



Viewforth High School

(Windmill Community Campus)

Improvement Plan

2019-2020



Viewforth High School

Viewforth High School is located in the east end of Kirkcaldy and serves a catchment area where there are a variety of socio- economic challenges facing the community. Currently 28% of pupils receive free school meals and 55% of pupils are in SIMD 1,2,3. The school shares a new building with Rosslyn School and the local community office. The roll of the school is growing significantly and has risen from around 390 on entry 3 years ago to a projected figure of 600 for session 2019-2020. The roll is expected to increase even further in the years to come with a large new housing development being built nearby.

Rationale for Change – Self Evaluation/Involvement of all Stakeholders

For the next session we will be focussing on

- Behaviour and Relationships
- Learning and Teaching and meeting pupil needs
- Pupil and Staff well-being with a focus on improving mental health
- Tracking and Monitoring in the BGE

The whole school staff were consulted on where they thought the main focus of the improvement plan should be. We considered 9 possible workstreams and after discussion we identified our 4 main priorities. These priorities were also based on feedback from the staffwise survey, Faculty meetings, the parent council and increasing concerns from parents, staff and pupils about mental health issues.

The 4 priorities are also in line with priorities identified in the three year plan from 2017-2020

National Improvement Framework Priority: Improvement in children and young people's health and well being		Fife Priorities/Local Plan Priorities	Relationships		
Focused Priority Behaviour and Relationships					
QI (HGIOS 4)		HGIOELC		NIF Drivers	
QI 2.3a,QI 2.1b, QI 3.1a				Assessment of Children's progress	
Action/Task	Timescale	Responsibilities		Measure of success	Expected Impact
<ul style="list-style-type: none"> Further work on staff CPD with restorative approaches Working group set up to explore behaviour and relationships Pupil sessions on Self Regulation Pupil sessions on building Resilience 	<p>Completed by May 2020 on a rolling calendar of twilight sessions</p> <p>Series of sessions with identified pupils throughout the session</p>	<p>L Hill and M Higgins to lead on CPD</p> <p>Working group to report findings and update SLT on a regular basis</p> <p>L Hill and LHughes to identify and organise sessions</p> <p>P Kinnear to establish small groups and programmes to support pupils</p>		<p>Better relationships between staff and pupils</p> <p>Aiming for a 20% decrease in the number of number of referrals, Duty Manager calls and Exclusions</p> <p>Pupil engagement . Most pupils in targeted groups being 3 or more on the Leuven's scale of engagement</p> <p>Pupil attendance will improve with most pupils having a 90% or better attendance and a 10% improvement for pupils in specific groups. We aim to have a 20% reduction in pupils with an attendance of less than 20%</p>	<p>Pupils will be better engaged in classes</p> <p>Identified pupils will develop better skills of Self Regulation</p> <p>Pupils will be more Resilient and less reliant on support as they develop and progress through the years</p> <p>Improved attendance will lead to better engagement and better achievement and positive destinations</p>
Ongoing Evaluation					
This will be monitored at regular intervals throughout the session by working group and SLT					

National Improvement Framework Priority: Improvement of Attainment		Fife Priorities/Local Plan Priorities	Professionalism		
Focused Priority: Learning and Teaching					
QI (HGIOS 4)		HGIOELC		NIF Drivers	
QI 2.3a&b, QI1.2a				Teacher Professionalism	
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact	
<ul style="list-style-type: none"> Working group set up to look at staff development including learning and teaching within the PRD process Staff to take part in TLC sessions and to actively seek out good practice and observe others Staff to take part in further training in supporting pupils with additional support needs 	<p>These sessions to be followed as part of the collegiate calendar and completed by the prelims</p> <p>Staff to be encouraged to view good practice throughout the year</p> <p>CPD sessions will be delivered throughout the session</p>	<p>Working group to draw up new observation sheet</p> <p>Working group to inform TLC sessions</p>	<p>Different L&T strategies eg interactive methods, pupil choice will be observed in classrooms</p> <p>Pupil questionnaires</p> <p>Staff feedback, Parental reports, Pupil wise and parentwise surveys</p>	<p>Pupils will be more engaged with their learning as shown Leuven scale of engagement and other measures</p> <p>Pupils will have made progress through their courses. Improved results in BGE</p> <p>Pupils with additional support needs will be supported in classes and receive work suitable to their needs</p>	
Ongoing Evaluation					
This will be monitored at regular intervals throughout the session by Learning and teaching group and SLT.					

National Improvement Framework Priority: Improving Health and Well Being		Fife Priorities/Local Plan Priorities	Relationships		
Focused Priority: pupil and staff well-being with a focus on improving mental health					
QI (HGIOS 4)		HGIOELC		NIF Drivers	
QI1.4, QI3.1				Assessment of Children's progress	
Action/Task	Timescale	Responsibilities		Measure of success	Expected Impact
<ul style="list-style-type: none"> Working group set up to look at staff Well Being Mental Health and Well Being to be delivered through PSE programme Identified pupils to be supported with Health and Well Being sessions delivered through "Our Minds Matter" as part of the whole school curriculum Strategies to support staff and pupils to be provided by primary Mental Health Worker and APEX staff. 	<p>Working group to progress through session in collegiate calendar. PSE to run throughout the year.</p> <p>6 week Support sessions to be delivered on a rolling basis</p>	<p>Working Group</p> <p>L Hill</p> <p>P Kinnear</p> <p>Primary mental health worker, Apex and SLT link</p>	<p>Staff attendance improves, Staff wise survey is more positive, most staff will report an increase in staff morale</p> <p>Improved pupil attendance, less reporting of mental health concerns</p> <p>Data collected by external providers through delivery of programmes associated with SAC/PEF programmes such as attendance, engagement, improved self confidence</p>	<p>Staff morale increases</p> <p>Improved ethos within the school</p> <p>Pupils more focussed on their work</p> <p>Most pupils identified through SAC/PEF programmes attendance and engagement will improve</p>	
Ongoing Evaluation					
This will be monitored at regular intervals throughout the session as per self evaluation calendar and data returns from Apex staff for targeted pupils. Staff working group will also review regularly throughout session					

National Improvement Framework Priority Improvement in Attainment	Fife Priorities/Local Plan Priorities	Professionalism
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Tracking, Monitoring and Moderation with a focus on the BGE

QI (HGIOS 4)	HGIOELC	NIF Drivers
QI2.3, QI3.2		Assessment of Children's progress

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> Working group set up to look at tracking and monitoring 	Working group will be set up in August and will meet as planned in the collegiate calendar	Working group and SLT link	A tracking system will be in place	It will be easier and more effective to track pupil progress and identify when pupils are needing support
<ul style="list-style-type: none"> Time set aside for moderation within departments and with external partners Visits to other schools 	Moderation will take place throughout the year September 2019	Faculty Heads and department leaders Working group leader and SLT link	Moderation will have taken place and used to inform practice	There will be a greater level of consistency across departments as to the understanding of levels and how to use the data to improve attainment for all

Ongoing Evaluation

This will be monitored at regular intervals throughout the session by SLT and working group