



Viewforth High School

(Windmill Community Campus)

Standards and Quality Report

2018-2019

Viewforth High School
Standards and Quality Report
Achieving Excellence and Equity

Context

The vision of the school is to

“Aspire Together; Achieve Together”

With the key values of Care, Aspiration, Respect and Equity

Our Aims cover 5 key areas

Curriculum : To ensure a broad and balanced curriculum in line with Curriculum for Excellence that provides young people with the best possible learning opportunities and experiences

Attainment: To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.

Learning and Teaching : To promote the highest quality of pedagogy and learning experiences that engage learners and enable them to enjoy their education and develop positive attitudes towards learning.

Support for Learning : To provide effective support for all learners which promotes personal and social development and underpin achievement whilst equipping them with skills and attitudes that provide a foundation for lifelong learning.

Ethos : To provide a welcoming, safe and caring environment in which each learner is valued and supported.

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 Roslyn 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. Viewforth works extensively with external partners using Scottish Attainment Challenge funding to provide a tailored curriculum to those pupils in danger of disengaging from education to ensure that they are motivated and engaged in learning. The use of the Viewforth Teachers’ Toolkit, developed through Pupil Equity Funding, has improved the variety of teaching approaches and has raised pupil engagement in classes.

There have been a number of challenges through session 18-19 which have hindered progress. The English department has run with a shortage of 2.6 members of staff for most of the year and this has had an impact on the Junior classes as resources were focussed on the senior phase. Other staff shortages and issues have led to an increased workload on teachers and a reduction in staff morale although commendably the staff have continued to offer a good experience to the pupils in Viewforth.

Review of Progress – Session 2018/19

Attainment Overview

Stage	Reading	Writing	Listening and Talking	Numeracy
P1				
P4				
P7				
S3	37.5%	37.5%	53.1%	96.9%

Evaluative statement of attainment over time.

The results for numeracy in S3 have been consistently above the Fife average and continue to be high.

The results in English in S3 are lower than expected and have consistently been below the Fife average but this is due, in part, to shortages of English staff and some classes not being in a position to be accurately assessed. With a fully staff department next year we would expect the results to improve

There has been a sustained increase over the last 5 years in the numbers of pupils gaining awards in Nat 5 literacy and numeracy (from 26% to 64%) and from 66% to 88% at Nat 4.

There was a 1.8% increase in the number of pupils in S4 achieving 5 results at level 5
The results of pupils leaving after S6 show a consistent increase across those pupils gaining 3 Highers (+13.8%) 5 Higher (+15.8%) and 1 Advanced Higher (6.2%)

There has also been an increase in the number of pupils gaining awards from their College link courses.

There has been a reduction in the number of pupils gaining 5 awards at Nat 4 but this is in part due to pupils being entered for Nat 5 and they have not yet been retrospectively entered for Nat 4.

The result in English in Maths are in line with expectations for our cohort and steps are well underway to increase the numbers of presentations in both subject areas. We are also looking to improve our progression from Nat to Higher courses.

School Improvement Priority 1: Classroom Climate, relationships and discipline	
<u>NIF Priority</u> <i>Improvement in children's health and wellbeing</i>	<u>HGIOS 4 Quality Indicators</u> 2.3 Learning, Teaching and Assessment 3.1 Ensuring wellbeing, equality and inclusion
<u>NIF Driver</u> <i>Teacher Professionalism,</i>	
Progress and Impact:	
<p>Staff have been trained in de-escalation and restorative practices with input from educational psychology. The pupils have received support through the PSE programme to help them with self regulation.</p> <p>This coupled with the work done on the teacher's toolkit has led to pupils being more engaged with their class work. As a result the number of exclusions has reduced from 31 exclusions in session 17-18 to 22 exclusions in session 18-19.</p> <p>The number of duty manager calls has also reduced over the same period by 32%</p>	
Next Steps:	
<p>There is a working group set up for session 19-20 to look at behaviour and relationships. Further work will be done on restorative practices. The use of the teacher's toolkit will continue to increase engagement leading to pupils being more involved in lessons. We will continue to work with external agencies to support pupils.</p> <p>The Year Heads will continue to work with parents/carers to ensure that pupils are supported with their learning</p> <p>The PTs nurture and the new Pupil Support Officers will work with targeted pupils more closely to offer them the necessary skills and support to enable the pupils to achieve their potential.</p> <p>This will involve</p> <ul style="list-style-type: none"> • Linking with home • Study support after school • Learning hub in the evening • Easter revision school • One to one mentoring and target setting 	
School Improvement Priority 2: Viewforth Teachers's Toolkit	
<u>NIF Priority</u> <i>Improvement in attainment particularly in literacy and numeracy.</i>	<u>HGIOS 4 Quality Indicators</u> 1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement
<u>NIF Driver</u> <i>Teacher Professionalism, Assessment of Children's Progress</i>	
Progress and Impact:	
<p>The learning and teaching developed further the teacher's toolkit by delivering sessions after school and during In-service days to all staff. Learning wall posters are in every classroom and regularly used by staff to focus pupils on the learning and developing higher order thinking skills. The use of the teacher's toolkit has led to a greater variety of teaching approaches in the classroom and a higher level of pupil engagement. The level of engagement rose between October and May from 3.2 to 3.5 on the 5 point Leuven scale . The starting value of 3.2 was higher than in previous years indicating that teachers are embedding the strategies into their normal practice.</p>	

Next Steps:

The Learning and Teaching working group will look at further enhancing the Teacher's Toolkit and will look to establish a format for learning visits where staff will have the opportunity to visit other classrooms and to identify and share good practice. This good practice will be shared with the whole staff.

Pupil engagement will continue to be monitored using the Leuven's scale of engagement.

School Improvement Priority 3: *Tracking and Monitoring leading to better targeting of pupil interventions and destinations of school leavers*
NIF Priority

Improvement in employability skills and sustained, positive school leaver destinations for all young people.

NIF Driver

School Leadership, Teacher Professionalism, Performance Information; Assessment of Children's Progress

HGIOS 4 Quality Indicators

2.4 personalised support

3.2 Raising Attainment & Achievement

3.3 Creativity & Employability

Progress and Impact:

There has been a positive trend in positive destinations over the last 5 years with pupils in the 20% most deprived areas where this has risen to 90% in session 17/18

Pupils taking part in interventions such as APEX (working on anxiety), mentors, be all you can be, school of football, muddy books and RUTS have improved their attendance and engagement with school. There was a 23.5% reduction in the numbers of pupils with an attendance of less than 20%

28% of pupils in S1 who live in SIMD 1,2,3 have been enrolled into at least one of these interventions.

Pupils identified as part of the literacy project to support and improve learning have progressed well. 75% of S1 pupils in the group improved their reading age by at least a year and 43% of the S2 group increased by more than 2 years. 50% showed an increase of more than 3.5 years.

25% of the S2 group in 2017 passed Nat 5 English this year.

Next Steps:

We will continue to work with SDS to ensure positive destinations for Viewforth pupils using a range of supports and pathways such as learning agreement, foundation apprenticeships, support for College and University application

Pupils' progress will continue to be monitored by Year Head and they will link with parents/carers and external agencies to support pupils.

A number of pupils in S3,4 from SIMD 1,2 have been identified as needing extra support with their studies to improve the number of Nat 5 awards they achieve.

The new Pupil Support Officers will put in place a number of supports such as

- target setting,
- links with home,
- study plans,
- study support
- learning hub
- targeted teacher input

Pupils who are at risk of leaving school with few or no awards have been identified and they will be supported to achieve at least Literacy and numeracy with our aim to be that over 90% of S4 pupils will achieve at least Nat 4 level literacy and numeracy and 70 at Nat 5

**Evidence of wider achievements impacting on outcomes for all learners.
(this should not be a list of events/activities)**

Pupils at Viewforth are encouraged to take part in a wide range of activities within and outwith school as we believe this improves pupil well being and better equips them on leaving school.

S1,2,3 Youth club had 134 pupils who attended at least once. 9 pupils gained a Dynamic Youth Award for volunteering and 2 received a Saltire Award and there are currently 19 other pupils working towards an award.

68% of pupils in SIMD 1,2 are engaged in some form of school or community based programme.

15 pupils gained Princes Trust award through their work in the anxiety group.

5 boys in danger of disengaging gained level 4 Or 5 awards in bike maintenance and motolearn course through the RUTS initiative

There were 12 pupils who completed their Bronze Duke of Edinburgh Award with others still to complete. 25 pupils have signed up for this session

Key Priorities for Improvement Planning 2019/20

The key priorities for 19/20 are

Behaviour and Relationships

We are looking to improve relationships and further embed restorative and de-escalation techniques. We are also aiming to have a more visible and consistent approach in dealing with challenging situations

Learning and Teaching and meeting pupil needs

We will continue to focus on learning and teaching and using classroom visits by staff to share expertise across the school. We will also look to improve staff expertise in meeting the needs of pupils with significant additional needs and to include these pupils as much as possible in mainstream classes.

Pupil and staff well being with a focus on improving mental health

We will look to support staff and build staff capacity to recognise and deal with their own mental health. We will also support pupils and families that are facing issues with mental health

Tracking and monitoring in the BGE

We will put in place a more rigorous tracking and monitoring process in the BGE to allow us to plan for better outcomes for our pupils with lessons and targets that are suitable for their needs

What is our capacity for continuous improvement?

The staff and school community are committed to developing high quality provision around the young people of Viewforth High School. Staff articulate a strong commitment to the school and most feel a valued part of the school community. There is a greater awareness of the social, economic and cultural context of the school.

Most staff have positive relationships with young people. Work to develop the understanding and implementation of the Child Wellbeing Pathway is ongoing. GIRFEC and the Wellbeing Indicators need to be more consistently used, with the understanding that everyone has a role in working to effectively support all young people and their families.

We will continue to work on our caring and support role within the school. Pupils will have at least one person they will know well and be able to relate to. There are a variety of extra support provisions in place for pupils that need extra support such as YM mentors, APEX groups, links with pupil support service, social work, DAPL

In Synch mentors will support pupils who are in danger of disengaging. They will meet these pupils regularly, about once per week, and help with the issues that are affecting the pupils and will support them into class or other tailored programmes.

The 2 PT Nurture will continue to support a range of pupils with anxieties or low self-esteem who are finding some aspects of school challenging. The S1 and S2 register teacher will also continue to offer support through registration, PSE and ASDAN classes as well as a mentoring meeting.

The new Pupil Support Officers, PSO, will provide support to pupils in S3,4 who need advice and support with study skills and will be encouraged to join study support groups or the learning hub. The PSOs will also link with home to support the home in encouraging the pupils to improve their attendance and engagement with the work in their classes.

PTCs and teaching staff will take on a greater role in informing the direction of the school with many staff taking on extra roles and responsibilities.

We will continue to establish and extend our support for pupils department to meet the widening range of needs and experiences of our pupils. Teaching staff and PSA are further developing their knowledge and practice to enable this support to be as effective as possible

School Name Viewforth High School

NIF Quality Indicators 2018 – 2019		
Quality Indicator	School Self-Evaluation	Inspection Evaluation <i>(where appropriate)</i>
1.3 Leadership of Change	Satisfactory	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Satisfactory	
3.2 Securing Children's Progress (Early Years)		