



# 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 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.

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 2021-2022 we continued to focus on recovery and reconnection given the ongoing challenges of the Covid 19 pandemic.

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

- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement
- 3.3 Increasing Creativity and Employability

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.

<b>FME</b>	32.5%			
<b>Attendance (%)</b>	<b>Authorised</b>	6.42%	<b>Unauthorised</b>	10.62%
<b>Exclusion (%)</b>	5.16 per 1000 pupils			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	PEF £192,356 (+ £76,650 carry forward) (+ £28,854 additional 15%) SAC £143,088			

**Improvement for Recovery Priority Work  
Session 2021 - 2022**

**Improvement Priority 1: Improving 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

2.3 Learning, teaching and assessment

2.4 Personalised support

2.6 Transitions

2.7 Partnerships

3.1 Improving wellbeing, equality and inclusion

3.2 Raising attainment and achievement

**Progress:**

The Learning and Teaching Standard, launched in August 2021, placed challenge and meeting learners needs as two of the key features. All teaching staff have had improved access to pupil protected characteristics and potential barriers to learning through the data shared within the tracking and reporting system. Teaching staff have access to standardised testing data covering literacy, numeracy, and in S1 & S2 spatial & non-verbal reasoning. This allows for planning to meet learner needs and to ensure planning for differentiation, in particular in relation to literacy and accessing the curriculum. Through direct observation, pupil and staff views, a minority of lessons show teaching staff are using data to plan for differentiation to meeting learners needs. Direct observations show that the majority of lessons are providing pace and challenge. However, this has not yet been further evidenced through the gathering of pupil views. Professional learning sessions and resources have been provided to support meeting learners needs, including a focus on using digital resources. However, there is limited evidence of these supports being implemented in practice. There is evidence that in the majority of lessons visited, positive relationships between staff and pupils were evident.

How we share pupil information including the barriers to learning and the strategies to support them overcome their barriers was revised and this information is now more accessible to staff using digital passports. The Pupil Need Matrix was introduced to all staff as part of the August in-service programme. This Matrix details all young people who have an additional support need and the nature of this, enabling staff to have an in-depth knowledge of the learning profile of each of their classes. Throughout the session, professional learning sessions (pupil conferences) took place for targeted pupils, led by members of the support for learning department and House teams.

In session 2020-21 a School Improvement Group consisting of promoted and unpromoted staff created our Positive Relationships Policy, however as a consequence of the many challenges of Covid-19 we were unable to launch the policy that year. The Positive Relationships Policy was launched with staff, pupils and parents in August 2021. A short life working group has met throughout the session to consider the impact of the policy and sought to identify and address next steps. This work will be ongoing as we continue to embed the policy.

Our pupil attendance policy was revised to ensure processes for recording and following up pupil absence was more robust. To support us to improve pupil attendance, an attendance coordinator post was established and new family support worker appointed.

**Impact:**

There is limited evidence of impact from the increased access to learner data in ensuring challenge and meeting learners needs or the Learning and Teaching Standard. While there has been evidence of pace and challenge in lessons, further evidence of differentiation is required. In addition to this, one third of lessons visited were not recognised as having pace and challenge as a key feature.

The majority of staff report that the revised way of sharing pupil information has been more helpful to them in finding existing or new information, allowing them to better meet the needs of the learners within their classes. It has streamlined communication for Pupil Support Staff who can file materials into a central location. As part of our self-evaluation processes, the Pupil Support faculty participated in a Validated Self-Evaluation (VSE). The (VSE)

team observed lessons where pupil needs were being met effectively, however, pupils in the focus group reported that this was not happening in all areas across the school.

Staff who attended the pupil conferences reported these were well received and effective in helping them to meet the learner's needs in their lessons.

As part of the Positive Relationship Policy, the use of Seemis merits and demerits has improved the tracking of pupil behaviour and supported interventions by the House Teams. A few departments have seen success in their implementation of the policy and its ethos, however, consistency in its application needs to be addressed across all departments. There remains a minority of young people who present with challenging behaviour. Observations show that the use of appropriate language needs to be addressed and staff have noted a change in the language used by young people following the challenges of Covid-19. The positive aspect of the policy needs to be reviewed to ensure recognition is tangible for young people.

A new Family Support Worker (FSW) has been appointed as part of the Pupil Equity fund. They have worked with 57 families in Term 2, 71 in Term 3 and 45 young people in Term 4, as part of their allocated caseload. For some families their support is ongoing, however, some students have seen sustained improved attendance. The FSW has successfully engaged with families who had not been previously engaged with the usual school channels.

Rigorous monitoring of period-by-period attendance is now in place and groupcalls messages are sent to parents / carers when a pupil is missing from class. This has led to increased engagement with families and supported discussion with parents / carers around attendance throughout the school day.

### Next Steps:

- PTCs will engage in focussed work on differentiation and pace and challenge. This will include how to lead their faculties to use data to identify learners needs and support faculty teams in planning for differentiation, accessing tools and accessing impact of interventions.
- All teachers will be upskilled in the use of how to interpret and use data available to support learning, plan for differentiation to ensure they are meeting individual learners' needs.
- A programme of CLPL focusing on differentiation, digital tools and using data will support staff to meet the range of learning needs within the classroom and individual pupil conferences for staff will further support this.
- Further streamline processes for communicating pupil information with all staff to ensure that the needs of all learners are met across the curriculum.
- All staff will be supported to understand fully the school context and the impact of the Covid-19 pandemic on our young people and nurturing approaches and the Promise will be a focus of staff training using the VHS vision and values as the foundation for this.
- The Positive Relationship Policy will be revisited to ensure consistency across the school and staff will be upskilled in managing challenging behaviour.
- We will continue to focus on reducing the number of young people with less than 90% attendance.

### Improvement Priority 2: Raising attainment and achievement

#### NIF Priority

Improvement in attainment, particularly in literacy and numeracy.  
Closing the attainment gap between the most and least disadvantaged children and 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
- 2.4 Personalised support
- 3.2 Raising attainment and achievement

### Progress:

An Excel based BGE tracking and reporting system was implemented by September 2021 and ran for the duration of the academic year. The system was amended during the course of the year in response to feedback from staff. 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. The system provided data used for parental reports as well as attainment analysis at SLT level. The implementation process was monitored

throughout, and early indications show evidence that less than half of staff, including PTCs, are actively engaging with the data to target interventions and improve attainment and achievement within the BGE. Professional learning sessions have been provided to support staff in using data and initial work has begun in providing resources to support staff in using data to improve attainment and achievement, with a focus on literacy and numeracy.

Microsoft Excel was also chosen as the method for Senior Phase tracking and monitoring and of delivering information to staff but also to allow staff to input data on a regular basis. Standard protected data such as SIMD, FSE and Care Experience status were included to allow staff to filter the information to target groups of pupils that require regular focus to ensure equity and to allow staff to better inform their learning and teaching approaches with these target pupils. As this process develops, next session will include additional data such as CAT and SNSA bands.

The spreadsheets were implemented for the first round of tracking and monitoring in September 2021. During Faculty Reviews, most staff commented favourably on the system as a way of both entering information but also to allow them to look across subjects to compare data and reflect on learning and teaching strategies. PTCs used the filter system to monitor class/teacher predictions to target pupils for further intervention. Inservice was provided for staff on a number of occasions with a focus on how to use tracking data rather than just to enter it.

The spreadsheets were also successfully used for 4 rounds of reporting to parents in the senior phase, which is an increase on communication previously. At each stage of this process, parental comments were considered to ensure more meaningful reporting within the next communication with home.

Following the initial launch of the curriculum working group in session 2020-21 and the work undertaken to review the curriculum, the group reformed and met with one main target: departments/subject specialists were to research, discuss and present subject pathways with a view to broadening the senior phase offers. All faculties submitted pathways which showed their curriculum development plans for the next 3 years.

Science, Business Education, Social Subjects and Technical departments/subject areas have begun to audit and develop their BGE offer to better align their courses to allow for success at all levels. Despite periods of staff absence, the Maths department have worked in partnership with our Cluster Primary Schools to upskill staff to support transition and differentiation in learning, using manipulatives to support and enhance learning. The BGE Maths course has been revised and mapped against the Benchmarks and this practice will be shared with the English department next session.

The Viewforth Learning and Teaching Standard was launched in August 2021 and posters visualising the Standard were placed in all classrooms. A programme of professional learning ran from August 2021 – March 2022 supporting learning and teaching, with engagement from few teaching staff and with positive feedback from attendees. A robust programme for classroom observations ran from August 2021 to April 2022, with every member of teaching staff being observed by their PTC and a member of SLT. Few staff were engaged with peer-to-peer observations. During the year, observation records were gathered, and the process was monitored throughout. A review of the L&T Standard and the observation process was held in April and a working group was established in May/June. The review and working group have established that there is limited understanding of the L&T Standard, as evidenced through direct observation and teaching staff & PTCs' views. While the observation process was robust, there is a lack of consistency in the process and the quality of feedback leading to limited improvements in learning and teaching outcomes.

### **Impact:**

The impact of the implementation of Excel based tracking and reporting system in both the BGE and the SP has led to increased efficiency at all levels, provided SLT with accessible data sets allowing for analysis and has created the opportunity for staff at all levels to engage with data to plan targeted interventions and improve attainment and achievement. Within the BGE, there has been limited engagement with the data for improvement and as a result, limited impact in improving attainment and achievement as a direct result of this system. Within the SP, engagement and use of the tracking and monitoring system has increased with most staff reporting that they have used the data to inform their self-evaluation and pedagogy.

The impact of the Viewforth Learning and Teaching Standard has been limited. The observation process has improved outcomes for the majority of teaching staff based on staff feedback, however there is room for improvement and the pupil voice has not yet been captured to inform this assessment.

Within the review of our SP curriculum, Home Economics, Social Subjects, Business Education, Art & Design, Music and Physical Education departments were able to offer new qualifications in year one, others (for a variety of reasons) planned to take on board new developments in year 2 or year 3. These offers were included in the 2022/23 option choice. So far we have had limited uptake and next session the task will be to better inform pupils of these options.

The development of the S1 curriculum has had limited impact. This area of school improvement is a target for next session.

### Next Steps:

- SLT will further develop systems to support the use of data for analysis at year group level, with a particular focus on literacy and numeracy.
- Leaders with a specific focus on literacy and numeracy will be upskilled in using data to target interventions and improve attainment and achievement through direct training and support materials.
- PTCs will be upskilled in the use of data to target interventions and improve attainment and achievement through direct training and support materials.
- All teaching staff will be supported in developing their understanding of using data to target interventions and improve attainment and achievement through faculty structures, support materials and professional learning sessions.
- All departments will implement a consistent tracking and monitoring system that reflects the whole school model and allows an appropriate level of detailed tracking of progression over time as well as allowing data to transition with the young person as they progress through school.
- The Viewforth Learning and Teaching Standard will be revisited and will be followed up with focussed work with PTCs and through faculty working.
- Investment will be made in developing the observation & feedback experience to improve consistency and improve the impact of this process.
- The recording of lesson observations will allow for quantitative measurements allowing for the effective use of data to quality assure practice.
- Pupil voice will be central in improving the quality and consistency of learning and teaching practices across the school.
- Revise the S1 curriculum across all subjects.

### Improvement Priority 3: Increasing creativity and employability

#### NIF Priority

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

#### NIF Driver

School Leadership / Teacher Professionalism / Assessment of Children's Progress / School Improvement / Performance Information / Parent & Carer Involvement and Engagement

#### 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

2.4 Personalised support

2.6 Transitions

2.7 Partnerships

3.1 Improving wellbeing, equality and inclusion

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

### Progress:

During the course choice process, information on Fife College courses and the newly developed SCQF courses in school, was provided to pupils by way of a video link and supported through PSE lessons (Covid restrictions prevented face-to-face sessions). Information was also reinforced by the guidance team to ensure that pupils were coursed for success.

Using the data provided in the tracking and monitoring spreadsheets and the knowledge of the pupils, guidance staff met individually with pupils in their caseload to provide career/pathway advice for subject choices. Parents were given an opportunity to speak (virtually) with the guidance team if they wished. Teaching staff were also tasked with speaking with pupils to ensure they understood the relevance of their subjects and the progression

routes to further and higher education and also the route to employment and training. Parents and pupils were also encouraged to make an appointment with our SDS advisor if pathways and/or courses were uncertain.

Pupils were also given an opportunity to revise their option choices following SQA's publishing of results.

The newly appointed DYW co-ordinator focused on the tasks within this improvement priority. Departments audited their existing business engagement/partnerships and provided feedback to the co-ordinator areas that they would like support in. Faculties nominated a lead person to have responsibility for working with the co-ordinator and take initiatives forward. This group of staff formed the DYW team.

A number of links with local employers and organisations out with Fife were established but unfortunately (due to Covid restrictions) many of the planned experiences could not go ahead. Virtual opportunities were provided for pupils covering a wide range of employment sectors including CR Smith, Photography and Diageo. The feedback from pupils told us they would prefer interactive sessions, and this will be implemented in session 2022-23.

As lockdown has eased, and with the change in DYW staffing, the programme to build partnerships with both college and businesses has gathered pace. A number of employers have engaged face-to-face including Fife College, NHS, Raytheon, RAF (STEM), Napier and Heriot Watt University, and pupils have also been able to attend events in real life settings outside of school.

The DYW co-ordinators have gathered feedback from teaching staff, pupils and partners to allow improved sessions for the future. Pupils have enjoyed their experiences commenting on these giving them insight into possible career pathways beyond school. Our DYW co-ordinators worked closely with partners to ensure the delivery of these sessions is appropriately pitched for the learners to maximise engagement.

Opportunities for All Meetings, involving a range of partner agencies, have been established and take place regularly across the school year. The process for the tracking of leaver data has been enhanced with all pupils, including those with protected characteristics, clearly mapped and targeted. Clear roles and responsibilities of staff have been established to ensure no young person is missed and expectations established around positive destinations and how to engage appropriate support has been enhanced. Positive partnership links have been developed between the Principal Teachers of Guidance and support agencies as a mechanism of supporting all young people into a positive, sustained destination. The DHT Pupil Support now oversees all leavers' forms to ensure that the data within them is accurate, allowing for follow up support from SDS if necessary.

### **Impact:**

Opportunities for All meetings have ensured that most at risk young people have their needs identified earlier and planning is put in place to support them. Links to Opportunities for All support and SDS work coaches have been enhanced. Bespoke supports have been identified for few young people and targeted groups e.g. those with English as an additional language.

The School Leaver Destination Results, published in Insight in February 2022 increased from 83.1% to 89.2%. Although this was an increase of just over 6%, we remain behind our Virtual Comparator and our aim is to increase this figure to closer to 100%.

### **Next Steps:**

- SLDR process to be enhanced and expectations made explicit
  - Calendar of events to be established prior to start of session 2022-23, events and deadlines identified therein to be treated as non-negotiable.
  - Processes to be established to ensure that House Teams are able to support SLDR in a proactive manner.
  - Identification of those at risk from S3 to be in place and planning to begin to take place.
  - Expectations around planning, support and engagement with aspects of process to be made explicit.
  - Integration with DYW team to be developed to ensure effective dovetailing of support and avoidance of duplication.
  - Scrutiny of DAS/PSS and other significant need transition to be explicit.
- Coursing for success to be enhanced with regard to available data and options.
  - Diversification of coursing and access to external support training courses to be continued to provide additional options for all learners.
  - Increased engagement of the PTG team with coursing objectives and available opportunities to continue to be developed.

- Support for House Teams in identification of potential and work with young people to be instituted with reference to available data sets.

## Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
<b>S3</b>	38%	33%	36%	54%

## Outcomes for Young People

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

	2020-21	2019-20	2018-19
Viewforth High School	89.22%	83.10%	89.33%
Virtual Comparator	92.84%	89.86%	93.60%

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

Our NPA Photography students have been working in partnership with Rosslyn School to celebrate the official opening of the Rosslyn School garden. The Photography students were provided with a brief of how the pupils use the garden and the rationale behind the design. They were then tasked to complete a project of work which will be displayed as part of official opening. This project provided our pupils with an insight into the range of needs learners within our Campus community have and allowed them to develop their photography skills in a real life setting.

SCQF Level 6 Sports Leaders (S5 & S6 pupils) visited Kirkcaldy North and Pathhead Primary Schools. This was an opportunity for them to develop their leadership skills with a younger group of participants. The pupils developed a wider set of communication skills because of the way they had to interact with the younger pupils was difference to what they had experienced previously. These Sports Leaders also led a group of Rosslyn School pupils in Scottish Country Dance sessions prior to the Christmas holiday. This increased the Sports Leader's knowledge of disability and how to include these young people in physical activity sessions. It also helped to enhance the links between Viewforth HS and Rosslyn School. It also provided the Sports Leaders with an insight into careers in this sector beyond school.

SCQF Level 4 Sports Leaders (S2 pupils) lead groups of S1 pupils through a basketball circuit to demonstrate their leadership skills. This developed their knowledge of the pupils in the year below them at school and created positive relationships between pupils in the school. The Sports Leaders were positive role models for the S1 pupils and it developed their communication and organisational skills. This also made the S1 pupils aware of the content of the Sports Leader qualification which they will be studying next year.

2021 saw an S5 pupil nominate themselves and be successfully elected as a Member of the Scottish Youth Parliament, tasked with representing and supporting the young people of Kirkcaldy and Fife in the Scottish Youth Parliament. This has helped to make pupils in the school be more politically aware of their rights and the process of elections. This has had a positive impact on this pupil who has grown in confidence.

Two of our senior pupils participated in the Lesson's from Auschwitz programme and they helped deliver their findings to S2 History classes helping to spread the message of the atrocities making the younger generation aware of the horrible events.

Through engaging with partner agencies like Making it Work for Families and the YMCA, several pupils are working towards their Dynamic Youth Awards and Duke of Edinburgh Awards. Their involvement in these programmes have provided them with opportunities to participate in outdoor education activities and residential experiences, developing their self-esteem and confidence as well as a range of skills. Within this groups of pupils, there are a small number who have had the opportunity to sit on interview panels to develop their confidence and awareness of the responsibilities and skills involved when working in the third sector.

Two of our senior Department of Additional Support (DAS) pupils have participated in the ASN Leadership programme with Active Schools and have led two lunchtime sports sessions with the support of our Active Schools Co-ordinator. Our DAS class have enjoyed football coaching sessions delivered by Disability Sport Fife and they have also achieved their RHS School Gardening Awards Level 1 and 2 through their growing project in Home Economics.

### **Impact of Local/National resources to support recovery within your setting (additionality of staffing)**

Additionality in staffing (teaching/support)	0.6 FTE
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The 0.6FTE additional staffing has been used to cover staff absence across the school. We had planned to use this additional staffing to support learning with a particular focus on literacy and numeracy in the BGE however, this was not possible.

### **Scottish Attainment Challenge Funding Progress and impact:**

#### Overview

Covid-19 continued to have a significant impact on our ability to deliver our PEF and SAC plans as intended. This was mainly due to staff absence and staff then being required to cover classes. The money we saved as a consequence of having to adjust or remove interventions was allocated instead to purchasing IT devices to replace the devices issued to pupils during the lockdown periods last session. We also supported the cost of the school day by purchasing a stock of school uniform, toiletries and stationery resources to support families.

#### Progress

Our temporary Development Post Holders have continued their specific remits, each designed to improve outcomes for 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 increase in positive destinations from 83.1% in 2019/20 to 89.22% for 2020/21 reflects the impact of the intervention in 2020/21. This session we built on this progress and focused on actioning support quicker to ensure our young people have secured a positive destination or have the right support to enable this as a next step. The young people identified as “at risk” of a negative destination evolved throughout the year and flexibility was essential to ensure no one was missed.

Summer 2022 Leavers:

- a. Those “at risk” of not achieving a positive destination were identified and a range of support measures put in place that reflect their individual needs.
- b. S6 – 8 young people identified. 4 have college placements, 1 has ongoing health issues, 1 is seeking employment due to restrictions on further study impacted by residency status.
- c. S5 – 13 young people identified. 7 have college placements, 1 training, 3 transition packages are in place, 1 16+ and 1 with the work coach.

S4 – 25 young people identified. 10 have college placements pending, 7 have 16+ referral, 1 work experience, 1 apprenticeship, 1 work coach, 1 employment, 3 are currently staying on at school, 1 ongoing support to determine next steps.

Attendance and Covid remained a barrier for some young people accessing school and communication with home was challenging as was engaging young people with the process. However, parents and young people were informed of relevant opportunities through email, and this did prove to be a successful means of communication for some families. For S4 summer leavers the college placements are conditional on exam results and in some cases successful interview.

2. 77% of the overall 30 target pupils, went up one CFE level within English. Of that group 36% improved by more than 1 CFE level. In Maths 20% went up one CFE level, however 63% of the cohort were graded as a 'Good' for their progress within the subject, which was a 13% increase from the start of the year. 83% of the S1 pupils (6 pupils) were graded 'Good' for their effort, with 100% who were graded Good at the start of the year, remaining good at the end of the year. 80% of the target pupils in S3 (10 pupils) achieved a Level 4 or a Level 5 in numeracy. 30% will be studying National 5 maths next year, while the rest are on course to achieve their National 4 maths at the end of S4. Out of the pupils in S2 (14 pupils) the number of pupils receiving 'Good' for their effort and progress at the latest tracking phase increased in both Maths and English, with 71% going up a CFE level in English. In English, across the overall cohort there was a 10% increase in pupils who were judged to be 'Good' for effort, from the initial tracking phase to the latest tracking phase. In maths there was an increase from 47% to 63% of pupils achieving a Good for effort, from the initial tracking phase, compared to the latest tracking phase.
3. From the targeted group of 16 pupils in S4 who were likely to achieve no qualifications, 13 pupils (81%) gained at least 1 National 3 qualification. Only 3 pupils of the cohort achieved no qualifications although 1 of these pupils did gain a unit pass. Eleven pupils (64%) achieved the goal of securing 5 National 3 qualifications. Five of the group also achieved a further 2 Level 4 qualifications in literacy and numeracy in addition to their National 3 passes. Of the targeted group, 11 pupils (85%) improved their attendance compared to attending their timetabled classes, with the most improved pupil attending 75% of the sessions compared with 23% in timetabled classes. In addition to these achievements, in the third school term an additional 15 pupils were supported to achieve course awards and unit passes. In total, these pupils successfully achieved 12 National 3 courses, 13 National 4 courses and 6 unit passes.
4. The development post holder has continued to work closely with all staff leading interventions. This has supported a much greater understanding of how to use data to evidence improvement.

#### Progress

Our In-Sync Mentor Programme, in partnership with Kirkcaldy YMCA, continues to have a positive impact on our school community. Over the course of the session, our mentors worked with the 61 young people referred to the programme. The young people met with their mentor on a weekly basis either in the school building or in the community.

#### Impact

As a result of direct support from their mentor 73% of young people on the programme have increased their attendance at school. 80% of young people on the programme have increased their engagement with school i.e., non-attenders now attending school, young people engaging in lessons/classes more productively. 47 young people on the programme have completed either a Dynamic Youth Award (SCQF Level 3) or a Bronze/Silver Youth Achievement Award (SCQF Level 4/5) 28 young people are currently undertaking another award with a view to completing this by June 2022.

#### Progress

Our numeracy intervention has not had the desired impact yet due to significant staff absence, however work has taken place to establish the ground work to enable this intervention to further develop next session. All staff within the maths department have participated in training on the use of manipulatives to support numeracy attainment. They have also engaged in learning visits to 2 of our Cluster Primary Schools and learning has been discussed at faculty meetings. The BGE courses in maths and numeracy have been redeveloped to incorporate an increased quantity of problem solving activities and conceptual developmental teaching approaches.

#### Impact

Staff were surveyed on their experiences and the feedback states:

- “I feel more confident in using manipulatives to support all aspects of maths, not just numeracy”.
- “I believe the use of manipulatives are more inclusive because they allow for differentiation by teaching, not only by task”.
- “I’ve learned so many new and innovative ideas from primary colleagues”.
- “It’s been really beneficial for the transition of pupils by forming strong links with the Primary teachers”.
- “Visiting the Primary Schools has opened my eyes to a variety of different ways to differentiate lessons”.

#### Progress

A targeted group of young people were extracted from their literacy period to work in the support classroom with members of the Support for Learning department. The young people identified were those with a reading age of 8 years and below in the NGRT test.

#### Impact

Originally 61 pupils were identified as part of the project, however as a consequence of a variety of factors the progress of 42 pupils has been measured. Progress was measured in 2 ways, their reading age and their confidence levels in reading. At the end of the intervention 81% of pupils had improved their reading score and 57% of the study had increased their reading age by more than 2 years. All pupils who completed feedback sheets (83%) commented that they felt they have made progress and have more confidence in their reading skills.

#### Progress

During session 2021 – 22 we established an Employability Hub in a neighbouring YMCA resource. The aim of this intervention was to improve the attendance and attainment of learners and reduce exclusions. Seven S4 pupils were targeted and were supported by a teacher and a pupil support assistant.

#### Impact

Of the 7 pupils who engaged all (100%) improved their attendance all having an attendance above 80%. All pupils gained 6 SQA qualifications; 6 gaining four National 4s and two National 3s and 1 pupil gaining three National 4s and three National 3s. 100% of learners achieved the minimum target of 5 SQA awards at a minimum of National 3. Prior to engaging in the programme all learners had experienced period of exclusion and during their period of attendance at the Hub, no pupils experienced exclusion from education.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Satisfactory	Satisfactory	Satisfactory	
2.3 Learning, teaching and assessment	Good	Good	Satisfactory	
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Satisfactory	Satisfactory	
3.2 Raising attainment and achievement	Satisfactory	Satisfactory	Satisfactory	

