

Viewforth High School



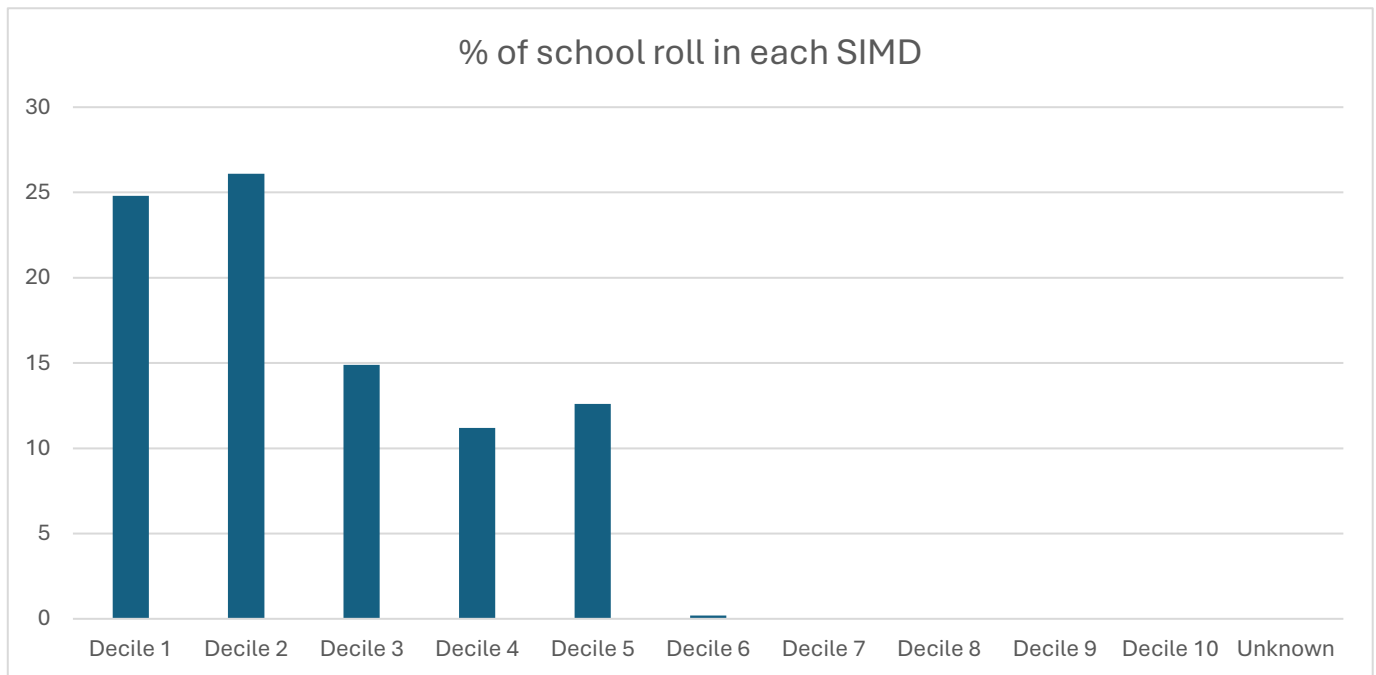
Standards and Quality Report 2024 - 2025

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	<ul style="list-style-type: none"> • 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.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

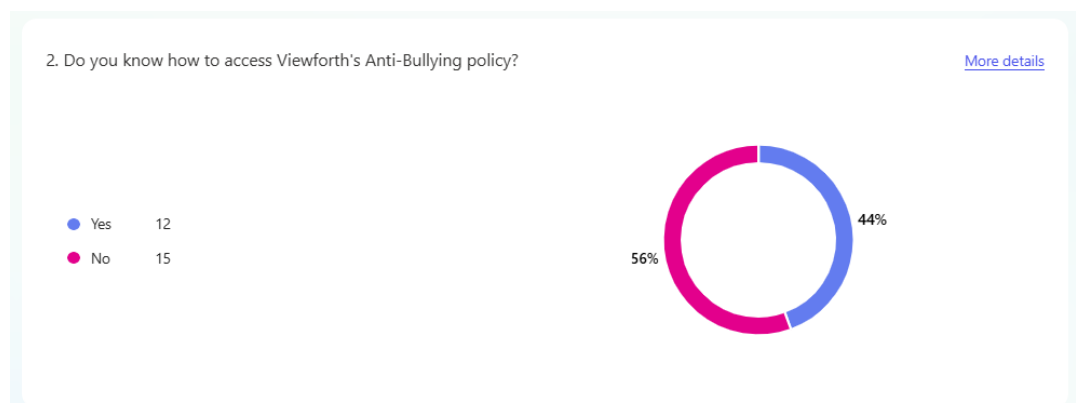
School Improvement Priority 1: Ensuring wellbeing, equality and inclusion

HGIOS 4 Quality Indicators: 1.3, 2.1, 2.4, 2.7, 3.1

Has this priority been: (please highlight)	Fully achieved		Partially achieved	√	Continued into next session	
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Progress

The VHS Anti-Bullying Policy was reviewed taking into account the views of pupils, parents and the latest national and local guidance. Staff were also consulted on the format of the new policy through the Anti-Bullying School Improvement Group. Parents were engaged during parents' evenings to gather their voice on bullying and the school processes that were in place. Their feedback informed us that more work is required to ensure they are all able to access the policy and resources related to bullying.

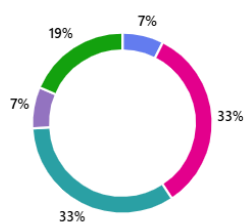


Parent feedback also demonstrated that less than half of the parents were confident that bullying was dealt with effectively.

8. How confident are you that reported bullying is dealt with effectively?

[More details](#)

Extremely confident	2
Somewhat confident	9
Neutral	9
Somewhat not confident	2
Extremely not confident	5



Pupil focus groups highlighted the presence of bullying around issues such as sexuality, gender, poverty (related to clothing and the perceived status of these) and previous behaviour of individuals. Pupil feedback in the focus group also highlighted that they were often reluctant to share that they were being bullied with an adult or someone else but were more likely to confide in a friend. Most young people were not clear on what the school's procedures on bullying are and most young people did not feel like bullying was always dealt with effectively.

Peer mediation training took place for 17 volunteer senior pupils. The implementation of this in the school is yet to take place and will continue into next session. The art department led an anti-bullying poster campaign across the school and our MVP Mentors led sessions in junior PSE classes and presented at assemblies in support of anti-bullying week.

All teaching and support staff participated in training during the June in-service day on what constitutes bullying, the steps they are expected to take to support and challenge as well as how to report the incident to the Guidance Team.

Our termly values-based assemblies (REACH Celebrating Success Assemblies) have increased opportunities for pupil successes and achievements to be shared across the school community. Parent / carers, young people and staff are encouraged to share information detailing both in school and out of school achievements. The young people within our enhanced support classes are also recognised during these special events.

Religious observance assemblies, whilst delivered by Christian Chaplains, are delivered to reflect the wider religious, spiritual or atheistic picture in the school. Assemblies that reflect the Global Citizenship Calendar are more frequent including recognising Ramadan and Pride week.

Systems and procedures to support increased school attendance were thoroughly reviewed, and their content clarified with key staff including: a checklist to support processes and the escalation processes of letters and parental meetings. A greater number of attendance letters have been issued as a result, however the majority of parents / carers don't attend meetings to discuss school attendance.

The Senior Social Work Practitioner supported the development of training for the Guidance Team, building links with partner agencies who could positively impact attendance including Family Support Service, Clued Up and Includem.

The Attendance Co-ordinators are now directly line managed by the Admin Co-ordinator, leading to improvements in the processes for logging attendance of vulnerable groups and those on non-standard timetables. An ongoing review of attendance procedures has seen a streamlining of processes to ensure all tasks are manageable.

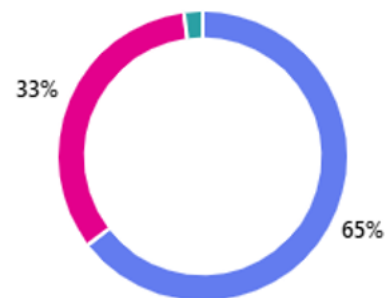
The 'know my number' attendance campaign was relaunched by the Guidance Team leading to most young people knowing their attendance percentage. Through regular inputs in PSE and school assemblies, young people have a clearer understanding of why attendance at school is important for their future.

Impact

There was evidence of under-reporting of incidents prior to the June in-service training with particular under-reporting within S1 and S2 with many of the young people describing the behaviour / language as 'banter'. Staff now have an increased understanding of what is expected of them and as a consequence the number of incidents reported has increased. Over the course of this session (to 19.06.25) a total of 44 bullying incidents were recorded and 40.9% of these were following the launch of the revised policy.

ANTI BULLYING POLICY - Please select the option that best describes your understanding of **your role** in supporting the anti-bullying policy

- I have full understanding of my role and the actions I should take to support the policy 31
- I am clear about most of my role and don't require any further explanation 16
- I am clear about the majority of my role but would like further explanation 1
- I am not clear about my role or the steps to take. 0



All Principal Teachers of Guidance have undertaken training in the use of the Seemis Bullying Module and have an increased understanding of the processes and expectations, leading to an increase in the recording of incidents year on year 2022/23 (21), 2023/24 (35), 2024/25 (26 to end of May - PowerBI).

Most young people are developing in confidence to have their successes and achievements shared with the wider school community and they report enjoying seeing themselves on the screen during the REACH assemblies. Parental attendance at Achievement Awards and School Prizegiving ceremonies has increased with two Achievement Awards now being held to accommodate the number of prize winners and their families.

The number of referrals to Family Support Service, Includem and Clued Up have increased and our Guidance Team report a greater confidence in referring to partner agencies to support improved school attendance. These partnerships have led to improved attendance for a few young people and we now need to upscale this to impact more young people.

The Family Support Worker has supported an increase in attendance since last session with the majority of young people with whom she has worked. This has often been in conjunction with planned packages of support established by the Guidance Team. Some examples include:

Pupil Initials	Year	2024 %	2025 %
AC	S3	54.52	77.10
CN	S4	32.71	61.36
HR	S4	29.26	76.17
KF	S2	39.36	76.36
NP	S2	77.13	85.05

Pupil	Nov	Dec	Jan	Feb	Mar	Apr	May
S1 LP	2.78%	0%	37.14%	90.32%	94.74%	72.73%	94.59%
S2 RG	52.78%	22.28%	8.57%	41.94%	71.05%	81.82%	91.89%

Our S3 year group (24-25) have the poorest attendance (12.31% unauthorised, 21.6% total absence).

In every year group ASN attendance is poorer than wider school attendance.

Attendance Stretch Targets

S1 – have been above the stretch target in majority of months this session.

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year	Stretch Target
91.38	85.87	88.50	87.24	82.55	87.23	86.60	86.55	84.22			86.47	86.36%

S2 – have been below stretch target in all months of this session.

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year	Stretch Target
86.04	83.82	84.96	86.24	85.60	84.07	82.78	85.76	83.18			84.69	86.36%

S3 – have been well below stretch target in all months of this session.

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year	Stretch Target
81.00	76.33	79.07	78.05	77.42	76.65	78.10	81.48	79.10			78.40	86.36%

S4 – have had a varied attendance v stretch target this year.

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year	Stretch Target
89.09	84.60	84.76	86.70	83.19	84.90	85.75	87.46	90.73			86.09	86.36%

S5 – have been below stretch target for the majority of months this session.

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year	Stretch Target
90.88	83.65	85.42	86.75	83.37	83.58	85.20	85.04	85.34			85.22	86.36%

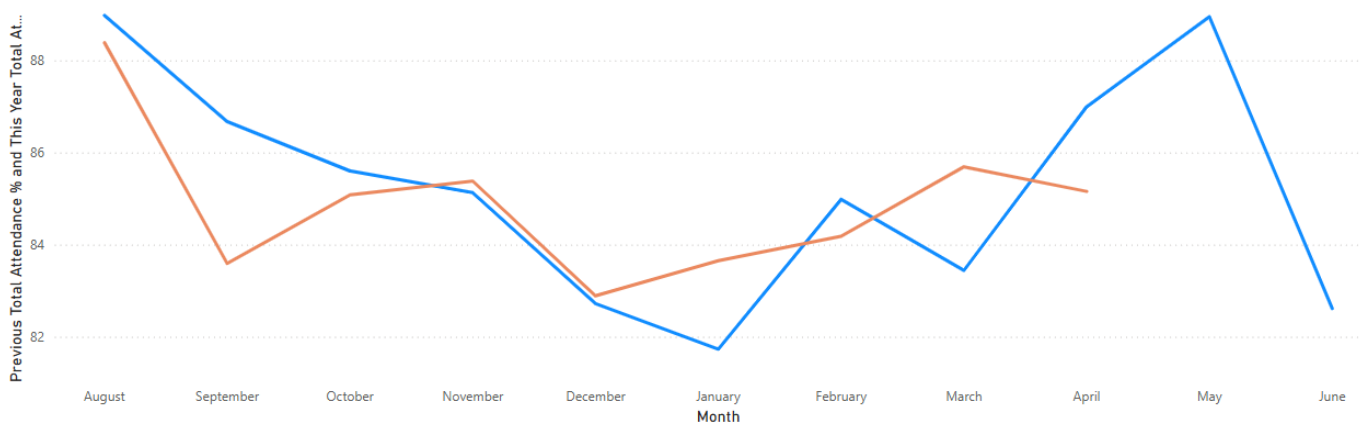
S6 – have been above stretch target in every month this session.

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year	Stretch Target
97.82	94.07	93.48	92.17	89.99	89.76	92.33	91.26	93.22			92.33	86.36%

Free School Meals and LAC are indicators of poorer attendance.

Previous Total Attendance % and This Year Total Attendance % by Month

● Previous Total Attendance % ● This Year Total Attendance %



We continue to see a steady decrease in attendance from August to September and November to December.

Next Steps

- Embed the recently revised Anti-Bullying Policy across the school community.
- Equality and diversity work to be much more explicit and visible across the whole school.
- Using quality improvement methodology to target improved attendance of the S4 year group (25-26).

School Improvement Priority 2: Raising Attainment and Achievement

HGIOS 4 Quality Indicators: 1.2, 2.3, 2.4, 3.2

Has this priority been: (please highlight)	Fully achieved		Partially achieved	√	Continued into next session	
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Progress

Over a two-year period, twenty members of teaching staff have engaged with the *Osiris Teacher Intervention* professional learning programme. This has supported increased consistency in approaches to learning, with a particular focus on the start of lessons and the connection with learning phase of a lesson. School staff have delivered CLPL for their colleagues both in school and across the Kirkcaldy Collaborative based on their learning from the OTI programme.

The Extended Leadership Team have actively participated in the *Osiris Excellence through Leadership of Learning programme*. This has led to a shared language of leadership and fostered shared clarity and a consistent approach to leadership of learning across the extended leadership team. This has been visible in almost all leadership team and faculty meetings and almost all members of the ELT are demonstrating their increased confidence in managing challenging conversations successfully.

Planning for the introduction of 1:1 devices has resulted in a successful roll out of devices to staff along with the delivery of the initial two hours of professional learning by the local authority 'Transforming Learning' team. In addition, in house CLPL has been provided by two colleagues who are leading on the implementation of the 1:1 device on a 'time for task' basis. Organisational planning is in place for roll out of devices to pupils which will take place in August 2025.

Good practice visits to schools within the City of Edinburgh and Falkirk Council has allowed us to explore the potential of the 1:1 devices to enhance learning. These visits have helped to clarify our thinking around the areas of focus for next session and have also informed staff CLPL as well as the operational management of the devices.

Within the 'VHS Learning Standard' there has been an increased focus on the start of the lesson and the CONNECT phase of learning to provide a consistent experience for young people in all lessons. We have developed a 'Viewforth Planning Tool' to support consistent planning for learning across subject areas within the BGE with an initial focus on S2. The learning in each topic is being identified as well as the metrics to measure pupil progress in learning by considering prior learning, approaches to feedback and assessment as well as preplanned questioning techniques and support for all strategies. A good practice visit to a school within the City of Edinburgh Council as well as involvement by PTCs in Extended Learning Partnerships in other Fife schools has helped to cement staff understanding of the importance of planning for learning.

A subject review within the English department in November 2024 identified the following areas of strength linked to the work of the whole school:

- A calm, purposeful learning environment in almost all areas within the department
- Positive relationships evident in almost all classrooms, with lateness dealt with swiftly and productively
- Established routines are evident and classrooms are organised and safe for young people
- A common lesson structure observed in almost all classes
- Evidence of good practice in using open questions in a few lessons

Creative strategies were introduced to boost study support attendance. Following SP tracking, 53 senior pupils identified as 'at risk' were enrolled in a mentoring programme, supported by volunteer staff across the school. In

the six weeks before Easter, staff from all faculties led Friday afternoon study hubs, as an alternative to Easter study school which is poorly attended.

Monthly meetings were held with HT/DHT (3.2) and key staff to review SP pupil progress, identifying those young people requiring additional interventions.

At faculty level, strategies to support 'at risk' pupils included dual coursing (where appropriate), Assessment Arrangement provision, and parental contact. Faculties introduced additional Level 5 qualifications including NPA Criminology, Communications, and Creative Industries, tailored to pupils in vocational pathways like Glam Candy, Barista, and Duke of Edinburgh.

A Short Life Working Group of staff from across a range of faculties was established to explore the implementation of Progress (via Didbook) as our revised tracking, monitoring and reporting system from session 25-26. The group were tasked to evaluate the current tracking system, visit schools currently operating Progress and identify the features that were essential as part of the design phase of the creation of our Progress system.

Impact

Almost all members of the ELT report a clearer understanding of how to positively affect ongoing teacher development and improvements in learning, teaching and assessment as evidenced through their professional learning and faculty minutes. Faculty meetings are more focussed on improving outcomes for young people and supporting ongoing staff development of high quality learning, teaching and assessment.

Sharing the Learning Experience visit feedback and PTC walkthroughs show that in most lessons, staff ensure that learning intentions and success criteria are clear, shared, visible and are referred to throughout the lesson. There have been improvements in the quality of learning visible during Sharing the Learning Experience visits with linking new learning to prior learning, checking for understanding and challenging misconceptions being a key part of the learning process in the majority (59%) of lessons visited. The pupil voice feedback shows that most pupils (77%) are clear about the purpose of their learning across the school.

After the initial two training sessions from the Transforming Learning team and one in house carousel of good practice, the feedback from the staff voice highlights that the majority of colleagues (57%) have gained confidence and understanding with regards how to utilise iPads to support good learning, teaching, assessment & moderation.

As a result of development work around VHS planning tool, there is an increasing understanding across faculties as to why planning for learning is vital to improve outcomes for young people and development work is taking place to improve curriculum plans. Good practice visits have been carried out in schools in City of Edinburgh Council, West Lothian and from across Fife and this practice is now being shared across the school.

It is too early to assess the impact of the mentoring programme and the Friday afternoon study hubs (to be updated post SQA results). However, pupil feedback highlighted that 47% of attendees did so for revision purposes, 13% attended for assignment support and 40% for a combination of assignment and revision support.

The monthly attainment meetings with the HT and DHT (3.2) contributed to an increase in S3 ACEL percentages at both level 3 and level 4, an increase in L5 Literacy at S4 and improved outcomes for young people attending the Employability Hub and Attainment Group. Most (89.9% - 8/9) of the Employability Hub pupils achieved at least 5 National 4 qualifications with the Minority (44% 4/9) gaining a Level 5 Creative Industries qualification. Most young people targeted to attend the Attainment Group achieved a minimum of 5 qualifications, including National 4s. An increase in direct support from subject specialists in the Attainment Group supported this success.

The Progress platform for VHS is almost complete and this will be launched with all staff, parents and young people in August 2025, beginning with all staff training during the August in-service days.

Evidence of achievement in literacy and numeracy at S4 will be included post the September update to allow us to provide a comparison to the VC.

Next Steps

- Support staff, pupils and families with the introduction of 1:1 devices with Showbie being the main platform for the BGE (session 25-26) and then S1 – S6 (session 26-27).
- Work to ensure that processes are in place to support all young people to accurately articulate their strengths and next steps in learning is a priority, particularly in the Broad General Education.
- Further develop planning to ensure learning is progressive throughout the Broad General Education.
- Provide training for all staff in the use of Progress, including the Insights the system can produce to identify those furthest from achievement, allowing for timely interventions to be put in place.
- Continue to build on the emerging practice with regard to moderation of the BGE literacy assessments and consider looking externally, including working across the Cluster.
- Engage in the Fife Council working group focusing on improving rigour in S3 ACEL reporting.

School Improvement Priority 3: Increasing Creativity and Employability

HGIOS 4 Quality Indicators: 2.2, 2.6, 2.7, 3.3

Has this priority been: (please highlight)	Fully achieved		Partially achieved	√	Continued into next session	
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Progress

During study leave, 64 senior phase young people were targeted to participate in work experience activities during 'Meaningful May' with the majority of pupils engaging in at least one activity during this period. Ten pupils from our Enhanced Support Classes were also involved in 'Meaningful May' through voluntary work placements helping to develop their confidence and their understanding of the world beyond school.

Prior to the Curriculum Pathway process all pupils in S2 – S6 attended our DYW Career Fair where 42 exhibitors including a wide variety of employers, further education and higher education were present.

In total, 40 young people completed work placements and / or volunteer opportunities over the course of the academic year. All young people who have completed a work experience placement have achieved a Level 4 work experience award; increasing the number of qualifications our young people will achieve.

In addition to "Work It", the creation of a database to log and record work placements / experiences has supported the identification of opportunities and for the targeting of specific groups of pupils. This session we have had 115 different businesses engaged in partnership work with VHS with a further 2704 individual experiences for young people across work placements / work inspiration activities / volunteering and entrepreneurship. Key partners now include – The Royal Navy, Raith Rovers Community Foundation, Amazon, Babcock, Fife Voluntary Actions, Shell, ExxonMobil and Semefab.

Other notable work to increase creativity and employability has included:

STEM and Engineering

- Babcock graduates delivered STEM workshops and hosted a full S2 year assembly, providing insights into engineering and careers in national defence.

Hospitality and Food Studies

- First in-house Hospitality Take-Over Event involved the whole S2 cohort in practical workshops.
- Established new business partnerships with Hugo's Bar and Grill, Springboard, and Sky Catering Team to support future placements.

Creative Arts and Fashion

- Collaboration with Junk Kouture led to two teams reaching the British Final.
- Students developed skills in design, sustainability, photography, and film.

- Participants showcased their work at George Watson’s College Fashion Show.

“This has been the most incredible experience of my life. It has inspired me to work hard in school to pursue a career within the fashion industry.” S4 pupil.

English and Writing Development

- Partnership with The Royal Literary Fund supported 58 Higher English students with writing workshops led by professional writers.
- Impact: Increased confidence and proficiency in writing skills.

The Viewforth High School Skills Framework has been finalised and comprises confidence, communication, creativity, problem solving, resilience, responsibility. Further work is required to streamline our Skills Framework in line with the publication of the Fife Council Skills Framework.

Work has been undertaken to further strengthen the systems, processes and partnerships that lead to young people transitioning from school into initial positive, sustained destinations. There has also been an increased focus on the follow up destinations.

Impact

Those involved in work placements and voluntary experiences have developed the ability to understand and apply meta skills. This has enhanced their ability to evaluate their work experience and transfer their skillset into a workplace context, developing skills for learning, life and work.

The experiences pupils have had have allowed them to demonstrate the ability to reflect and write about their work experience to support applications to college, university and employment. These opportunities have increased aspirations for young people through successfully achieving targets and goals on work and voluntary placements.

Almost all of the young people who have participated in DYW related events have reported that their knowledge of the range of pathways beyond school has increased and they are motivated to work hard in school to achieve their goals.

The young people who attended the DYW Career Fair reported that this helped them to feel better informed about the range of pathways beyond school and supported their decision making when selecting their future courses of study. 98% of the 500 young people who attended stated they found the event informative and felt it helped them better understand future pathways beyond school. Feedback from the young people included:

“This year’s event had a really good range of stalls... My goal is to work with Oceaneering when I leave school.” — S2 pupil.

“The event was interesting. I feel really motivated to work harder in school...” — S5 pupil.

The Viewforth Skills Framework has not yet been launched and has therefore not yet impacted upon pupil learning.

Almost all (96.4%) school leavers (S4 – S6) who left school during session 2023/2024 transitioned into a positive destination. This figure was 3% above our virtual comparator and 1% over the Fife figure. 96.4% was the highest number of young people transitioning into a positive destination for the last five years and a significant increase from 83.1% in 2019/2020. The follow up sustained destination figure saw almost all (97.1%) of young people sustain their positive destination. An increase of 0.7% from the initial destination figure, representing the highest ever sustained percentage for Viewforth HS.

Next Steps

There will be no next steps directly relating to the points above in the School Improvement Plan 2025-2026, however work will continue to ensure that positive destinations remain high, and opportunities are provided to support young people to transition into positive, sustained post school destinations. This will include Work-it. This work will be supported by our DYW Co-ordinators.

Improving Outcomes

Attainment

S3 CfE Declarations				
Stage	Listening and Talking	Reading	Writing	Numeracy
S3 (Level 3)	72.0%	74.8%	76.2%	81.1%
S3 (Level 4)	31.5%	41.3%	39.2%	60.1%

S4 Literacy & Numeracy				
Level/Measure	Literacy		Numeracy	
	Stretch Target	Actual	Stretch Target	Actual
Level 3	96%	96.6%	96%	96.62%
Level 4	89.7%	89%	90%	93%
Level 5	59%	60.9%	61.6%	64.4%

CfE Declarations

- By the end of S3, the majority of young people achieved Level 3 in Reading (74.8), Level 3 Writing (76.2) and Level 3 Numeracy (81.1%).
- By the end of S3, the minority of young people achieved Level 4 Listening and Talking (31.5%), Level 4 Reading (41.3%) and Level 4 Writing (39.2%). The majority of young people achieved Level 4 Numeracy (60.1%).
- Further work is required to ensure that our S3 CfE ACEL levels are in line with BGE expectations and also align with National Expectations for the Senior Phase.

Senior Phase Literacy and Numeracy

- VHS continues to have almost all young people in S4 achieving Level 4 Numeracy (session 24/25 = 91.1%, session 23/24 = 92.57%, session 22/23 = 93.71%) consistently about the virtual comparator.
- In S4, at Level 5 Numeracy, the majority of our young people achieved Level 5 Numeracy over the past five years (session 24/25 = 64.4%, session 23/24 = 59.46%, session 22/23 = 71.33%, session 21/22= 59.86%, session 20/21 = 58.91%).
- In four out of the last five years, most of our young people have achieved Level 4 Literacy by the end of S4. In session 22/23 almost all of our learners achieved Level 4 Literacy by the end of S4 (91.61%).
- There has been an improvement in Level 5 Literacy with the majority of young people achieving Level 5 by the end of S4 (58.9%). Improved consistency and accuracy in tracking has supported this increase.

Breadth v's Depth

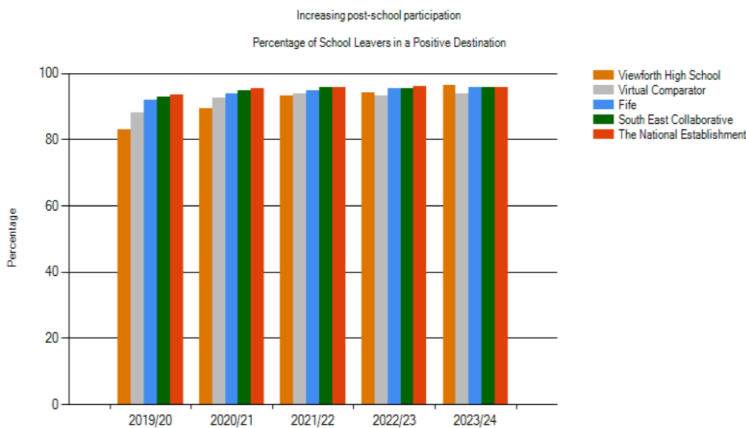
- Viewforth HS continues to offer most of our young people 5 passes at Level 3+ (session 2024-25 = 87.67% - VC 78.97%) and most of our young people 5 passes at Level 4+ (76.03% - VC 70.48%).

Curriculum

Viewforth continues to expand its curricular offer in the Senior Phase in line with the SCQF Framework, providing greater opportunities for young people to achieve at Level 5. In session 2024 – 2025 this has included S4 pupils successfully completing Level 5 qualifications in Barista (6 pupils), Childcare (10 pupils), Communication (16 pupils), Creative Industries (37 pupils), Criminology (25 pupils), Dance (2 pupils), Hospitality (44 pupils), Photography (4 pupils), Retail (58 pupils) and Sports and Fitness (10 pupils).

We will continue to develop our Senior Phase Curriculum with a focus on Level 6 qualifications.

School Leaver Initial Destinations



Establishment	Year	% of School Leavers in a Positive Destination	Number in Cohort
Viewforth HS	2023/24	96.4%	139
Virtual Comparator	2023/24	93.67%	1390
Fife	2023/24	95.62%	4179
National	2023/24	95.71%	55961
Viewforth HS	2022/23	94.0%	150
Virtual Comparator	2022/23	93.07%	1500
Fife	2022/23	93.07%	1500
National	2022/23	95.54%	10970
Viewforth HS	2021/22	95.87%	131
Virtual Comparator	2021/22	93.13%	1310
Fife	2021/22	94.81%	4088
National	2021/22	95.74%	55211
Viewforth HS	2020/21	89.22%	102
Virtual Comparator	2020/21	92.45%	1020
Fife	2020/21	93.87%	3751
National	2020/21	95.48%	50719
Viewforth HS	2019/20	83.10%	71
Virtual Comparator	2019/20	88.03%	710
Fife	2019/20	91.89%	3404
National	2019/20	93.36%	47430

- Almost all leavers (96.4%) transitioned into a positive destination when they left school (2023/24). This was above our virtual comparator (93.67%) and above the Fife figure (95.62%)
- The percentage for 2023/24 was the highest that Viewforth HS has had in the past 5 years. A significant increase from 83.10% in 2019/20.

Achievements

Five teams of our pupils (S1-S5) entered the Junk Kouture Competition which is a recycled fashion design competition, supported by the Art and Design department. The young people had to research, design, create and model a couture fashion design made entirely from recycled materials. Two of the teams were selected by the judges to progress to the UK final which was streamed live on YouTube. Unfortunately, they didn't progress to the world final but there's always next year.

Twelve S3 pupils with low self confidence and self esteem were selected to be part of the Set for Success – Social Action project. The young people helped organise and deliver Primary 7 transition events and our Enhanced Support Class Sports Day. The young people also attended an Empowerment event where they confidently presented their projects to other schools.

In March, nine of our S3 young people joined with pupils from other local secondary schools to plant trees in Dunnikier Park. The event was run in collaboration with the Fife Coast and Countryside Trust and gave the young people the opportunity to develop their understanding of the climate and nature crises, as they contributed to a local project, giving them a sense of place and connection to the park.

Almost all of our ESC senior pupils achieved either a full National 3 award or National 3 units in Art / Music.

Seven of our junior pupils successfully achieved silver Industrial Cadets accreditation working with an industry-based mentor from Bosch to develop and present a proposal. They developed a range of STEM skills and learned more about the career pathways available in this field.

The Duke of Edinburgh Awards Scheme continues to grow in VHS and we currently have 12 pupils working towards Bronze, 21 working towards Silver and a further 5 going on to the Gold level of the Award Scheme.

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Satisfactory	Satisfactory	Satisfactory	N/A
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Satisfactory	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

