. We have been working together on transition projects to support progression in learning.
- We are developing Learner Participation. This year we created the Learner Leadership Team which is made up of the UNCRC group, the Learning Council and the School Captains. These young people have helped to create the definitions of our school values, they have been involved in consultations and they have helped to observe learning and teaching and give feedback. We are going to broaden the group by involving more young people from all tutor groups.
- Family engagement has improved with regards to parents feeding back much more positively about being kept up to date about the work of the Parent council.
- Last session we achieved bronze UNCRC Rights Respecting School status and this year we have continued to work toward Silver.
- We have worked on a redraft of our Relationships Policy which will launch in August 2024 with a clearer process to support behaviour.

3. Wellbeing

- Trauma awareness training has been completed by all staff with professional learning sessions and online modules undertaken.
- Pastoral staff have undertaken training in Emotionally Based School Avoidance and approaches to supporting young people and families.

- We have used a motivational wellbeing profile to help understand the needs of young people and will be taking our use of this further next year.
- We have continued to have a focus on Equity with ongoing tracking and awareness of our targeted support group (including all young people who may face barriers to their learning for a range of reasons) and staff ensuring appropriate interventions are put in place.

School Improvement Priorities – Next Steps

Further embed The Monifieth Way, including focus on:

- Moderation
- Differentiation
- Feedback
- Profiling and meta-skills
- Digital learning
- School values
- Learner participation

Roll out the Relationships Policy, including enhanced communication with parents and carers through Class Charts.

Pupil Equity Fund

Interventions:

- Opportunity Fund made available and advertised in relation to all wider school experiences to support participation
- Bedrock software
- Class Charts
- Targeted Support Group (with dedicated link from each curriculum group)

Impact:

- 27 requests made to Opportunity Fund (increased by 13 from last year) - used to support participation with trips

including: Modern languages, London, Austria ski trip, Duke of Edinburgh.

- Introduction of Bedrock us in English as a literacy improvement tool used by all S1 learners.
- Introduction of Class Charts as a tool for tracking and monitoring of engagement and relationships, and communication with parents and carers. Staff training undertaken and most S1 parents and carers accessing app. S1 used as trial for introduction.
- Targeted Support Group - Teacher led focussed literacy interventions took place, including individual and small group support. Additional planned support to be led in conjunction with support assistants did not take place due to recruitment issues. However, more subject specific, PT / teacher led interventions and support emerged as part of the development of this work.

Pupil Equity Funding plans for session 2024-25

- Opportunity Fund to continue and more detailed tracking of participation and outcomes of participation to be developed.
- Bedrock use to be widened across additional subjects, training to be undertaken by staff and software to be used as baseline to identify gaps in learning and to be used as an intervention to close gaps and evidence progress.
- Class Charts to be rolled out across whole school as a key tool to support relationships, communication and parental engagement.
- Development of enhanced learner participation, particularly in relation to attendance, protected characteristics and deprivation.

School Improvement Priorities for session

- Review our senior phase curriculum offer

- Roll out and embed the Relationships Policy, including enhanced understanding and development of school values
- Continue to develop moderation to support effective learning, teaching, assessment and reporting
- Develop approaches to differentiation and feedback to ensure young people know where they are in their learning and can determine their next steps
- Improve overall attainment in S6
- Continue to develop broader pathways for learners

Attainment Data (% achievement of ACEL level)				
	Reading	Writing	Listening & Talking	Numeracy
S3	98	98	98	93

Quality Indicator	Level
1.3 - Leadership of change	3
2.3 - Learning, Teaching & Assessment	3
3.1 – Equity & Wellbeing	3
3.2 – Attainment & Achievement	4