

School: Monifieth High School**Standards & Quality Report****Head Teacher: Clair Thomson****School context information**

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 1045 pupils for August 2025.

The school operates with a Senior Leadership Team of Head Teacher, three Depute Head Teachers and a Business Manager, a teaching compliment of 83, 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.

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. Our 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

Further embed The Monifieth Way – displayed in classrooms and used in walkthroughs as a learning standard.

Moderation – key staff continuing as QAMSOs (moderation officers) as well as continuing work at local authority and cluster level.

Differentiation - most BGE pupils aware of accessibility tools and some pupils using them well to increase independent learning.

Feedback - use of digital tools eg QR codes and MS Forms to facilitate information about strengths and next steps.

Profiling and meta-skills – promoted in all subject areas and through PSHE.

Digital learning – working group continuing as well as whole school training sessions provided.

School values – embedded in school policies and paperwork and referenced by staff at school events, discussions with pupils and other staff, etc.

Learner participation – continued opportunities and engagement in the four separate arenas (L&T, personal achievement, community groups and decision-making groups).

Roll out the Relationships Policy, including enhanced communication with parents and carers through Class Charts – working well with parents with parents who have engaged.

School Improvement Priorities – Next Steps

- Continue to promote moderation activities across the school and cluster
- Embed digital learning and other aspects (eg feedback, differentiation, meta skills) into our learning and teaching expectations
- Embed class charts into our relationships policy

School Improvement Priorities for session 25-26

Raising attainment through:

- Improving learning and teaching including digital learning (Monifieth Improves)
- Widening our curriculum to ensure appropriate pathways for all learners (Monifieth Learns)
- Monitoring groups of learners including our targeted areas to ensure appropriate support and challenge (Monifieth Cares)

Creating a nurturing and supportive environment through:

- Aligning/ implementing policies with our practices for managing relationships and ensuring inclusion (Monifieth Cares)
- Improving our sustainable learning practices by maximising the new opportunities in our new building (Monifieth Improves)
- Promoting leadership skills and opportunities at all levels (Monifieth Learns)

Attainment Data (% achievement of ACEL level)

S3	Reading	Writing	Listening & Talking	Numeracy
4th	90	90	89	79
3rd	96	96	96	93
2nd	98	98	98	96
1st	98	98	98	98

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