



MILNE'S HIGH SCHOOL

Standards and Quality Report

2017

A community where the individual matters and expectations are high

Our Vision at Milne's High School



We aim for every individual to:

- Be ambitious to achieve excellence
- Feel safe, happy, respected and included
- Realise their full potential
- Develop a positive attitude to lifelong learning
- Contribute positively to the school community
- Benefit from effective partnership working

We will strive to raise attainment for all by being the best we can in these key areas:

- Curriculum design
- Learning and teaching
- Creating an ethos of ambition
- Self-evaluation for self-improvement
- Supporting learners to achieve success
- Leadership of learning at all levels

HONESTY - ASPIRATION - RESPECT - DILIGENCE
VALUES



Milne's High School
A community where the individual matters and expectations are high

This report will be produced annually in March and refers to the previous session (2016—17). This is in line with our improvement planning processes and many mechanisms for self-evaluation as a school.

Contact us: Milne's High School, West Street, Fochabers, IV32 7DJ

Context of the School

Milne's High School provides comprehensive education from first to sixth year (aged 11 to 18 years). In addition to young people from Fochabers itself, the school zone includes Mosstodloch, Lhanbryde, Garmouth, Spey Bay, Kingston and Urquhart as well as smaller communities stretching towards the area surrounding Portgordon and Buckie.

Essentially, the catchment area includes a large part of the eastern area of Moray's rich agricultural land involving farming, forestry and plant nursery developments as well as a range of industry including Baxters of Speyside which is less than a mile from the school. The school roll is presently 414.

The local communities within the area are active supporters of the school and its underlying values. This is very much appreciated and where possible reciprocated through links from the school to the community.

The Senior Management Team consists of a Head Teacher, three Depute Head Teachers. In addition, there are eighteen Principal Teachers, nineteen Class Teachers and twenty-three members of support staff. There is a strong team ethos among the staff with most undertaking leadership roles.

School Priority 1: Full implementation of the Learning and Teaching policy	
<u>NIF Driver</u> Assessing of Children's progress	<u>HGIOS?4 QIs</u> QI 2.3 Learning, Teaching and Assessment
Performance Information	<u>Moray Priorities:</u> Learning and Teaching
<p>Progress and impact: This session, we have fully embedded our learning and teaching strategy and can see a difference in more high quality learning experiences being provided for our young people across the school. We have had a focus on learning conversations to ensure that pupils receive meaningful feedback to help them improve their learning. This session, a new online tool called Edict has been used to capture this data so that our young people can document their progress.</p> <p>Next steps: Although there are many improvements, the Learning and Teaching Policy, which was devised by a School Improvement group in conjunction with our primaries, needs a whole school focus to achieve greater consistency for learners. There is a need to continue to work on assessment and moderation to increase staff confidence to make sound judgements based on using a range of reliable evidence. We will be ensuring that all departments incorporate the Benchmarks, which were recently published by Education Scotland, to the planning, assessment and tracking process. We will continue to improve learning and teaching so that differentiation is more evident in every classroom to ensure the needs of young people are met. We will work towards greater pace and challenge in lessons and ensure that pupils benefit from active learning opportunities.</p>	

School Priority 2: A curriculum designed to raise attainment

NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people

HGIOS?4 Qis
QI 2.2 Curriculum

Moray Priorities Curriculum design

Progress and impact:

We have worked in partnership with our associated primary schools to agree a common curriculum rationale to ensure that we work together to build a curriculum reflective of our local context. We work together to ensure that it is equipping our young people to build sustainable communities in the future. We have undertaken many curricular ventures this term with our feeder primaries including the moderation of literacy and numeracy.

As a school we are very committed to the challenges of Developing the Young Workforce and have continued to build on the many good links with businesses. Each subject department now has a link with a business and over the session we have had a number of parents visiting classes to share their experience of life in the workplace. Our efforts are having a positive impact in that 96% of our young people are progressing into positive destinations. Although that is the officially published figure, our own tracking shows this figure to be 99%.

Next steps:

We will continue to develop our curricular structures by making learner pathways and journeys more explicit across their learning journeys. We recognise that there is a need to improve support, advice and coursing programmes to support young people to make aspirational choices and follow appropriate pathways. Should local authority structures change, we will be devising a new curriculum map which maximises opportunities for achievement and development.

School Priority 3: Self-evaluation for the whole community as a key driver for self-improvement

NIF Driver
School Improvement

HGIOS?4 Qis
QI 1.1 Self-evaluation for self-improvement

Moray Priorities: Self-evaluation

Progress and impact:

We continue to develop our mechanisms for evaluating how we are doing as a school and ensure that all quality assurance leads to improvement. We have improved communication across the school community and implemented new strategies for capturing pupil voice through our Student Voice Ambassadors. In terms of parent voice, we have undertaken a number of focus groups and parental surveys, as well as communications through letters, meetings and the parent council.

Next steps:

One of the many good suggestions that came from inspection was that we need to be stronger in sharing the changes that have been made as a result of parents giving their views and this will be a feature of future newsletters. As a staff, we keep a self-evaluation tracker to ensure that every survey, focus group, result analysis and classroom learning visit not only has an impact but tracks how we feed back the difference that these evaluations have made.

How well does the school support young people to develop

School Priority 4: Develop the leadership capacity of the school community

NIF Driver

School Leadership
Teacher Professionalism
Parental Involvement

HGIOS?4 Qis

QI 1.3 Leadership of Change

Moray Priorities: Leadership, Management
and Building Capacity

Progress and impact:

A key focus has been on one of the aims on our vision statement, “we aim for every individual to benefit from effective partnership working” and this continues to be an area of growth as we are now better served as a school by our external partners. One of our major improvement priorities was to increase parental engagement and this session has seen significant progress in this area. A parental engagement strategy was written as a result of professional learning undertaken by myself and Mrs Rhonda Geddes-Stewart, the chair of the parent council. Some of this is already underway and we are looking forward to next session where we will be fully implementing all aspects of this plan. We are also well supported by our local authority in our improvement agenda. The central team visited in September and provided very good feedback on how we were working collaboratively as a staff by using data to ensure that all our improvements reflect our local context.

Next steps:

We will continue to build leadership capacity at all levels. Towards the end of next session, we will be re-visiting our vision, values and aims in recognition of the fact that half of our school community were not part of its creation. A pupil leadership programme will be created across the school and the leadership programme for staff is being re-designed to promote greater ownership of leading learning.

How well does the school improve the quality of its work?

School Priority 5: Wellbeing and attainment as the responsibility of all

NIF Priority

Improvement in attainment, particularly in literacy and numeracy;
Closing the attainment gap between the most and least disadvantaged children;
Improvement in children and young people's health and wellbeing

NIF Driver

Performance Information

HGIOS?4 Qis

QI 3.2 Raising Attainment

QI 3.1 Ensuring wellbeing, equality and inclusion

Moray Priorities: Raising Attainment Strategy

Progress and impact:

We continue to ensure that systems and structures are in place to support learners to achieve success. We have enhanced pastoral care by introducing a new class in the senior phase named Wellbeing and Attainment. This ensures that our young people work with a key adult to help prepare them for the future. We continue to make raising attainment for all a key priority and have had a relentless focus on this during this session. We have created a new Raising Attainment strategy which brings together many features of existing practice with a rigorous coursing programme, further investment in the Growth mind-set and ensuring that we have timely interventions following monthly tracking to ensure that our students are prepared for success. There has been a focus on our biggest attainment gap – the top 20% who consistently perform below the virtual comparator, moray and national average with this group targeted for mentoring and rigorously tracked by the SLT.

Next steps:

Raising Attainment for all – the essence of our vision - continues to underpin our improvement plan for next session. We will be using resources gained through the Pupil Equity Fund to ensure that all young people are aspirational to raise attainment and envisage that this work will help to reduce exclusions from school. Next session, we will continue to work with an external provider, MindsetUK, to ensure that there is a whole school community focus on aspiration, attainment and achievement. Next session's improvement plan will continue to develop understanding that wellbeing is the responsibility of all. A programme will be devised for wellbeing and attainment to be extended to the Broad General Phase. We will continue to develop the school community's understanding of equity and an intended outcome will be that we shall complete the first year of implementation of Rights Respecting School award.