

Viewforth High School School Improvement Plan 2022 - 2023



<p>Setting/School Roll</p>	<p>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 2021, the school roll was 737 and this is projected to increase in the coming years. We have 11 learners within our Department of Additional Support, ranging from stages S1 – S3. The school shares the Windmill Community Campus with Rosslyn School, a public library, community use and the local community council office.</p> <p>Our associated primary schools are Dysart Primary, Kirkcaldy North Primary, Pathhead Primary and Sinclairtown Primary.</p> <p>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 <i>Aspire Together, Achieve Together</i> and we endeavour to be the very best that we can be, in all that we do.</p> <p>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.</p> <p>In session 2021-2022 we continued to focus on recovery and reconnection given the ongoing challenges of the Covid 19 pandemic.</p> <p>Our key improvement priorities were centred around the Quality Indicators from HGIOS 4:</p> <ul style="list-style-type: none"> • 3.1 Ensuring Wellbeing, Equality and Inclusion • 3.2 Raising Attainment and Achievement • 3.3 Increasing Creativity and Employability <p>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 2021-2022.</p>
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National Improvement Framework Priority: 3.1 Ensuring wellbeing, equality and inclusion				
Focused Priority: Improvement in all children and young people's health and wellbeing				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.6, 2.7,3.1,3.2				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All staff know and respond very well to the individual needs of S1, S2 and S3 young people and promote and support their wellbeing and attainment.</p> <p>The culture and ethos of the school is inclusive, all pupils are engaged in learning and all pupils feel safe and nurtured in school.</p>	<p>CLPL sessions for all staff focused on differentiation, pace, challenge and meeting learning needs.</p> <p>Further develop and streamline processes for sharing information with staff which will inform how we meet individual learners' needs thus supporting their wellbeing and attainment.</p> <p>Embed the Positive Relationships Policy with staff, pupils, parents and partners.</p> <p>Revisit the wellbeing indicators and the United Nations Convention on the Rights of the Child and introduce The Promise to all staff.</p> <p>Further develop the school culture and ethos by implementing systems and processes that recognise and celebrate diversity.</p>	<ul style="list-style-type: none"> • J Wilson • L Hill • A Stewart • All staff <ul style="list-style-type: none"> • J Wilson • House Teams • All staff 	<ul style="list-style-type: none"> • Lesson visits • Pupil feedback • Parent/carer feedback • Attainment data <ul style="list-style-type: none"> • Lesson visits • Seemis referrals, merits & demerits • Pupil feedback • Parent/carer feedback 	<p>All S1,S2 and S3 pupil information in place by October 2021.</p> <p>CLPL sessions ongoing throughout session (in-service days and in-house CLPL programme)</p> <p>October 2022</p> <p>April 2023</p>

<p>Young people and their families understand the importance of attending school and there is a decrease in the number of young people with less than 90% attendance.</p>	<p>Embed rigorous systems to monitor, track and improve pupil attendance, involving pupils, parents & partners</p>	<ul style="list-style-type: none"> • J Wilson • House Teams • Family support worker • All staff 	<ul style="list-style-type: none"> • Seemis attendance data • Power BI 	<p>Systems in place October 2022 Monitor impact ongoing</p>
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Ongoing Evaluation

The whole school quality assurance calendar will allow us to monitor the progress of this improvement priority.

PTCs will meet on a monthly basis with their DHT link to review progress within their FIPs which are linked to SIP priorities.

DHTs will meet on a termly basis with the HT to review progress with their action plans which are linked to the SIP priorities.

National Improvement Framework Priority: 3.2 Raising Attainment and Achievement				
Focused Priority 2: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap, between the most and least disadvantaged young people.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1, 1.3, 2.2, 2.3, 2.4, 3.2				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>All staff are confident in the use of the target setting and tracking, monitoring and reporting system to record pupil progress and attainment, leading to improved attainment and achievement.</p> <p>Senior pupils have access to a curriculum that is broad and offers better support and greater challenge, helping them to achieve success.</p> <p>S1 pupils experience high levels of success across the curriculum as courses are designed to meet their needs.</p>	<p>Further develop raising attainment strategies in order to maximise pupil performance.</p> <p>Embed tracking and monitoring systems in the BGE and SP, enabling data to be used to target interventions and improve attainment and achievement.</p> <p>Revisit the design of the Senior Phase curriculum to ensure it provides appropriate opportunities for all learners to achieve success, maximise their potential and progress into sustained, positive destinations.</p> <p>Review all S1 courses to ensure that programmes and assessments are aligned with benchmarks and progression frameworks, providing a curriculum that is broad and offers appropriate support and challenge for all learners.</p>	<ul style="list-style-type: none"> • J Greig • A Stewart • SLT • PTCs & PTGs • All staff <ul style="list-style-type: none"> • J Greig • PTCs • All Staff <ul style="list-style-type: none"> • J Greig • PTCs • All Staff 	<ul style="list-style-type: none"> • Performance data • Pupil focus groups • Parent feedback • PTC and staff feedback <ul style="list-style-type: none"> • Pupil feedback • Parent feedback • Course plans <ul style="list-style-type: none"> • Course plans • Pupil feedback • Progression/attainment data 	<p>Monitor impact and effectiveness ongoing until April 2023.</p> <p>Phase 2 courses included within the Senior Phase course choice timeline January 2023.</p> <p>April 2023</p>

<p>All young people are benefitting from improved learning experiences across the school through a wide variety of learning and teaching strategies being employed to enhance learning, including digital technology.</p>	<p>Re-launch and implement the VHS Learning and Teaching Standard to support consistently high quality learning experiences, providing training where necessary.</p>	<ul style="list-style-type: none"> • A Stewart • SLT • PTCs • All staff 	<ul style="list-style-type: none"> • Lesson visit feedback • Pupil focus groups 	<p>Re-launch in August. Implementation, training and monitoring ongoing until April 2023.</p>
<p>All Primary 7 pupils in VHS Cluster schools experience a progressive curriculum in Literacy and Numeracy which enables learners to complete a smooth curricular transition leading to improved attainment and confidence in learning.</p>	<p>Create planned opportunities for staff to come together to develop a shared understanding of progress across levels. Research and trial differentiated approaches to learning and teaching used by Primary colleagues.</p>	<ul style="list-style-type: none"> • H Low • L MacMorris • English department • Maths department 	<ul style="list-style-type: none"> • Performance data • Pupil focus groups • PTC and staff feedback 	<p>April 2023</p>
<p>S1 and S2 pupils benefit from a range of well planned, coherent and purposeful approaches to assessment.</p>	<p>Develop and implement moderation practices that ensure rigour, consistency and a shared understanding of standards and expectations in assessment across all curriculum areas with particular focus on literacy and numeracy.</p>	<ul style="list-style-type: none"> • H Low • L MacMorris • M Devlin • English department • Maths department 	<ul style="list-style-type: none"> • Moderation evidence • Assessment evidence 	<p>April 2023</p>

Ongoing Evaluation

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National Improvement Framework Priority: 3.3 Increasing Creativity and Employability				
Focused Priority 3: Improvement in employability skills and sustained, positive school leaver destinations for all young people.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>A minimum of 91% of all young people leaving school will progress into a sustained, positive destination when they leave school.</p> <p>All young people experience rich work-based learning which enables them to make informed career choices.</p>	<p>Review and further develop the processes currently in place to support young people to transition into sustained, positive destinations.</p> <p>All pupils moving into their next year of study will be coursed for success, enabling them to maximise their potential. All pupils will be supported to make informed decisions about courses and pathways.</p>	<ul style="list-style-type: none"> • J Wilson • PTGs • J Wilson • J Greig • PTGs • C Beesley • J Stewart 	<ul style="list-style-type: none"> • SLDR • Pupil feedback • SDS feedback • Attainment data • Pupil feedback • Parent feedback 	<p>December 2022 for Christmas leavers June 2023 for Summer leavers</p> <p>May 2023</p>
	<p>Audit existing business engagement using the CES entitlements and expectations.</p> <p>Further develop the range of opportunities for pupils to experience work based learning in partnership with businesses, colleges and training providers.</p>	<ul style="list-style-type: none"> • C Beesley • J Stewart • J Greig • All staff 	<ul style="list-style-type: none"> • Pupil feedback • Partner feedback • Department feedback • SLDR 	<p>May 2023</p>
	<p>Develop a progressive school-wide skills framework including creativity, enterprise and digital skills.</p>	<ul style="list-style-type: none"> • C Beesley • J Stewart • A Stewart 	<ul style="list-style-type: none"> • Feedback from business and DYW partners 	<p>June 2023</p>

