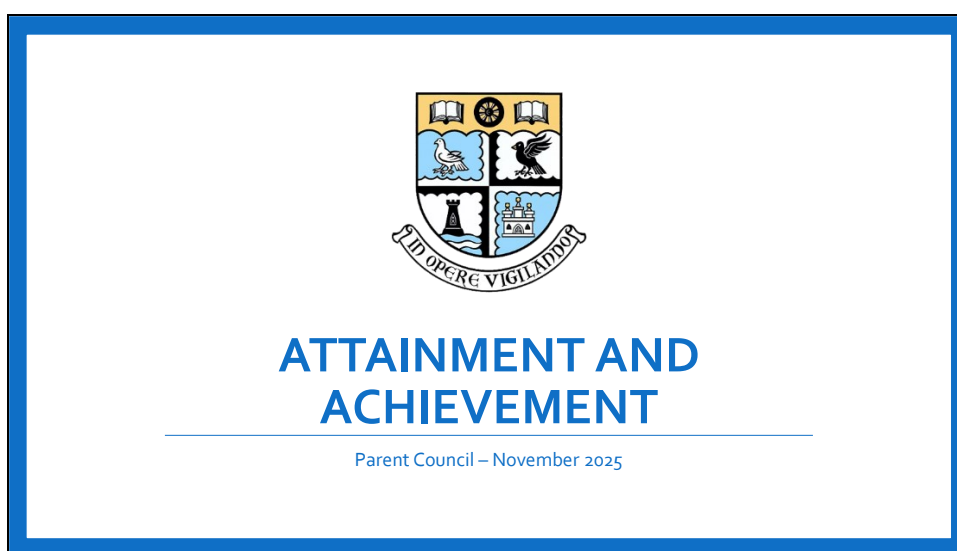



Viewforth High School
Parent Council Meeting Minutes
17th November 2025 (Online)

1. **Present –** Alex Tomlinson (Chair), Lisa Moore (Head Teacher) Martin Darling (DHT), Stevie Kowbel (DHT), Jack Wilson (DHT), Jennifer Fenelon, Lara Smith, Erika Cragg, Shona Rose, Claire Dingwall.
2. **Apologies –** Fiona Davidson (Treasurer), Kirsty Hannigan (Vice-Chair).
3. **Minutes of previous meeting –** were approved offline on 15th September 2025.
4. **Presentation – Attainment Overview – Martin D**



S4	2023	2024	2025
5@3	90% (VC 78%)	91% (VC 80%)	88% (VC 79%)
5@4	88% (VC 72%)	73% (VC 72%)	76% (VC 70%)
5@5	46% (VC 40%)	44% (VC 41%)	44% (VC 42%)
S5	2023	2024	2025
5@3	91% (VC 86%)	89% (VC 82%)	89% (VC 83%)
5@4	76% (VC 81%)	87% (VC 77%)	72% (VC 76%)
5@5	50% (VC 54%)	50% (VC 52%)	55% (VC 56%)
S5	2023	2024	2025
1@6	72% (VC 54%)	68% (VC 52%)	57% (VC 56%)
3@6	41% (VC 34%)	32% (VC 30%)	32% (VC 32%)
5@6	28% (VC 17%)	23% (VC 16%)	14% (VC 16%)
S6	2023	2024	2025
5@3	79% (VC 83%)	90% (VC 87%)	90% (VC 83%)
5@4	74% (VC 77%)	75% (VC 82%)	88% (VC 77%)
5@5	54% (VC 52%)	53% (VC 57%)	51% (VC 56%)
S6	2023	2024	2025
1@6	68% (VC 51%)	73% (VC 57%)	69% (VC 55%)
3@6	44% (VC 35%)	44% (VC 41%)	36% (VC 38%)
5@6	35% (VC 24%)	32% (VC 29%)	31% (VC 26%)

BREADTH & DEPTH



- Information from Scottish Government Insight System.
- Attainment is split by S4, S5 and S6.

- Key Performance indicators against our Virtual Comparator (VC), which is an average of other schools who have a similar context and make up.
- For S4 we are performing better than the VC. This performance has been maintained for 2023, 2024 and 2025.
- For S5 we are performing to the same level as our VC.
- For S6 at Level 6 the school is doing well compared to the VC in getting pupils to their positive destinations.

Highlights

- We are above our virtual comparator for in S4 for 5@3, 5@4 and 5@5
- Above our stretch target for L3 and L4 Literacy
- Above our stretch target for L3, L4 and L5 Numeracy
- 5@6 by the end of S5 is 5% higher than our virtual comparator



- Numeracy has been a success over the past few years and we are working hard on improving our Literacy.

Areas for Development


- Further development of BGE courses to ensure that skills and knowledge is developed to allow for successful transition to the senior phase
- Target under performing course components to boost overall quality of the young person's pass
- Having provisions in place including outreach for pupils who cannot manage a full timetable/ absent due to ill health or non-engagement
- Supporting families and young people to understand the importance of completing the school year having completed all of their course (reducing the number of Winter Leavers and the habit of 'dropping' subjects
- Being aspirational in our approach to attainment



- We are going back to basics to lay the foundations to provide S3 pupils with the capability to be successful in S4 and beyond.
- Fewer pupils move on to higher courses if they achieve a C grade pass. The aim is to improve pupils' knowledge of how the assessments are completed whether that be coursework and/or final exam, to maximise the grade they

can achieve. We are looking to implement new strategies to boost marks in certain components.

- By completing targeted outreach support at home the aim is to provide short-term engagement to support pupils in returning to school to continue their studies. A Principal Teacher of Outreach post has been appointed and they will put intervention strategies in place to support attainment. The successful candidate was Mr Brian Bowman.
- Currently there are too many pupils who are choosing to leave at the end of S4 and not complete their full education entitlement.
- The school is looking to provide an offer of Level 6 courses which would be of interest to these pupils and support them having a better portfolio of qualifications, improving their positive destinations.




Viewforth High School
SQA Faculty
Attainment Review – 2024/2025



Improvement Actions

As part of our revised attainment reviews, all faculties were given key agreed action points for the year ahead.

These have been built into every faculty improvement plan.



Faculty	
Present	
Date	

Reflection on Faculty Attainment 2024/25

Agreed Action Points


1.	
2.	
3.	
4.	

Action points detailed above should be built into RPP's for the session ahead.

- Faculty Attainment reviews were completed with the Head Teacher and linked Depute to reflect on the attainment achieved. Analysis from Insight was completed including looking at were enough pupils entered for the exam and what were the A-C pass levels achieved. Four improvement points were agreed with the faculty to raise attainment.

Common Agreed Action Points

- Re-evaluate BGE curriculum to ensure the required knowledge and skillset is developed (laying the foundations for future attainment).
- Target interventions strategies to improve under performing course component. (Example Business Management – Question Paper or Assignment). Target an improvement in overall grade.
- Explore alternative SCQF qualifications, with a view to introducing some of these into the 2026-27 course choice process.
- Implement robust tracking and monitoring using the new whole school tracking system Didbook.



5. Presentation – DHT Improvement Priorities – Martin D

M. Darling – Improvement Priorities 2025-26

Whole School Tracking and Monitoring

- Implement Didbook system.
- System that is used across Fife – Primary and Secondary.
- Used to track pupil progress over time and allows us to target interventions towards those that need it.

Curriculum

- Look at further ways that we can broaden our curriculum offer to include Level 6 qualifications, to ensure progression.

Attainment

- Look to continue to improve attainment for all young people, with a particular focus on the quality of pass and maximising pupils' attainment at the highest possible level.

- Martin's remit is 2.2 – the curriculum and 3.2 Raising attainment and achievement in the [“How good is our School”](#) HGIOS 4 quality indicators.

Whole School Tracking and Monitoring:

- Looking at key priorities from the school improvement plan.
- Didbook is used in both primary and secondary school, when pupils arrive in S1 at Viewforth, it will provide a position of their learning, allow Viewforth to track progress and target interventions.
- Didbook supports in depth analysis as well, allowing comparison of new reports with those completed in August.
- Didbook will also be used to complete comparison of S3 achievement with monitoring data from S1 and S2.

Curriculum and Attainment:

- Looking at role of teacher, PTC and Senior Leadership team in terms of increasing attainment.
- Level 5 has been broadened to provide more courses. This needs to be repeated at Level 6 to provide progression from Level 5 courses to a Level 6 one.
- Improve quality of passes and maximising attainment through course component reviews, looking outwards to other schools in the Fife area with similar communities to look at course offerings.
- How can Viewforth be as aspirational as possible, how do we remove doubt from pupils and encourage them to have confidence in themselves and strive toward the highest level possible?

6. Presentation – DHT Improvement Priorities – Stevie K



- Stevie's remit is 2.3 – Learning and Teaching in the ["How good is our School"](#) HGIOS 4 quality indicators.

Learning, Teaching, Assessment and Moderation

- External feedback provided from Extended Learning Partnership.
- In order to make lasting improvements it is important to have consistent teaching and learning.
- Pupil voice needs to be sampled more often. Ensure the young people are driving improvements.
- Focus for this year will be, what will make the biggest impact for the rest of the year. This will be one of two areas from the Extended Learning Partnership and our young people.

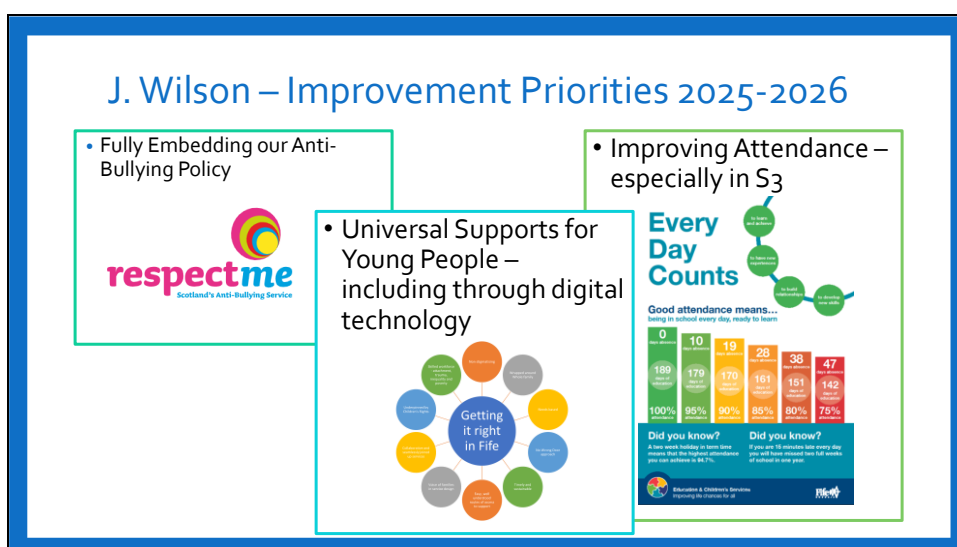
Pupil Leadership opportunities at all levels:

- We have wonderful young people in our building and it's something that the Extended Learning Review Team commented on that they are polite and calm.
- Looking at planning a strategic way to foster pupil leadership by asking the Senior pupils what could have been done better in terms of developing them.
- At S5 and S6 pupils adopt leadership roles formally but it hasn't been done since Primary school.
- Looking at leadership across the board, across the heading and subheadings to see how S1 and beyond can have opportunities in leadership, so it is seamless and allows young people to grow.

Transforming Learning – iPad roll out:

- Roll out has been intentionally slower than expected, as the first school in the region to have iPads, we are now at the point in the rollout on how they can enhance the learning experience and the learning process.
- Young People like the iPads as a tool for engagement, but that doesn't directly correlate to improving teaching.
- Three areas are being looked into:
 - improving the learning and teaching process.
 - use for feedback and assessment of learning.
 - supporting learners, by using accessibility tools and immersive screen readers.
- Teachers have received 4 out of the 5 hours of professional support provided by Fife Council.
- The school has also put in place time for members of staff who are leading on the iPads to develop the bits in between, to support staff.
- Hopefully, by February, the school will be able to provide some data, statistics and evidence.
- The first term was used to feel things out, we had a couple of false starts, including the issue with the charging plugs.
- Now asking faculties to focus on two or three things that they would like to explore which will have a positive impact on learning when using the iPads.
- It is important that the young people have their iPads charged for the beginning of the school day.

7. Presentation – DHT Improvement Priorities – Jack W



- Jack's remit is 3.1 – Ensuring Wellbeing and Inclusion in the [“How good is our School”](#) HGIOS 4 quality indicators.

Embedding our Anti-Bullying Policy:

- Anti-bullying policies have been adopted and was re-launched at the start of the school session. Continuing to message about anti-bullying policies. Pupil council had written a letter to the head teacher on improvements. They were glad to see the policy and the improvements in procedures but wanted clarity on what happens when a bullying report is submitted.
- Completed a specific presentation on that at assemblies to the young people, including where bullying might be criminal behaviour and setting out when that occurs.
- Make sure young people are confident on how to report bullying and the various methods available. Reporting Form and QR Codes.
- Significant increase of reporting of bullying incidents, which shows the message is getting through. The system is working. Clearer recording will allow a census to understand what is going on throughout the school.
- Moving forward for this session we are aiming to achieve the well-respected “RespectMe” award which is a Scottish Government initiative.
- Following a set process, with rigour, to support young people that if they report bullying it will be dealt with in the school.
- Will take about a year to complete and we will get further views from the parent council.

Improving Attendance:

- Attendance at school is being raised in the national media as an issue throughout the UK.
- We are continuing to focus on our Attendance procedures, with clear messaging and the impact that odd days of absence have.
- Example of “oh they are only off the odd afternoon or Friday”, however, that all builds up over the course of a session and the percentages of attendance.
- 90% attendance is 19 days of school missed. Clear messaging was presented to students on the impact of missing days, learning hours lost and potential impact on coursework and exam preparation.
- We have a range of attendance supports which can be deployed through the guidance team, family support worker, partners like CluedUp and social work.
- If young people need something else to assist them back into education, then we are doing these things.
- We are providing universal support which allows a young person feel that they can survive a day at school, when they may be struggling with anxiety or different reasons. The aim is to support them to come to school and feel safe at school.
- Our data shows that young people do feel safe in school, but how comfortable do they feel to seek out that support and know that there is someone there to catch them.

Universal Supports for Young People:

- Maximise use of iPads as all young people have them.
- The iPad Support team are providing tuition to the school on what can be done with regards accessible components, such as colour overlays and immersive text readers.
- Review and challenge young people to provide views and promote confidence in confirming the support works and meet their needs.
- Get young people’s views and use that to understand where they are and to ensure what is being provided by the school is having an impact for the support components to allow them to achieve and progress.

Question: Lara S – On attendance for people who miss regular days, what can be put in place through the use of the iPads for young people to allow them to learn at home. Kids need to be in school where possible, but when there is a real reason that they can’t, can the iPads be used in a pro-active way with learning already available?

Answer: Jack W – Working with the support team, paper packs for young people are currently available to support Numeracy and Literacy. We can certainly look to shifting the support into an online space and creating a Showbee team which contains information.

At the moment the class material is not based on the iPads. The iPads are being adopted to support some lessons, however, as the adoption of the iPads continues, then a larger

amount of material should be available online. Showbie based Lessons should be accessible from home and would allow pupils to attend.

Stevie K – There is a plan this year to move more material to the Showbie platform. Education is setup to get pupils five qualifications by the time they leave school. However, it is important for young people to attend school to allow development of their social and emotional confidence.

ACTION: Stevie K and Jack W to investigate the possibility of how the iPads can be used to provide access to learners should they not be able to attend the school lesson.

Question: Jennifer F – On attendance, why is it especially targeted at S3?

Answer: Jack W - What the school has found looking at the data is that S3 is where attendance starts to dip. We see an opportunity that if we can catch the dip in S3, then it won't progress into later years. By supporting the S3's it will increase attendance during the qualification years to ensure achievement and attainment can be maximised for the young person, and that the final foundation parts of S3 will not be missed, making the transition to the senior phase easier.

Point: Erika C – In Primary School all class material is loaded to Showbee on the iPads. This allows pupils to catchup or complete work when they are ill.

Response: Lisa M - It's clear that for high school we need to have a Parent information evening on the iPads and Showbee on how they are being used. Parents/ carer's don't have visibility of what the young people do with them.

ACTION: Lisa M to organise iPad and Showbee Parent & Carer Session in the new term (after Christmas). There is also the opportunity to learn about parental / device restrictions which can be applied to the iPad using JAMF.

8. Presentation - Feedback from Extended Learning Partnership – Lisa M

Summary of the Review:

- The finding from the Extended Learning Partnership review were what we already knew we needed to focus on.
- It's been three years since we were inspected by Education Scotland, and it's important to have a team of people to come in and validate from an external viewpoint, where the school believes it is according to its own self-evaluation.
- Invited a robust team of Education Managers, Quality Improvement Officers, Head Teachers from both within and outside Fife Council and Deputy Head Teachers from within Fife. It is important to get the views from a wider perspective.
- The review team were in School for 4 days, they visited lots of classes, had meetings with young people, meetings with staff and 1-2-1s with senior leadership team.

- Looked for them to validate what we believe our strength are, and also next steps and suggestions from their experiences.

Strengths of Viewforth High School:

- Young people were highlighted as being fantastic, very polite, courteous and happy to chat with visitors. They are proud of their school.
- The vision and values of the school – REACH – were demonstrated by everyone.
- Real sense of team and community spirit in the school, with opportunities for leadership for staff.
- The range of qualifications on offer for Level 5.
- The aligning of the other Kirkcaldy cluster high school timetables to support professional development and courses.
- Having clear lesson and classroom routines of what is expected for every lesson, so young people know what to expect, including success criteria.
- Willingness of staff to engage with digital technology.
- Our pupils feel safe at school and know what to do if they need to get support - who to talk to and where to go.
- The young people were also confident that if they reported something for themselves or for their friends, that it would be dealt with quickly. Given the work around Anti-bullying that is great to hear.
- The reviewers commented on the nurturing environment and that no raised voices were observed. This was viewed as a great strength to the school.
- All learners feel welcome in the school and that we are achieving better than our virtual comparators for attainment.
- Celebrating young people's successes is important, with Star of the month, REACH assemblies and mentions on sway posts, that provides inner confidence for pupils.
- Outstanding positive destinations for young people. We are projecting 98% of pupils going to positive destinations and then sustaining those destinations.
- As a result of the review, schools from outside Fife are asking to engage to learn from the processes in place at Viewforth surrounding positive destinations.

Suggested Next Steps:

- Real rigour around quality assurance. We have the systems and process, but how do we know what we are doing is making a real difference.
- Increase the number of Level 6 qualification courses on offer, as our higher course offering at this level is still quite traditional.
- Groundwork is in place for the 4 Cluster High Schools to work together, but we need to make collaboration and courses work together.
- Improving the quality and availability of feedback for work completed, rather than just a score, feedback with suggestions for improvement or advancement. Staff have had a training session on how to use the iPads to provide feedback to provide learners with where they are, this is particularly important for BGE learners.

- Need to focus on high achievers and furthering their learning, while also providing the scaffolding for pupils who need support.
- [UNCRC – Children’s rights](#) – Helping young people and staff truly understand what that means in an educational context and adding those values across the school. It is expected that this will take a significant amount of time to embed.
- Attainment data for Numeracy and Literacy is available for pupils both in primary and high school. There is a need to train staff to be able to look at and analyse the data to better prepare for working with young people.
- A Homework / Home Learning strategy is currently not in place to provide consistency to learners. There needs to be a clear objective for the homework to reinforce learning and improve recall. This needs to be addressed as a priority.
- In Broad General Education, the pace of the learning needs to support the senior phase. Focus needs to ensure that this phase is about learning rather than re-capping knowledge that young people already have from Primary School.

Question: Lara S – Would like to hear more about children’s rights and your thoughts on how the homework will be shaped.

Answer: For homework we are going to have to work with parents and carers about the expectations of the homework policy. We need to consider appropriate homework based on the number of periods a class has in the timetable. We acknowledge that homes are busy places, and there may be limited time to support homework. Martin Darling will be leading on this strategy and bring it back to the Parent Council to get thoughts.

Question: Claire D – Is it correct that S1’s Maths classes will be changed to be based by ability.

Answer: Lisa M - There is discussion about this at the department level for English and Maths, where there are multiple classes at the same time. From the extended learning partnership review completed, set based classes may support increased attainment at all levels by focusing the teaching to the level of the young people. Where young people attain higher, then they must be able to move sets to provide the best level for them at a wholistic level. As discussed we need to use primary school data to help set the initial level.

9. Ongoing Actions (Matters Arising)

Due to the length of the meeting, it was agreed to accept the completed actions as done and to not review them and to only focus on outstanding / in progress items.

Name	Action
Lisa	<ol style="list-style-type: none"> 1. In conjunction with Martin Darling, provide an update on attainment from this year's exam results at the next Parent Council meeting. Complete – discussed in this meeting.
Fiona	<ol style="list-style-type: none"> 1. To explore alternative bank accounts which has no service charge and share the information with Alex so that a new bank account can be set up. Complete - This requires a parent to take over the treasurer role who has a current account or mortgage with RBS or NatWest. ACTION : Propose to bring the issue of the service charge to the next parent council meeting. 2. Make payment to Alex for the Duke of Edinburgh purchases. Completed.
Alex	<ol style="list-style-type: none"> 1. Contact Daryl to spend additional money on Duke of Edinburgh kit. Not Started. Noted as Outstanding. 2. Invite Martin Darling to the next Parent Council Meeting on 3rd November. Completed. 3. Contact Jean to have a picture for the Asda Foundation Grant with the newly purchased Duke of Edinburgh kit. Not Started. Noted as Outstanding. 4. Distribute potential meeting dates to the WhatsApp group so that they are finalised and then provide the dates to Lisa so that they can be published on the webpage and within the weekly newsletter. Completed. 5. Attend the P7 transition event on 17th September to make new parents/carers aware of the Parent Council at Viewforth. Completed – all P7 Parents / Carers who attended were given a flyer and talked to. 6. Update the Parent Council website to include Shona as a member. Completed. 7. Provide invoices for Duke of Edinburgh kit to Fiona to allow reimbursement. Completed and reimbursed.
Leona	<ol style="list-style-type: none"> 1. Submit funding application to the Robertson Trust once the Asda Foundation photo has been completed. Not Started. Noted as Outstanding. 2. Write a report with the addition of some photos for the Asda Foundation on how their grant has benefited the pupils once the equipment has been purchased (before December). Not Started. Noted as Outstanding.

Lara	1. Contact Nisa to see if there is any possibility of funding. In Progress – Nisa have already allocated, their funds. Lara will ask on a frequent basis to see when the next funds become available.
Shona	1. Provide a photo and information to be included on the website. Completed.
All	1. To vote on the potential dates for the Parent Council meetings. Completed – the whatsapp vote function worked well.

10. Members' Questions – No questions were raised.

11. AOCB

- £320 from the Foundation Scotland grant for Music has been spent with the agreement of Parent Council Members to support the Fife Festival of Music Entries for 2026. – **Agreed**
- ParentWise Survey E-mail to parents – only one response received from an existing parent council member. – **Noted:**
 - We tried something different to get feedback however, it did not improve contributions from the Parent Forum.
- Mark is still getting updates from Lloyds about the VHS PC Bank account. – **Noted:**
 - Postponed to the next meeting.

12. Actions Arising from the Meeting

Name	Action
Lisa	1. Lisa to organise iPad and Showbee Parent Session in the new term (after Christmas).
Depute Heads	1. Stevie K and Jack to investigate the possibility of how the iPads can be used to provide access to learners should they not be able to attend the school lesson.
Alex	1. Add discussion regarding the bank service charge to the next parent council meeting (and Mark's access). 2. Contact Daryl to spend additional money on Duke of Edinburgh kit. 3. Contact Jean to have a picture for the Asda Foundation Grant with the newly purchased Duke of Edinburgh kit.
Leona	1. Submit funding application to the Robertson Trust once the Asda Foundation photo has been completed. 2. Write a report with the addition of some photos for the Asda Foundation on how their grant has benefited the pupils once the equipment has been purchased (before December).

13. Date and time of next meeting – 8th December 2025 @6pm on Zoom.