

Viewforth High School



School Improvement Plan 2025 – 2026

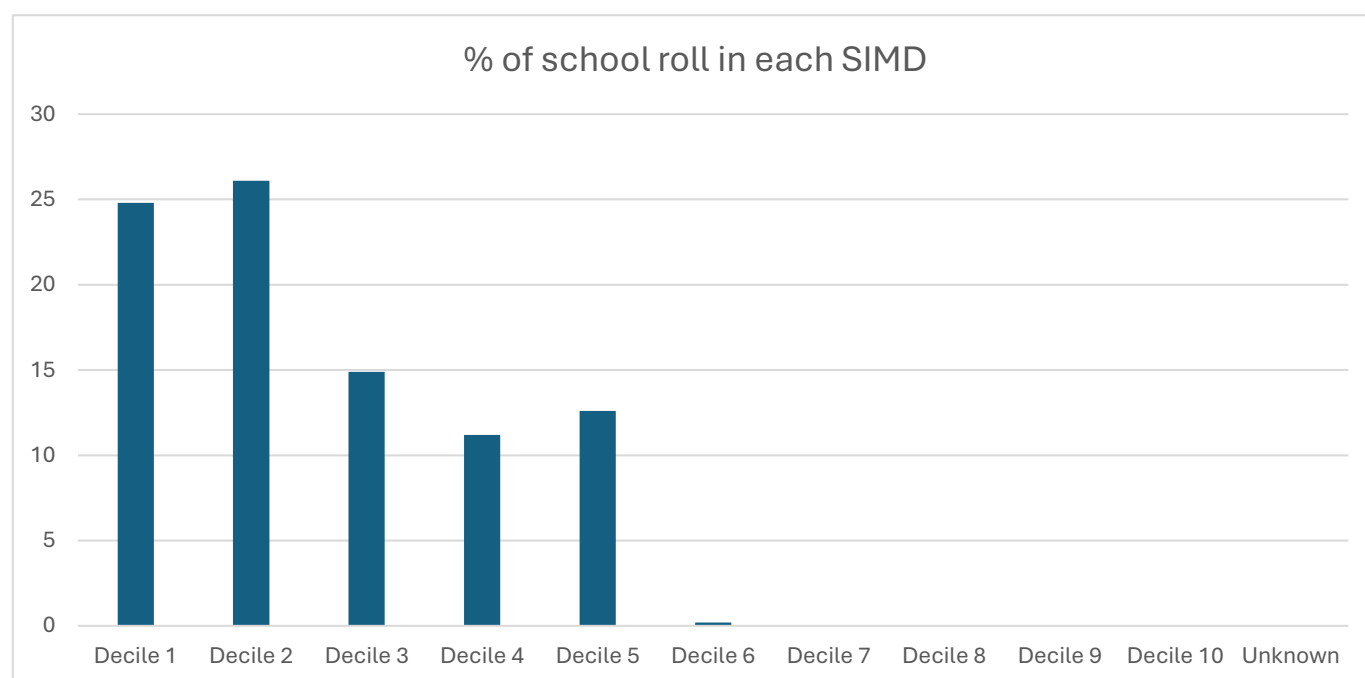
Viewforth High School

Context of the School

Demographic

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 2024, the school roll was 706. We have 34 learners within our Enhanced Support Classes, ranging from stages S1 – S6. 35.5% of our school roll is registered for Free School Meals and we have a teaching complement of 64 FTE. Viewforth High School shares the Windmill Community Campus with Rosslyn School, a public library, community use and the local community council office.

SIMD Profile



We have 4 Cluster Primary Schools, Dysart Primary, Kirkcaldy North Primary, Pathhead Primary and Sinclairtown Primary.

The Senior Leadership Team consists of 1 Head Teacher, 3 Depute Head Teachers and a Business Support Manager. There are 6 Principal Teachers of Curriculum and 7 Principal Teachers of Guidance

Our school values were revised during session 2024-2025 and are Respect, Equity, Ambition, Community and Health and we are working to promote these values throughout the school community of VHS. Our school vision is to Work Together, Achieve Together and we endeavour to be the best we can be, in all that we do.

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, sustained 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 2024 – 2025 our key improvement priorities were centered on 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

Attendance	Authorised (as 31.05.25)	6.61%	Unauthorised	8.11%
Exclusions	(as 31.05.25) Exclusions per 1000 – 5.52			

Summary of consultation with stakeholders	• All staff consulted on the progress and impact of the 2024-2025 SIP. • Faculty reviews of progress and impact of 2024-2025 FIPs. • Pupil voice gathered through focus groups and questionnaires inc. in relation to the Anti-Bullying Policy, quality of learning and teaching, the curriculum pathway process and our school uniform policy. • Parent voice gathered through questionnaires inc. in relation to the Anti-Bullying Policy, review of the changes to the school week and our school uniform policy.
Attainment Scotland Fund Allocation (PEF)	£169,560
Cost of the School Day statement	At Viewforth High School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We consider the school day through the following headings: Uniform, Travel, Learning, School trips, Eating and Clubs.

Viewforth High School Improvement Plan 2025 - 2026

Education Directorate Improvement Plan: Equality & Equity, Achievement, Positive Destinations and Attendance & Engagement				
Focused Priority 1: - Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology. - To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.				
HGIOS4 Quality Indicators				
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
By the end of May 2026, the majority of young people will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a range of digital tools. By February 2026 almost all staff will have increased their confidence and developed an understanding of how to use digital tools to deliver high quality learning, teaching and assessment.	1. Professional Learning Activity a) All teaching staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. These sessions will be further supported by our digital leaders following good practice visits to other schools outwith Fife. b) All staff will have the opportunity to improve their knowledge and develop their confidence through the awareness of resources and self-led professional learning available on the Apple Education Community and Microsoft Learn platforms.	a) Local Authority ESOs S Kowbel Digital Leaders: K Cunningham H Zia All teaching staff b) All staff supported by Digital Leaders: K Cunningham H Zia	Data - The Glasgow Motivation and Wellbeing Profile conducted twice per year. - Baseline confidence survey with all young people Views - Staff survey to measure confidence in using digital technology to support and enhance learning. - Staff understanding of how digital technology can support and enhance learning. - Feedback from Professional Learning activity.	1a. 18.08.25 26.08.25 01.10.25 12.11.25 14.11.25 05.02.26 1b. Throughout the year supported through faculty meetings

By February 2026, most young people In S1-6 will be more proficient in using digital tools to support them in their learning. By December 2025, almost all staff will increase their knowledge of how to personalise learning using a range of software, digital skills, and accessibility tools to meet the needs of young people at universal and additional levels. Through planned opportunities with targeted parents/carers, they will develop their knowledge of how digital technology can support their children with their learning at school and in the home.	2. Enhancing Learners' Experiences • Enable all staff to use digital tools to make learning and teaching more engaging. • Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. • Staff will ensure they are able to always demonstrate safe and responsible use of digital resources. 3. Learning, Teaching and Assessment • Planning for key learning to be shared via Showbie for young people in S1-S3 to access during and outside of lessons. • Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features. 4. Assessment and Feedback • All staff will become more skillful in using the digital tools available to provide instant feedback to children.	2. Local Authority ESOs Digital Leaders: K Cunningham H Zia S Kowbel / ELT Support for Pupils faculty 3. Local Authority ESOs Digital Leaders: K Cunningham H Zia S Kowbel / ELT Support for Pupils faculty 4. Local Authority ESOs Digital Leaders: K Cunningham H Zia S Kowbel / ELT	• Parent/carer views on young people's experiences. • Young people's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences. Observations • Sharing the Learning Visits linked to the use of digital technology to enhance learning, teaching and assessment. • Focus for ELP and subject reviews – analysis of learning experiences through the use of technology.	2. 18.08.25 26.08.25 01.10.25 12.11.25 14.11.25 05.02.26 Throughout the year supported through faculty meetings 3. Lesson visit windows during term 2 and term 3. 4. 18.08.25 26.08.25 01.10.25 12.11.25 14.11.25 05.02.26 Throughout the year supported through faculty meetings
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Equality & Equity, Achievement, Positive Destinations and Attendance & Engagement				
Focused Priority 2: Wellbeing – Promoting positive relationships and inclusion across our school community				
HGIOS4 Quality Indicators				
1.1 Self-evaluation for self-improvement 1.2 Leadership of change 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
By April 2026, most young people will feel that they are safe, respected and included within the school community.	1. Fully embed the recently revised VHS Anti-Bullying Policy a) Revisit roles and responsibilities of all staff. b) Communicate with parents and sign post to the resources on the school website. c) Regularly remind young people how to report bullying. d) Conduct analysis of instances of bullying reported to identify patterns and take appropriate action. e) Pupil focus groups to review the revised policy, identifying strengths and areas for improvement.	a) J Wilson PTGs/PTCs b) J Wilson – HT weekly update & Groupcall c) J Wilson / PTGs d) J Wilson e) J Wilson	Data - Glasgow Motivational and Wellbeing Profile – completed with all young people twice during the session. - Analysis of Seemis bullying module. - Analysis of attendance data – PowerBI and Seemis. - Exclusion data. - Agreed Reduced Attendance data. Views - Staff survey to measure understanding of their roles and responsibilities. - Young people’s views gathered through class groups, pupil focus groups and surveys on the revised policy and its implementation. - Pupil feedback on why they are not attending school regularly.	a) Aug/ Sept 2025 b) Aug/Sept 2025 c) August induction & throughout the session 25/26 d) Oct 25, Dec 25, Apr 26, June 26 e) Jan 26, May 26
By June 2026, Viewforth HS will have completed all steps necessary for the				

Respect Me Reward, recognising that most young people feel safe, respected and included in the school. By June 2026, the attendance of young people in S3 will have increased to 88% leading to improved attainment outcomes (baseline from S2 84%).	2. Complete the five-stage process with Respect Me. a) Register online for the Respect Me Reward. b) Working in partnership with Respect Me, complete the remaining four steps towards gaining the Reward. 3. Through engaging in quality improvement methodology, the attendance of the S3 year group will increase. a) Rigorously analyse data to identify why pupils are not attending school regularly. b) Plan appropriate and timely interventions targeting S3 young people with less than 88% attendance. c) All staff across the school are clear in their roles and responsibilities in promoting and supporting attendance in classes. d) Training for attendance co-ordinator to ensure accurate recording of attendance in Seemis. e) Clarity of roles and responsibilities of all key staff inc. PTGs, FSW, SLT to be revisited and reinforced.	a) J Wilson b) J Wilson / L Moore / PTGs a) B Bowman, SLT b) B Bowman, SLT, M Darling, S3/4 year team, PTCs c) J Wilson d) L Poole, J Wilson e) B Bowman, J Wilson	- Parent carer views on the young people’s experience and their confidence in how to report bullying directly to the school. Gathered via surveys and directly from Parent Council. Observations - Interactions between young people during changeovers and social times. - Focus of learning visits, ELP and Subject Reviews. Interactions between pupils during classes.	a) Sept 25 b) Complete June 26. Checkpoints Jan 26 & Apr 26. a) Aug/Sept 2025 b) Sept/Oct 2025 c) Aug 2025, with reminders throughout the session. d) Aug 2025, Jan 2026, Apr 2026. e) Sept 2025, Jan 2026, Apr 2026.
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Achievement and Positive Destinations				
Focused Priority 3: Raise the attainment of our young people by developing our processes and interventions.				
HGIOS4 Quality Indicators				
1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
By February 2026, our revised tracking, monitoring and reporting programme (Didbook Progress) will enable us to produce Insights to target interventions for the young people furthest from achievement and attainment in the Senior Phase. By June 2026, all staff will track children's progress across the broad	1. Didbook – Progress a) Work with Sequential to finalise VHS Didbook platform. b) Deliver training to all staff. c) Share Didbook Insights with ELT. d) Early and effective interventions and approaches to raising attainment to be reinforced with staff and ELT. e) Organise and promote study support (inc. Friday study sessions) across all curricular areas. f) How to study sessions to be delivered to young people and offered to parents / carers. g) All young people (BGE & SP) will participate in learner conversations with their class teachers.	a) M Darling b) M Darling c) M Darling d) M Darling e) M Darling, ELT f) PTGs / SLT / PTCs	Data - Analysis of attainment data in Literacy and Numeracy along with all/identified areas of the curriculum. - Analysis of CFE, CAT, NSA and NGRT data - Analysis of data for identified cohorts eg SIMD, ASN, EAL, LAC, FSM, CE etc Views - Teacher & ELT professional dialogue with SLT at Faculty Link, Faculty & Attainment Review Meetings. - Feedback from moderation activity. - Parent/carer views on children's experiences	1. a) August 2025 b) 19.08.25 c) 15.09.25 & 03.11.25 d) Faculty meetings wb 24.11.25 & 12.01.26 e) October – April f) pre prelims (October / November) and pre final exams (March)

general education and use assessment evidence and moderation to support professional judgements across the eight curricular areas. By June 2026, our S3 ACEL data for L3 and L4 will be in line with schools across the Local Authority with a similar demographic.	2. Ensure Tracking is rigorous to support improved outcomes for young people a) Assessment timelines to be aligned to reporting calendar. b) All young people understand where they are in their learning and their next steps for success. c) Analysis of BGE Tracking including Moderation and Assessment. d) Analysis of key target groups – SIMD, YC, CEC, FME, ASN, EAL e) All staff to participate in BGE moderation activities as part of the Kirkcaldy Collaborative and Fife Council Subject Networks. 3. Reporting of S3 ACEL data is robust and based on improved confidence in teacher judgements and moderated assessments. a) DHT to be an active part of the LA Working Group (S3 ACEL). b) Monthly meetings with HT / DHT 3.2 to focus on S3 ACEL data. c) Faculty meetings in English and Maths to regularly revisit S3 ACEL levels to enhance understanding and clarity. d) English and Maths departments to engage in Cluster literacy and numeracy moderation as part of the Cluster Improvement Plan.	a) PTCs, All staff b) ELT, M Darling c) M Darling, ELT d) All staff a) M Darling b) L Moore M Darling D Gibson S Jamieson c) English & Maths departments d) English & Maths, M Darling, S Kowbel	- Pupil views gathered through class, faculty and pupil focus groups on the learning experiences across the curriculum - Conversations with pupils to check they know the level they are working at. Observations - Pace and challenge during lesson visits with a particular focus on the BGE - Focus for ELP and Subject Reviews – analysis of data, learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum and interventions to support attainment.	2. a) 15.09.25 b) end of each tracking window c) end of each tracking window d) 14.11.25 3. a) from August 2025 b) monthly from August 2025 – May 2026 c) wb 08.09.25, wb 24.11.25 (pre projected data submission) d) as timetable allows and during transition days / events
Ongoing Evaluation				

This should be updated as part of on-going cycle of self-evaluation