



Viewforth High School

Standards and Quality Report Achieving Excellence and Equity



Context

Setting/School Roll

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. At the point of Census in September 2020, the school roll was 673 and this is projected to increase in the coming years. The school shares the Windmill Community Campus with Rosslyn School, a public library, community use and the local community council office.

Our associated primary schools are Dysart Primary, Kirkcaldy North Primary, Pathhead Primary and Sinclairtown Primary.

The school values are Care, Ambition, Respect and Equity and we are continuing to promote these values throughout the school community of Viewforth High School. Our school vision is to *Aspire Together, Achieve Together* and we endeavour to be the very best that we can be, in all that we do.

As an attainment challenge school, building the ambition, self-confidence and self-esteem of our young people is very important to us. By working closely as a school community and in partnership with parents/carers, the wider community and partner agencies, we aim to secure positive destinations for all of our young people. Ensuring that pupils leave school having developed skills for life, learning and work and are ready to contribute positively within society.

In session 2020-2021 we continued to focus on recovery and reconnection following the first and then second period of lockdown. The main themes of recovery and reconnection were:

- Identifying gaps in learning S1-S6
- Strategies to close these gaps
- Use of Teams to support and enhance learning
- Access to IT for all young people
- Preparation for Blended Learning

Our key improvement priorities were centred around the core Quality Indicators from HGIOS 4:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement

It was recognised that as a result of the ever changing landscape within the Covid-19 pandemic, some of these priorities may not be fully achieved within session 2020-2021.

FME	29.8%			
Attendance (%) 87.68%	Authorised	5.70%	Unauthorised	6.59%
Exclusion	23 per 1000 pupils			
Attainment Scotland Fund Allocation (PEF and SAC)	PEF Funding - £192,356 (+ £76,650 carry forward) (+ £28,854 additional 15%) SAC Funding - £143,088			

**Improvement for Recovery Priority Work
Session 2020 - 2021**

Improvement Priority 1: Learning, Teaching and Assessment

NIF Priority

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

NIF Driver

Teacher Professionalism / Assessment of Children's Progress / School Improvement / School Leadership / Performance Information

HGIOS 4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Progress

A Learning and Teaching Short Life Working Group was formed of staff volunteers, led by Alistair Stewart DHT. The group met regularly between August and December to research and create the Viewforth High School Learning Standard. The group also revised the observation sheet to be used to evaluate lesson visits and created a timetable of lesson visits.

Impact

As a result of the mitigations within the risk assessment, staff absence between October and December and the second lockdown period from January to March we have not yet been able to implement this work.

Progress

Almost all staff felt more confident delivering learning at home during the second lockdown period. Staff continued to work well to support each other and a good practice/how to channel was created within the staff Team. A common approach to posting resources and assignments was agreed following consultation with parents and pupils. All work was posted on a Monday morning with a deadline of Sunday to allow families to manage their own schedules across the week. This was particularly helpful for families where a device was shared amongst siblings and / or parents.

A VHS Digital Strategy was developed by staff and reviewed by a staff focus group. This strategy will be launched as part of the VHS Learning and Teaching Standard in August.

All staff were trained in Blended Learning approaches and the Pedagogy Team worked with VHS to support this process. Due to the lockdown between January and March, blended learning was never used as a whole school approach, however the majority of departments have continued to use Teams to support and enhance learning.

Impact

Feedback from parents/carers during the second lockdown was much more positive than during the first lockdown period. Parents highlighted that the frequency and consistency of work issued had improved with the quality of feedback having improved in most areas. Engagement across the school was higher in the second lockdown period with an average of between 65% and 80% of pupils engaged weekly. Pupils and parents/carers reported that the quality of feedback was much improved from the first lockdown period and the Class Meets and Ask the Teacher channel were valued by young people and families. Staff were also surveyed at the end of the lockdown period and almost all staff reported they felt more confident delivering learning online and their skillset in the use of digital platforms had increased.

Progress

All staff have engaged fully in the SQA Alternative Certification Model quality assurance processes and the involvement in school, authority wide and national moderation has provided an excellent professional learning experience. The learning from this experience will inform future practice.

Impact

We are confident that all final provisional results from Viewforth High School will be in line with the national standard. Pupils studying SQA subjects in future years will benefit from all staff being upskilled in national standards. Strong formal and informal networks have been established across the local authority and staff feel more confident having this wider team as a collegiate network and will benefit through the sharing of resources, ideas and plans.

Next Steps:

- The Viewforth Learning and Teaching Standard will be launched with all staff and this will form the focus of lesson visits. Pupil voice will be central in improving the quality and consistency of learning and teaching practices across the school.
- Continue to work with Fife Council as part of the Digital Cultures Leadership Programme to promote ICT as a mechanism to enhance and transform pupil learning experiences.
- We will continue to develop moderation practices that ensure rigour, consistency and a shared understanding of standards and expectations across curriculum areas.
- All staff will be provided with focused and timely information to support them to better meet the needs of S1 and S2 learners in the classroom, including barriers to learning strategies to support learning. Staff will also be upskilled in how to interpret CAT and NGRT data to further support appropriate differentiation, pace and challenge.

Improvement Priority 2: Ensuring Wellbeing, Equality and Inclusion

NIF Priority

Improvement in all children and young people's health and wellbeing.

NIF Driver

School Leadership / Teacher Professionalism / Parental Engagement / Assessment of Children's Progress / School Improvement

HGIOS 4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.1 Safeguarding and child protection
- 2.4 Personalised support
- 2.5 Family learning
- 2.7 Partnerships
- 3.1 Improving wellbeing, equality and inclusion

Progress

A Positive Relationships Short Life Working Group was formed of staff volunteers, led by Jack Wilson DHT. The group met regularly between August and December to research and create the Viewforth High School Positive Relationships Policy, a revision of the previous behaviour policy.

Impact

Due to the challenges of Covid between October and Christmas and the subsequent lockdown period, a decision was taken to put the launch of this policy on hold until August 2021.

Progress

The newly appointed Principal Teachers of Guidance introduced a wellbeing survey for all pupils centred on the 8 wellbeing indicators. The survey was conducted once per term, allowing the PTGs to monitor wellbeing and target support accordingly. The outcome of the surveys also influenced the content of the PSE curriculum. During the lockdown period, the survey results were used as a mechanism to provide enhanced support to young people struggling with mental health, anxiety and learning at home. The survey has allowed us to identify pupils who are experiencing challenges that we may not otherwise have known about.

Impact

The introduction of the PTGs has provided a single point of contact for families and feedback from partner agencies tells us that joint working is having a positive impact.

Pupils and families who were experiencing significant challenge during the lockdown period received targeted support from key members of staff and partner agencies. The pupils invited to attend the 'hub' in school were accurately identified using the feedback from the surveys as well as the knowledge we already had of families.

Progress

The newly appointed family support worker, worked closely with the support faculty to identify young people who were non-attenders at school and families who were disengaged and requiring additional support.

Impact

The family support worker supported families to complete benefit applications, make referrals to the Kirkcaldy Foodbank and also provided social and emotional support during lockdown. Working with Social Work and the Multi Systemic Team we have been able to secure appropriate supports for families.

Next Steps:

- The Viewforth Positive Relationships Policy will be launched with all staff. Pupil voice will be central in ensuring that all pupils feel included, engaged and involved.
- All teachers will be upskilled in the use of how to interpret and use data to support learning. They will also be equipped with focused and timely information to support them to better meet the needs of S1 and S2 learners in the classroom.
- A programme of CLPL focusing on differentiation will support staff to meet the range of learning needs within the classroom and individual pupil conferences for staff will further support this.

Improvement Priority 3: Raising Attainment and Achievement

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.
Closing the attainment gap, between the most and least disadvantaged young people.

NIF Driver

School Leadership / Teacher Professionalism /
Assessment of Children's Progress / School
Improvement / Performance Information

HGIOS 4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Progress

In consultation with staff at all levels the VHS Raising Attainment Strategy was created. This strategy details the roles and responsibilities across the school in raising attainment and the expectations attached.

Impact

Due to the lockdown period this strategy was not fully implemented. Many of the actions within the strategy will be the focus in raising attainment and achievement next session, including how we track and monitor pupils and the necessary supports and interventions arising from this process.

Progress

A Curriculum Short Life Working Group was formed of staff volunteers, led by June Greig DHT. The group met regularly between August and December and led a review of the curriculum framework and rationale. The review involved all staff, parents and pupils and Labour Market Intelligence was considered as part of the review. The areas of focus included equity of time across subject areas, breadth within the BGE and number of courses studied in S4. It was agreed that the focus this session should be on the BGE with the Senior Phase review and development taking place next session. Parental feedback included requests for increased focus on literacy and numeracy within the BGE, increased support for pupils who are struggling to access the curriculum and the breadth of subjects pupils will study. Duke of Edinburgh was also highlighted as a positive and this and similar subjects are now within the elective offer.

Impact

There is now equity of time across the curriculum, including between English and Maths (both receiving 4 periods each with an additional period of literacy and numeracy). Choice and personalisation has been introduced in S3 with short courses designed to develop skills. In S3 all pupils will now study 8 curricular areas, with an opportunity to specialise in specific curricular areas. The Senior Phase curriculum was reviewed and in session 2021-22 all subjects will have equity of time.

Next Steps:

- Analyse SQA attainment data and evaluate progress within the key measures.
- Revisit and clarify our presentation policy to ensure all learners are recognised for their achievements.
- Develop a culture of aspiration and ambition to ensure all pupils achieve 5 SQA qualifications and transition into positive, sustained destinations.
- Following the CLPL sessions with Education Scotland, attended by members of the Senior Leadership Team, revisit and finalise the curriculum rationale.
- Revise the tracking and monitoring system to allow staff to use the data effectively to enhance learning and focus on interventions to support success.

- Continue the review of the curriculum focusing on the Senior Phase and the changes already made within the BGE.
- As a consequence of the pandemic, revisit S1 courses to ensure they are at an appropriate level for S1 pupils transitioning from Primary School, potentially with gaps in their learning.

Outcomes for Young People

Attainment Overview

Positive and Sustained Destinations - % of young people in a positive destination

	2019-20	2018-19	2017-18
Viewforth High School	83.10%	89.33%	87.01%
Virtual Comparator	88.17%	93.60%	93.90%

Effective systems are now in place in order to support young people into positive (and sustained) destinations. These systems include clearly stated roles and responsibilities of key members of staff, tracking pupils who may be at risk from the BGE into the Senior Phase and a timeline of activity involving both school staff and partner agencies. Our new Skills Development Scotland worker is now based in the Pupil Support corridor and is in school four days every week allowing pupils to drop in and self-refer, as well as have targeted appointments.

Evidence of significant wider achievements

DYW presentation

- 30 S4-S6 pupils successfully completed and passed the Level 6 SCQF Emergency First Aid in the Workplace Award, developing skills for life that will enhance their CV as they transition beyond school.
- 18 pupils from S2 – S5 participated in the First Chances programme in partnership with St Andrew's University. This programme is designed to raise the aspirations and attainment of young people who may face barriers to accessing Higher Education and other such opportunities.
- 65 pupils participated in the Duke of Edinburgh Bronze Award, developing skills for learning, life and work. This year they have not had the opportunity to participate in expeditions, however this aspect will continue next session.
- 6 pupils participated in the Career Ready programme, 4 on the first year of the programme and 2 on the second. This programme is in partnership with Career Ready UK and is designed to provide secondary school pupils with a unique opportunity to build and/or enhance their skills, attitudes and work ethic.
- S6 House and School Captains organised end of term dress down events, raising money for Rosslyn School's garden, an LGBT charity and Women's Aid as well as donating more than 1000 food items to the Kirkcaldy Foodbank.
- During the second period of lockdown, VHS created 3 virtual assemblies each with a different theme. These assemblies were an opportunity to showcase the work of pupils and share good news stories and information across the school community.
- The artwork of 8 pupils was selected to feature on the VHS School Christmas card. Their work was celebrated across the school and with their very proud families.
- One of our senior pupils passed his ABRSM Grade 5 violin exam with a merit, scoring 121 out of 150.

- During lockdown an S1 pupil participated in a Children's Voice Competition, promoted by the Principal Teachers of Guidance. Her entry 'Litter Crisis' was recognised as an outstanding entry as she had demonstrated stimulating creativity and a fantastic problem-solving mind. The entry was featured as part of the Children's Voice Exhibition.
- An S4 student had her artwork recognised in the School Art Award 2021. The artwork was entered as part of the intermediate category of the main awards section and a representative from the Royal Scottish Academy described her work as having a 'lively rhythm which demonstrated lots of focus and concentration'.
- During lockdown our school librarian promoted the Fife School Libraries Winter Writing Competition. One of our S3 pupils won the BGE category and was presented with her certificate and £50 Waterstone's voucher on our return to school.
- As part of the Home Economics curriculum, 40 S3 and S4 pupils completed The Royal Environmental Health Institute of Scotland, Elementary Food Hygiene Course.
- 49 senior pupils successfully completed their Sports Leadership SCQF Level 5 qualification and 10 pupils successfully completed their Dance Leadership SCQF level 4 qualification. To gain these qualifications the pupils not only completed a rigorous course of study but also delivered practical sessions to VHS and Primary pupils.
- One of our S4 Sport's Ambassador's was selected as the Central Fife Young Ambassador of the month for December. This award recognises young people for the great work they are doing in their high school and cluster primary schools. This young person attended 'Our Girls Can' training and used these skills to deliver 'Our Girls Can' sessions in VHS.
- An S3 pupil was selected to be part of the Fife Sports Stars programme this session. This programme is for pupils who participate in sport to a high level. This young golfer has attended a number of workshops this session to develop her skills both on and off the golf course and she will use these skills to inspire primary school pupils across the cluster.
- Four S2 pupils represented VHS in a DYW STEM project and achieved the Industrial Cadet Bronze Award. The pupils worked with a mentor from Network Rail to research and design technology that would help us to reduce our carbon footprint and look after our environment for years to come.
- 13 pupils achieved their SCQF Level 3 Dynamic Youth Award, working in partnership with the YMCA Mentors
- All S5 pupils participated in the YPI programme, with the winning charity Young Carers Fife being awarded £3,000.

What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)

At the beginning of this session all pupils were provided with training in how to use Teams including where to access resources and assignments for their classes. Alistair Stewart, DHT, worked with PTCs and the wider school staff to establish the VHS Standard for home learning during lockdown. This was designed to ensure that learning was accessible for all with online and paper copies available, tasks and guidance clearly stated and students with additional support needs supported to engage. We agreed that learning should be enjoyable to promote engagement and high quality feedback should be a key feature to support progression in learning.

One of the most significant challenges of the second period of lockdown (January – March 2021) was inconsistency in the level of engagement with learning. All staff were tracking and recording engagement on a weekly basis and the SLT and PTCs were using this data to identify and share good practice. Across the period of lockdown, the majority of pupils were engaging in learning at home. Paper learning packs were provided to those pupils who were struggling to engage online or preferred to work on paper. Stationery resources were placed in the community for families to access to support learning. Specialist resources were provided to support learning including musical instruments, art packs and scientific calculators.

As a staff team, we took a lot of learning from the first period of lockdown and were much better prepared and equipped to support learning using digital platforms. Good practice materials and training sessions were produced for staff, pupils and parents/carers to support them in maximising the use of Teams. Listening to feedback from

pupils and parents/carers, we agreed to post all work and assignments on a Monday morning for completion and submission the following Sunday. This allowed families to manage the workload across the course of the week and where devices were shared, it allowed pupils time to complete the work without worry of falling behind.

We focused on providing high quality, frequent feedback to learners. This took a variety of forms including, feedback via Forms, notes on pupil work, engagement via the Ask the Teacher Channel, class meets, live lessons and voice recorded feedback which was then emailed to individual pupils.

We issued in excess of 130 IT devices to those young people most in need along with dongles to allow young people to connect to the internet. We have just received an additional 81 devices and these will be issued to pupils following the summer holiday. A few teaching staff experienced challenges in accessing quality IT equipment at home due to shared devices. This was rectified by issuing staff with reconfigured school devices.

For pupils with additional support needs, a presentation of how to use Immersive Reader was created. This resource was well received by pupils and parents/carers. The VHS 'hub' ran during the period of lockdown for vulnerable pupils and the children of key workers, with approximately 80 pupils accessing this support.

The Pupil Support Faculty surveyed pupils using the wellbeing indicators and followed up any areas of concern with individual pupils and their families, where appropriate. Our Family Support Worker and our Pupil Support Officers kept in touch with families during the lockdown period and with the support of donations from Asda in Kirkcaldy, provided food parcels to those most in need. The YMCA In-Sync mentors continued to engage with their caseloads during lockdown, regularly visiting family homes, delivering learning packs and providing food packages to those most in need.

All staff juggled the demands of meeting the needs of Viewforth High School learners with home schooling their own children, caring for family members and coping with the general demands of adapting to a second lockdown situation.

Almost all departments have considered how they will continue to use Teams as a mechanism to support and enhance learning across all year groups and as we progress with our digital learning strategy next session, it is our intention that all departments will be involved in this.

Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)

Number of devices provided to support learning at home	179 from Scottish Government funding 10 from Asda Kirkcaldy 10 from Parent Council 26 reconfigured school laptops
Additionality in staffing	2.0 FTE

The 2.0 FTE additionality has been used to cover staff absence across the school. We had planned to use this to target gaps in learning, with a particular focus on literacy and numeracy however this was not possible. The additional staff are subject specialists in the areas of computing and art and design. During the lockdown period, these staff supported subject specialists to provide quality learning and teaching experiences and since returning to school, they have been involved in SQA ACM moderation.

The IT devices received from Scottish Government were issued to pupils most in need of an appropriate device at home. Senior phase pupils were given priority and we worked with our associate primary schools to prioritise households that had no device in the family home, therefore ensuring a greater coverage of appropriate IT across the cluster. The engagement levels in the second period of lockdown were higher than in the first with the majority of young people from S1-S6 engaging in learning at home and almost all of this learning was taking place online.

Young people reported feeling more confident in the use of Teams and the feedback from parents was also positive and families were very grateful of the IT devices. For our Senior Phase pupils, completing course work for

SQA qualifications during lockdown, the device allowed them to continue to engage with learning and in turn achieve success.

Attainment Scotland Fund Evaluation (PEF/SAC)

Progress:

Overview

Covid-19 had a significant impact on our ability to deliver our PEF and SAC plans. This was either due to staffing restrictions, the lockdown period or being able to work with partner agencies due to health and safety restrictions. This has caused us to think carefully about how we approach our plan for next session to ensure we are not reliant on partners from out with VHS to deliver/support interventions, but to build on the capacity of our own staff team.

The money we saved as a consequence of having to adjust or remove interventions was allocated instead to buying IT devices for pupils who do not have these at home. These pupils were identified both pre and during the second lockdown and an order of laptops has been placed, however the delivery has not yet been received due to a national shortage. We also supported the cost of the school day by purchasing additional school uniform to support families, scientific calculators for senior pupils and stationery resources. During lockdown we paid for and provided food parcels to support families living in poverty, this resource was a top up to the service offered by the local Food Bank.

Progress

This session we introduced Cognitive Ability Tests for all S1 pupils and we have begun to train staff in how to interpret and use this data to support and enhance learning with a view to raising attainment and achievement.

Impact

These CAT tests paired with the NGRT reading test (conducted with S1 & S2 pupils) provided us with a baseline and enabled us to identify clearly the young people that would benefit from enhanced literacy support. Approximately 30 pupils across S1, S2 and S3 were selected for targeted input using the Lexia programme. Almost all of the pupils report that they feel more confident in their reading across the curriculum due to their involvement in this programme. The data tells us that 66% of pupils improved their reading age, with 14% improving their reading age by more than 1 year. Whilst the project has had some success, it has not been as successful as hoped, due mainly to Covid restrictions and lockdown.

Progress

We appointed 4 temporary Development Post Holders with specific remits designed to improve outcomes for our young people:

1. Positive Destinations – to provide targeted support to young people at risk of not transitioning into a positive, sustained destination when they leave school.
2. Progress and Achievement – to provide targeted support to an identified group of young people in the BGE who are at risk of not achieving their potential as a result of low aspiration and ambition and poorer than expected school attendance.
3. Attainment and Achievement – to provide targeted support to young people at risk of leaving school without a range of qualifications including literacy and numeracy.
4. Intervention and Impact – to monitor and track each of the PEF and SAC interventions, including establishing baseline measures and mapping the progress throughout the course of the academic session.

Impact

1. The focus in the limited time we've had since lockdown has been on our S6 cohort. On return to school post lockdown, 24% of the cohort were identified as having no confirmed positive destination. Through working intensely with this group of young people the development post holder reduced the percentage without a positive destination to 8% (May 21). Progress with S4 and S5 was more limited during the early stages of term 4 due to lockdown and course choice meetings taking place later than usual but this work is ongoing with the support of our Skills Development Scotland partners and the Pupil Support Faculty.
2. On average pupils attendance increased. The targeted pupils commented that the regular contact with home throughout lockdown and once school had returned and the meetings within school had helped encourage them to come into school. 69% of pupils increased or maintained their attendance and 39% of pupils met the attendance target of 95%. The Leuven Engagement Scale was used to monitor engagement. 47% of pupils went up 1 Leuven point in literacy and 36% of pupils went up 1 Leuven point in numeracy. Due to the time-span of the intervention, engagement scores were unlikely to increase by more than one point, and this proved to be the case.

3. 13 pupils who were likely to achieve no qualifications by point of exit were targeted to attend school either at the end of the day or via the pupil support classroom at identified points in the week. The development post holder, supported by the family support worker and guidance team worked closely with families to encourage attendance at school to allow pupils to secure core qualifications. 85% of the targeted group attended most of the sessions with one pupil attending 65% of the sessions compared with only 1% attendance in their normal timetable. 23% of the group attained 5 National 3 qualifications, 23% attained 2 National 4 qualifications in addition to National 3 passes. In addition to these achievements, in the final term an additional 10 pupils were supported to attain course awards and unit passes. In total, these pupils managed to achieve 2 National 3 courses, 6 National 4 courses and 11 unit passes (including literacy and numeracy).
4. The development post holder worked closely with all staff leading interventions. This has led to a much greater understanding of how to use data to evidence improvement.

Progress

Three newly appointed temporary Pupil Support Officers have been engaging with pupils throughout the course of the year to provide social and emotional support to pupils and their families. The PSOs have undergone training in bereavement and loss training with the Seasons for Growth Programme. This now allows us to support pupils experiencing bereavement and loss without lengthy waiting lists. The PSOs have also received training from CAMHS on the impact of positive sleep patterns and managing stress. This training has been used to inform the development of anxiety inputs and soft-start programmes.

Impact

Working with our young people who require enhanced support, the PSOs have had a significant impact on reducing instances of school exclusion, promoting school attendance and de-escalating challenging situations. Working as part of the House Team, they have established positive working relationships with staff, pupils and parents.

School/Setting Name Viewforth High School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	Satisfactory	Satisfactory	Satisfactory	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Satisfactory	Satisfactory	N/A
3.2 Raising attainment and achievement	Satisfactory	Satisfactory	Satisfactory	N/A

