

2013 - 2014



Menzieshill High School Standards and Quality Report

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MENZIESHILL HIGH SCHOOL

STANDARDS & QUALITY REPORT 2013 - 2014

Section 1 - Introduction, school values and aims

Menziesshill High School is a secondary school in Dundee. The school caters for five hundred pupils and admits those who live in the Gowrie Park, Menziesshill, Charleston, Lochee and Dryburgh areas of the city, as well as the villages of Longforgan, Inchtute, Liff and Birkhill. This area consists of a mixture of privately owned and council housing.

VALUES

We are committed to ensuring that Menziesshill High School is a community based on these shared values:

- accepting others, with consideration and tolerance;
- honesty, fairness and openness in our dealings with others;
- accepting responsibility for ourselves, our actions and developing a sense of self worth;
- treating one another with courtesy and respect, caring for each member of our school community and helping others in need;
- working hard, being positive about our life and learning and committed to education in its widest sense.

AIMS

1. All members of the school community contribute to a learning environment which enables them to develop their full potential as successful learners who achieve the highest standards in all aspects of their work.
2. All members of the school community are effective contributors who are actively involved in creating good working relationships within the school community.
3. All members of the school community are valued as individuals, regardless of their race, sex, religion, colour, creed or disability.
4. All members of the school community are provided with opportunities to develop their personal and social skills, enabling them to take their place as caring, confident individuals in society.
5. All members of the school community play their part as responsible citizens, maintaining and developing close partnership with parents and the local community.

Section 2 – Improvements in Performance

2. Attainment, achievement and progress within the broad general education.

Broad General Education

Stage	CfE Level	Literacy	Numeracy	Physical Education
S1	2	40%	Level 1- 8% Level 2- 23%	11%
	3	60%	69%	89%
	4			
S2	2	10%	17%	53%
	3	60%	52%	47%
	4	30%	31%	
S3	2	5%		11%
	3	64%	44%	82%
	4	31%	56%	7%

School Attainment & Achievement (S4-S6 Leavers)

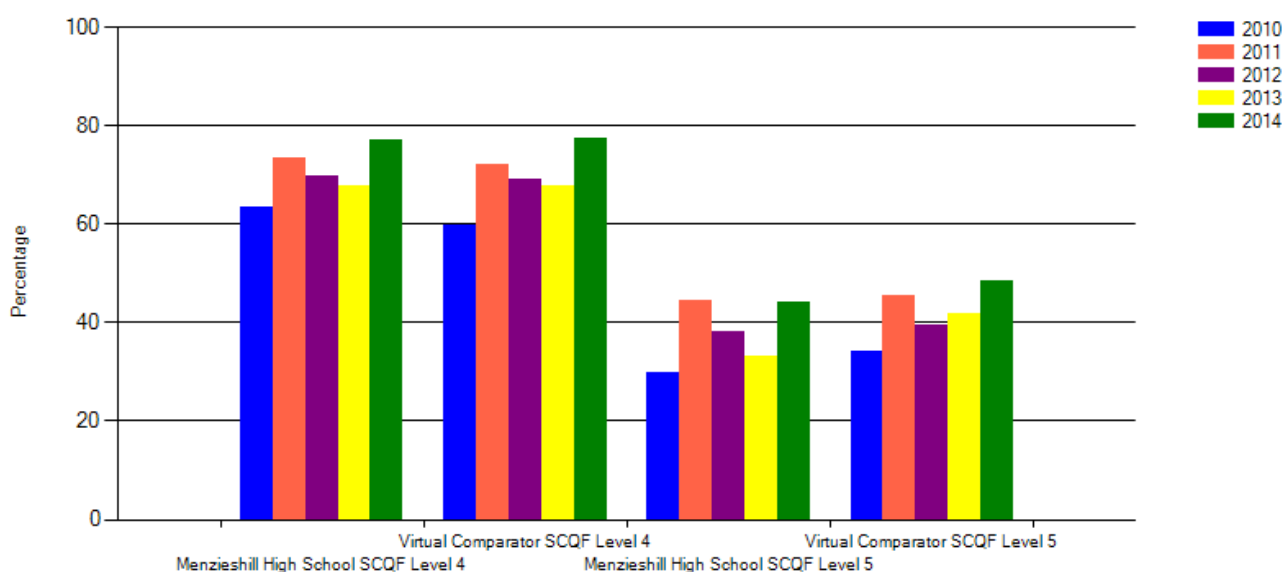
- Improving attainment in literacy and numeracy
- Improving post-school participation (% of school leavers in a positive destination)
- Improving Attainment for All (Average total tariff score)
- Attainment versus Deprivation

“The data presented here comes from the Scottish Government's online tool for educational professionals, called [Insight](#). Insight presents attainment data from [Scottish Credit and Qualifications Framework \(SCQF\)](#) accredited courses achieved by pupils during their [senior phase](#) (S4-S6). Awards gained before the senior phase are not considered in this data. Not all achievement awards are recorded in Insight.” (EducationScotland.gov.uk)

It should be noted the data is for school leavers only and does not include those pupils remaining on at school for S5 or S6. The link below gives explanation and more detail specifically related to the Menzieshill High School.

<http://www.educationscotland.gov.uk/parentzone/myschool/findaschool/schools/performance/data.asp?ischoolid=5330238>

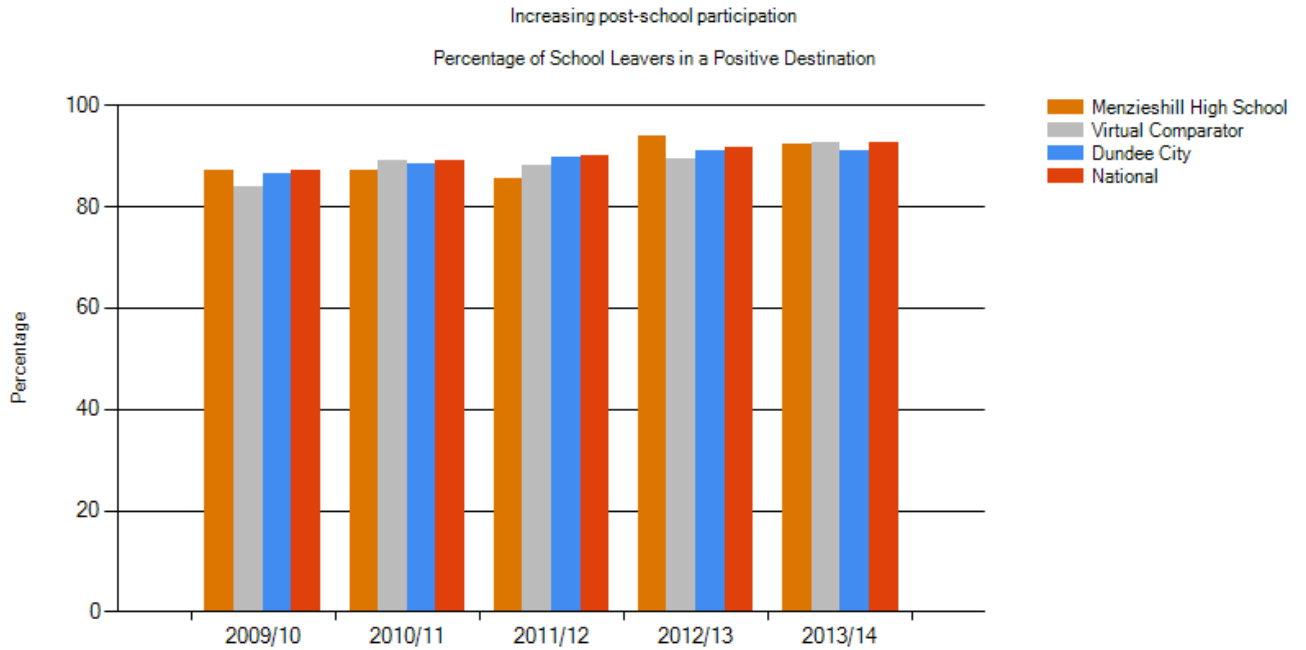
Improving attainment in literacy and numeracy
 Percentage of Leavers Attaining Literacy and Numeracy



Performance in Literacy and Numeracy at SCQF Level 5, 2013 is lower than your Virtual Comparator

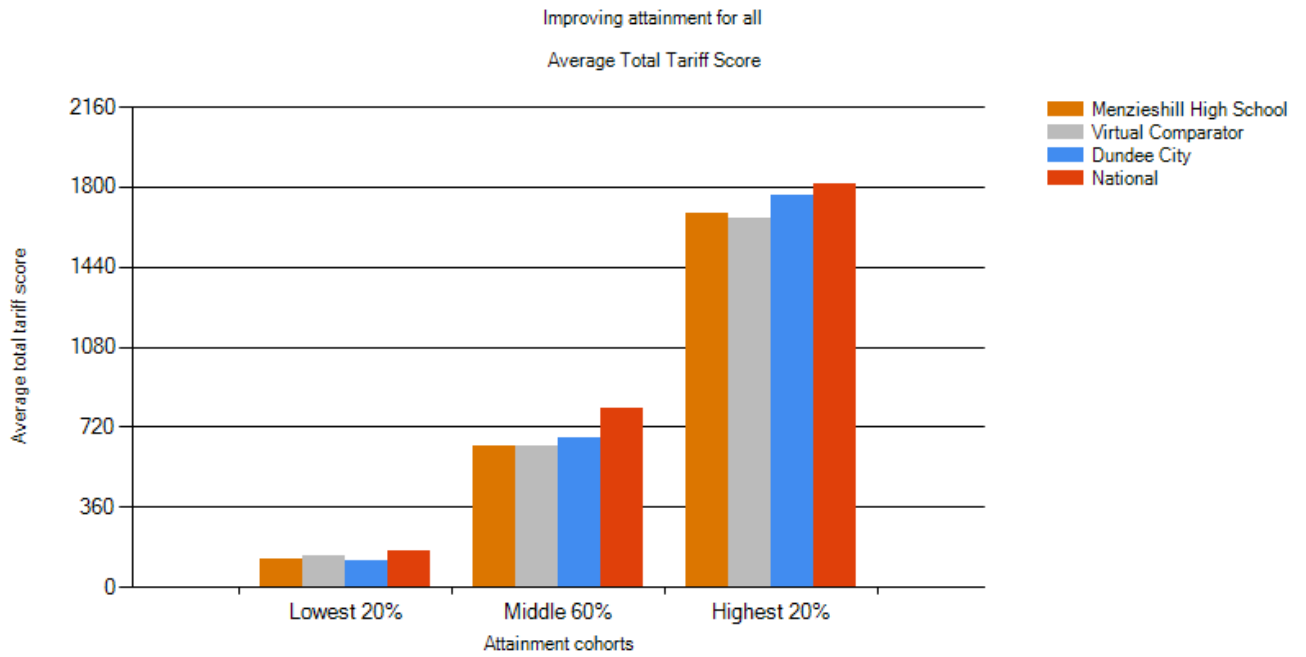
Year	Establishment	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
2010	Menzieshill High School	63.55	29.91	107
	Virtual Comparator	59.72	34.21	1,070
	Dundee City	69.8	38.16	1,318
	National	73.93	47.91	52,833
2011	Menzieshill High School	73.46	44.44	162
	Virtual Comparator	71.98	45.56	1,620
	Dundee City	70.56	43.24	1,369
	National	74.89	49.31	53,209
2012	Menzieshill High School	69.61	38.24	102
	Virtual Comparator	69.02	39.51	1,020
	Dundee City	71.48	45.75	1,213
	National	76.69	52.23	49,744
2013	Menzieshill High School	67.83	33.04	115
	Virtual Comparator	67.57	41.91	1,150
	Dundee City	73.68	43.07	1,379
	National	77.92	52.47	51,632
2014	Menzieshill High School	76.92	43.96	91
	Virtual Comparator	77.25	48.35	910
	Dundee City	78.9	46.19	1,327
	National	81.28	55.68	50,035

- Improving post-school participation (% of school leavers in a positive destination)



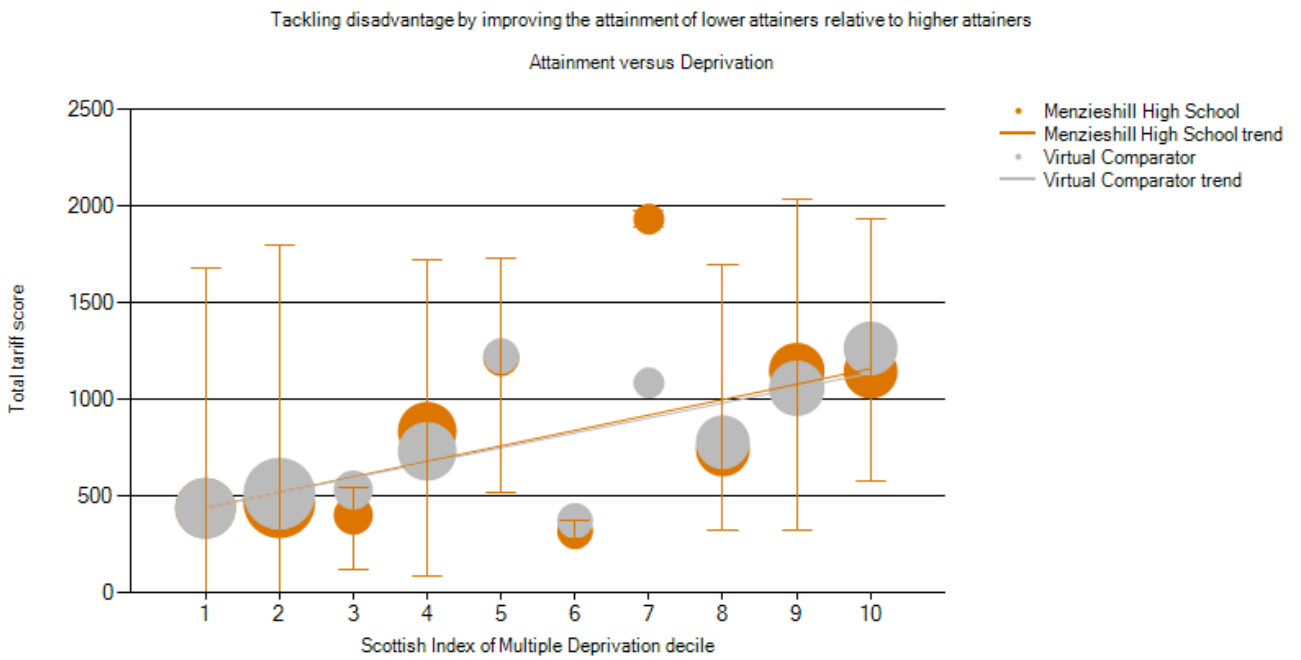
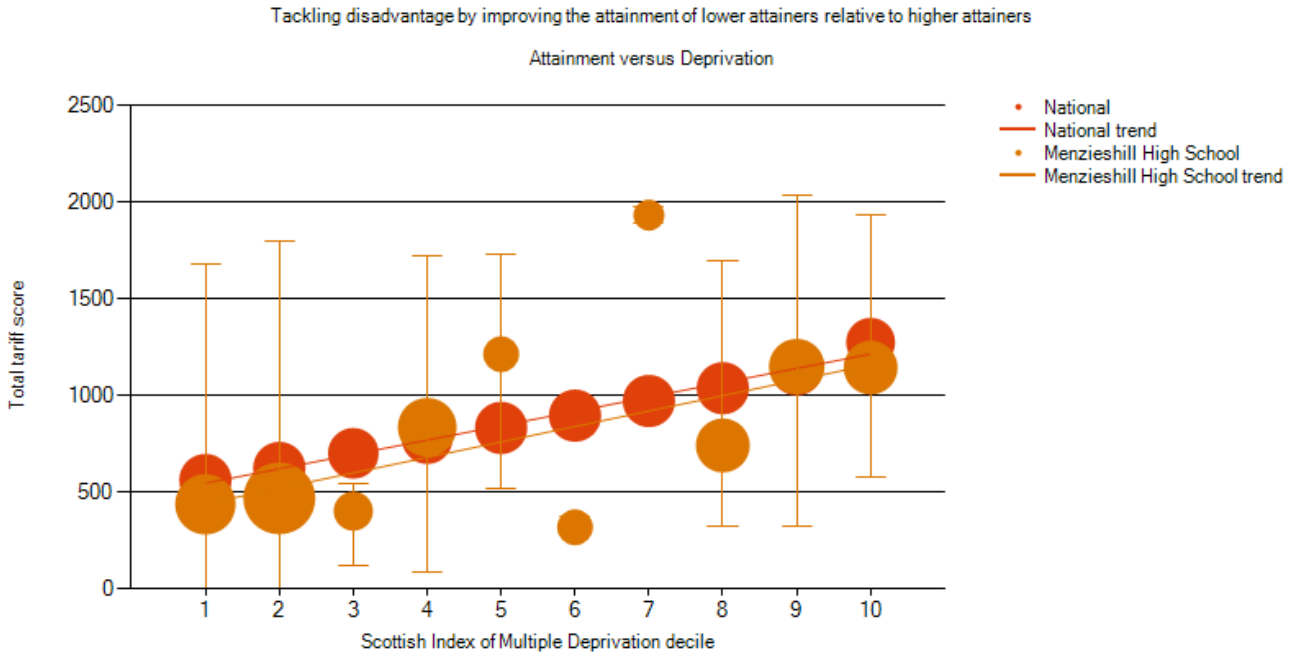
Year	Establishment	% of Schools Leavers in a Positive Destination	Number in Cohort
2009/10	Menzieshill High School	86.92	107
	Virtual Comparator	83.74	1,070
	Dundee City	86.27	1,318
	National	87.18	52,833
2010/11	Menzieshill High School	87.04	162
	Virtual Comparator	88.89	1,620
	Dundee City	88.39	1,369
	National	89.12	53,209
2011/12	Menzieshill High School	85.29	102
	Virtual Comparator	87.94	1,020
	Dundee City	89.53	1,213
	National	90.12	49,744
2012/13	Menzieshill High School	93.91	115
	Virtual Comparator	89.3	1,150
	Dundee City	91.08	1,379
	National	91.7	51,632
2013/14	Menzieshill High School	92.31	91
	Virtual Comparator	92.42	910
	Dundee City	91.11	1,327
	National	92.57	50,035

- **Improving Attainment for All (Average total tariff score)**



Establishment	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Menzieshill High School	123	632	1685	91
Virtual Comparator	139	636	1662	910
Dundee City	120	671	1761	1,327
National	163	805	1817	50,035

- **Attainment versus Deprivation**



Progress through the Curriculum for Excellence

Curriculum

Learners in Menzieshill High School will experience a broad general education from S1–S3. The period from S1 to S3 has a clear purpose: that all young people will have a strong platform for later learning and for successful transition to qualifications at the appropriate levels for them. At the end of S2, learners will begin to consider whether, and to what extent, they will carry forward their interest in particular subjects into qualifications and at what levels.

S2 will be a transition year where the 2nd level curriculum (P5 to S1) interlinks directly with that of the 3rd level (S1). This should be well planned and articulate development across the school cluster.

The S3-S4 curriculum extends the Transition Year as a two-year experience within Curriculum for Excellence where personalisation and choice feature both within learning experiences, interdisciplinary learning experiences and across curriculum areas. Here pupil progression from 3rd to 4th levels is planned across all aspects of the learning experiences, appropriately differentiated across both secondary school years.

As they move into S4, most learners will be ready to begin work in the qualifications framework at National 4 and National 5. Some may have experienced programmes of learning where they are grouped by curriculum level, which prepare them to start work on qualifications at Higher. Others can develop their interests in a more vocational pathway with apprenticeship programmes offered in Plumbing and Electrical fields.

As they move through S5 and S6, they may experience an increasing range of delivery and partnership arrangements, with greater emphasis on learner autonomy in taking responsibility for their own learning.

- **Literacy, Numeracy and Health & Wellbeing**

Literacy across the curriculum has benefitted from a higher profile this session with all pupils in S1 – S3 taking part in a Literacy focus week that highlighted the use of literacy skills across the curriculum and encouraged pupils to reflect on how they used these skills in their



Profiles. MidYIS testing indicated that a significant proportion of S1 possess very poor literacy skills and in response to this the English department revised the S1 curriculum to better meet the needs of all pupils. The Support for Learning Department have continued to deliver Fresh Start programme to a small group of pupils as well as a Multi-Sensory Learning Programme to pupils with specific language based learning needs, these programmes continue to be evaluated and monitored to assess progress and impact.

Numeracy will also benefit from a higher profile this session with all pupils in S1 – S3 taking part in a Numeracy focus week highlighting the use of numeracy skills across the curriculum pupils will be given the opportunity to reflect on how they used these skills in their Profiles. In response to alarmingly low numeracy scores in MidYIS testing the school invested in an Alta Maths programme to identify specific gaps in numeracy. The Mathematics department has also revised its curriculum to better meet the needs of all pupils and delivers to mixed ability groups based on gaps in knowledge.

Health and Well Being has been a focus in the last session with prefects leading assemblies, curriculum plans being audited and a focus week for all in the school. This involved three strands, Diet, Exercise and Knowing Your Body. We delivered workshops in school and with partners as well as testing pupils in an attitudinal survey. This has provided excellent evidence as other tests do to indicate need, and strengths of pupils. Our focus within Literacy, Numeracy and HWB is that we use the data to ensure Get it right for every child.

- **Skills for learning, life and work**

The school has developed an apprenticeship pathway with Dundee & Angus College for Electrical and Plumbing. Pupils participating in the program spend 2 days at school completing qualifications in English, Maths and Practical Electronics. They also spend 2 days at Dundee & Angus College following and NPA award in the relevant discipline as well as developing the underpinning knowledge and skills required for 1st year apprentices. The final day is on-site with their employer as part of a year-long placement. The pathway program has enabled the participants to develop key technical skills as well as considerably enhance their awareness and understanding of careers in these two industries. Pupils have also a much greater awareness of the key skills and attributes required in the workplace and have been developing their own workplace skills profile. Progression for the participants is either into an apprenticeship or progression onto a relevant higher level course and Dundee & Angus College.

Pupils in a range of year groups have participated in projects working with employers and institutions in the United States as part of the LEEO program. Pupils in the senior phase have participated in travel and tourism projects, enterprise projects and computer games design. Pupils in the BGE have participated in projects involving design and manufacture and renewable energy.

Through participation pupils work directly with employers on real life industry relevant projects. As well as the knowledge gained directly by pupils, these projects provides opportunities to acquire key soft skills such as presentation, communication, teamwork and collaborative working. Pupils have also highlighted the impact on their understanding of the needs of industry and well as how employees work. Consequently pupils have grown in confidence and have an enhanced understanding of progression into related industries. The experience has also improved pupils motivation. In addition to working with employers the pupils have worked with staff from Further and Higher Education establishments.

Section 3 – School Improvement Plan

Raise Attainment and Promote Achievement

1. Develop monitoring and tracking of pupil progress, attainment and achievement

All staff are confident at using data to monitor and track pupil progress. Data has been used to set aspirational targets which have been shared with pupils. Quality conversations are part of everyday lessons and tutors are becoming more active in this. House heads have a one to one interview with every pupil throughout the year and intervention letters sent summarising this to the parents. This has proved successful.

The Assertive Mentoring Programme was reviewed last year and building on the feedback from staff and pupils updated materials were produced. Every S5 and S6 pupil receives a weekly period of Assertive Mentoring with a Guidance Teacher where learning conversations take place to support pupils to identify their next steps in learning and time is provided for pupils to work toward these targets.

2. Improve attainment and achievement strategy across the school

An attainment action plan has been implemented, including assertive mentoring and a Building Learning Power Programme for S4. This involves pupils engaging in understanding their learning styles, study skills and putting these into practice to realise their potential. Drop in session developing this knowledge and offering support are available and parents are encouraged to support the process through the new homework policy and information on studying.



Develop a Curriculum for Excellence

1. Improve learner's experiences to ensure we get it right for every child

The views of pupils continue to play a greater role in shaping policy and practice in the school. Pupil evaluations at a Departmental level aim to support school improvement. Pupils have been consulted on learning and teaching strategies. These focus groups were led by senior pupils and the collation of information fed back to staff on in-service training. The information added to our

own self –evaluation and helped form action plans for future focus and development. New Enrichment opportunities are offered in the senior school, where many achieved a Saltire volunteering award.

The development of the curriculum in skills for work courses and partnership working has enabled many more pupils to achieve success. Courses such as early education and childcare, hospitality and vocational links with Dundee College have seen a greater uptake and success rate. In Second year we have introduced an Interdisciplinary double period where pupils experience 5 programmes of study lasting approximately 8 weeks each. Each programme involves a minimum of two subject areas where pupils transfer learning. The topics include sound waves, horticulture and renewable energy. The latter is in partnership with employers and a school in Florida.

2. Continue to implement curriculum for excellence.

We continue to seek ways to expand the curriculum and offer pupils new and exciting experiences. The senior management team have audited all curriculum plans, assessment and learning this session. Progress is pleasing and pupil feedback is positive about their learning, how well they are known and cared for by staff.

Progress through the broad general education is monitored and evaluated by staff and the homework policy involves parents in supporting the school. Parental feedback has been very positive.

Parents have been informed about new qualifications through open evenings involving local partners and SQA representatives to allow meaningful dialogue. Once again feedback was extremely positive on the information given.

Promote School Improvement by Developing Leadership and Systematic Self –evaluation

1. Improve leadership capacity within the school

The school continues to be committed to providing opportunities for pupils to develop leadership. Senior prefects have specific roles. Health and Wellbeing prefects for example, have addressed assemblies to promote physical activity, nutrition and good health. Learning and Teaching prefects are supporting the Learning Resource Centre and consulting with pupils on Learning and Teaching across the school. They have collated findings, presented to staff and help inform the Learning and Teaching policy. A buddy system has been introduced for all S1, they met their senior buddy prior to starting at the school, have had several sessions, lunches and fun activities with them throughout the first term.

Health buddies are still a huge part of pupils developing leadership through presenting in junior classes and our feeder primary schools aspects of relationship and sex education. Staff are taking on greater leadership roles. A number of colleagues are leading whole school initiatives in areas such as profiling, health and wellbeing and the development of learning rounds. More staff chair or participate in working groups. The leadership role of the House Head has successfully been extended. The school is one of three in Dundee who have actively developed a Leadership Academy for Middle Managers being implemented this session. In addition staff are developing skills and sharing good practice by delivering training for colleagues on learning and teaching strategies built in over 6 sessions throughout the year.

2. Develop leadership thought effective Professional Review and Development and relevant CPD

All staff are reviewed as part of an annual cycle and the review process is used to identify Professional Development needs. Staff are increasingly encouraged to support and deliver CPD opportunities and a range of external partners have been engaged in the delivery of CPD in the school. Staff and School Leadership meetings provide further CPD opportunities for staff and these meetings strongly correlate to the priorities identified in the School Improvement plan

3. Develop and embed a culture of self-evaluation

The school remains committed to planning strategies for continual improvement. A systematic approach has been developed through the Menzieshill Audit Plan and departments are regularly engaged in self-evaluation. The classroom observation continues and we have introduced focus weeks carried out by SMT on specific areas such as learning intentions. Learning rounds have been introduced allowing colleagues to observe one another, share good practice and focus on areas identified in our self- evaluation.

Section 4 – Parent Council Report

The parent council continues to meet regularly to keep up to date with school life and representatives have attended meetings with the Director of Education, and secondary chairpersons in Dundee, as well as support many events in the school.

We have been extremely active in raising funds to provide an Easter school for pupils, have been involved in the Menzieshill High School Festival held each September, have organised social events and represent parents in school working groups.

This year we worked in partnership with the school in consultation with the community and Education Scotland. We are continually looking for new ways to encourage and support Miss Gray and her staff to show that Menzieshill High School is a school to be proud of and that we as parents thank Miss Gray and her staff sincerely for all their hard work and efforts over the year.

Section 5 – Pupil Representative Council Report

The PRC was re-launched last session in a different format mirroring Curriculum for Excellence, S1 – S3 and S4-S6. Each group has representatives from each year and house and is linked to a lead teacher who facilitates the meeting. In addition the headteacher meets with the head boy and head girl monthly about how they can contribute to school improvement and give leadership opportunities. This has been a huge success and has been extended to the development of a Senior Prefect Council made up of the House captains and headteacher and chaired by the Head Boy and Girl.

Pupils are much more actively involved in school improvement, putting ideas forward, fund raising, taking roles of responsibility, leading Health Promotion, the House Competitions, assemblies and offering study support for others. Senior pupils have become members of school working groups and contribute willingly.

Pupils have been informed about the School Improvement Plan, developing policies such as adaptations to our Behaviour for Learning guidelines.

Pupil voice is high on the school improvement plan agenda and pupils have carried out several focus groups in Homework, electronic devices, learning and teaching. All this information has informed practice, been fed back to staff and helped develop new policy.

Section 6 – School Achievement

The school offers a wide and varied range of achievement for our pupils, reflected in the following examples from the past year.

Ethos

We pride ourselves on the constant acknowledgement of the community feel and positive ethos within the school. Parental and pupil feedback as highlighted this as the key strength of the school with staff relationships and knowledge of their young people as the main focus. Behaviour of our pupils is regularly commended by visitors and the Local Authority. Teachers consistently adhere to the Behaviour for learning policy and use restorative practices to get the best out of pupils. Relationships and ethos are extremely positive evidenced by focus groups carried out by Local authority Education Officers and the Headteacher. The school's Behaviour for Learning (BFL) working group continues to promote positive behaviour within the school. Analysis carried out by the group indicates a strong, consistent trend in the reduction of tasks issued to pupils and the group has presented proposals to Senior Management to further strengthen the effectiveness of our system. One result of this has been the development of our merit system, Celebration of Success assemblies.



Music

The RSNO has continued to work with the school music department offering workshops for pupils and an opportunity to work with professional musicians. Pupils have progressed greatly from these opportunities and their performance has been enhanced. Music success continues to be a real strength of the school with several finalists in the Rotary Young musician of the year competition and Dundee Schools Young musician of the year competition. Ian Christie was successful awarded both titles. In addition many pupils achieved Bronze, Silver and Gold at the Dundee Schools Music Festival. Individuals also gained lots of success in Pipe band championships, Percussion and Ceilidh band competitions.

Health and Wellbeing

A successful Health Week took place for the second year in succession this involved all S1-S3 participating in two full days of health and wellbeing activities involving both staff and a number of partner agencies. Sessions offered covered core health and wellbeing areas such as physical wellbeing, food and nutrition, and social and emotional wellbeing. The input provided by a wide range of partner agencies that included: Tayside contracts, Active Schools, Community Learning and Development and Tayside Fire and Rescue amongst others; complemented and enhanced the sessions that were delivered by school staff. The practical demonstrations delivered by Tayside Fire and Rescue were particularly well received. In addition to the Health and Wellbeing week our Health and Wellbeing Prefects delivered a series of assemblies on a variety of health related topics.

The Royal Environmental Health Institute of Scotland Elementary Food Hygiene Award is offered to pupils who work in the Home Economics Department. Last session 46 pupils received this award, this will be continue to be offered to pupils this session.

Rock Challenge

Last session was the second year that the school participated in the Rock Challenge. A huge number of pupils took part in this project which focuses on pupils designing a dance with a theme relating to today's world and telling a message. Our School chose The Scottish Homecoming which was extremely moving and dramatic. The school did amazingly well, receiving many awards throughout the event and reaching the final.

Physical Education, Physical Activity and Sport

Menziesshill High School continue to compete in many sports across the Dundee leagues organised by Active Schools, Basketball, Water Polo, Football, Indoor Athletics, Badminton and many more. In addition Dance has remained high on the agenda with pupils choreographing pieces for performance in the school Christmas show and Dundee Schools Dance competition.

Pupils represent Scotland and Great Britain in a variety of sports such as Football, Ice Skating, Karate and Tennis. We do everything to support them by adapting their curriculum to allow their training commitments and continued success.

Rotary Award

During the summer Robson St Clair, a prefect at Menziesshill High School, was sponsored by the Claverhouse Rotary Club to attend a Rotary Club Youth Leadership Award Course. This course develops leadership through discussion, inspirational speakers and outdoor activities. Robson was presented with his RYLA award during the Celebration of Success assemblies.

A Rotaract club has been established within the school with a member of staff as a consultant. The pupils with Robson and a mentor from Rotary set up the group and were awarded a charter status by the end of the session. The group have identified charities they raise money for each year and this will be carried forward to next session. The pupils are given opportunities to be involved with Rotary and experience a variety of leadership roles and help at community events. This widens pupils horizons and experience of working with others.

McManus Citizen of the Year Award

Rachel Beattie, who was a Prefect and Head Girl at Menziesshill High School last session, was selected to attend a special award ceremony to recognise 'Dundee S6 pupils who have proven to be truly community spirited through their efforts at home and in the local community'. Rachel not only was a finalist but won the overall award and was named as Dundee's Young Citizen of the Year because of her commitment to her development and others. Rachel was an outstanding role model for younger pupils in her academic progress, hard work, attendance and relationships with all in school. She was an accomplished sports woman and musician, representing the school in several sports. Her musical abilities were considerable playing several instruments to a very high standard. She was part of several orchestras' and a ceilidh band. She gave her time freely to teach younger musician's, held down a part time job and volunteered to help others without question.

Go Africa

Go Africa has become a tradition in Menzieshill where staff and pupils plan for 16 months to travel to Africa to help build schools, houses and / or water irrigation systems. The current group fly at the end of the summer term for a 3 week visit. Their fundraising has involved individual pupils organise events such as Race nights. As a team they have also organised whole school events



such as a Burns Ceilidh, Disco through the Ages and a Bingo night. In addition pupils have regularly organised monthly coffee mornings and baked potato lunches. The pupils have worked exceptionally hard and displayed commitment and leadership for an experience of a lifetime.

Business/ Student Mentors

Two years ago we introduced business mentors for a specific group of S3 pupils. Pupils and mentors met for an initial 'get to know you' session and have since been holding regular meetings where mentors have been providing advice, guidance and support to raise pupil attainment and achievement. Both the pupils and the mentors have found this to be a valuable and rewarding experience. The feedback from this was so positive we extended this opportunity by increasing our mentors from Abertay University Students. Now all S4 pupils and selected seniors have a mentor they meet regularly for advice, support and challenge. This is part of a programme which has joint working days, evaluating pupil strengths, development needs, learning styles, study techniques, ambitions and aspirations.

Celebration of Success Assemblies

Are now held at the end of every term. Pupils are awarded Gold, Silver or Bronze certificates based on the number of merits they have accumulated during that term. Merits are also a major part of the Inter-House competition alongside House matches which take place in the PE department every Friday. At the celebration assemblies pupil wider achievement is also recognised and highlighted. Parents have also been asked to contribute information on pupil achievement outwith the school. More and more departments are awarding special pupil awards. In addition badges and achievement ties are awarded for specific honours and pupils wear these with pride.

Prefect Roles

Leadership in our young people is crucial to their development and school improvement. We have worked in partnership with The Sports Academy to deliver a programme over a series of sessions throughout the year. House Captains have taken on an enhanced role, supporting house heads and encouraging participation in weekly House matches. Prefects have been appointed and take up specific roles linked to Health and Wellbeing, Learning and Teaching, Eco-Projects. Learning and Teaching Prefects carry out pupil focus groups and their input has been invaluable in the new Learning and Teaching Policy.

