

2014 - 2015



Menzieshill High School Standards and Quality Report

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MENZIESHILL HIGH SCHOOL

STANDARDS & QUALITY REPORT 2014 - 2015

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 pupils living in the Gowrie Park, Menziesshill, Charleston, Lochee and Dryburgh areas of the city, as well as the villages of Longforan, 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

Attainment, achievement and progress within the broad general education.

Broad General Education

Stage	CfE Level	Literacy		Numeracy		Physical Education	
		#	%	#	%	#	%
	E			9	9		
	1			36	38		
S1	2	54	54.5	32	33		13
	3	32	32.3	19	20		87
	4	2	2.02				
	E			1	1		
	1			21	28		
S2	2	24	31.5	33	44		17
	3	47	61.8	20	27		83
	4						
	E			1	1		
	1			2	3		
S3	2	12	16.2	18	25		5
	3	37	50	23	32		95
	4	26	35	29	40		

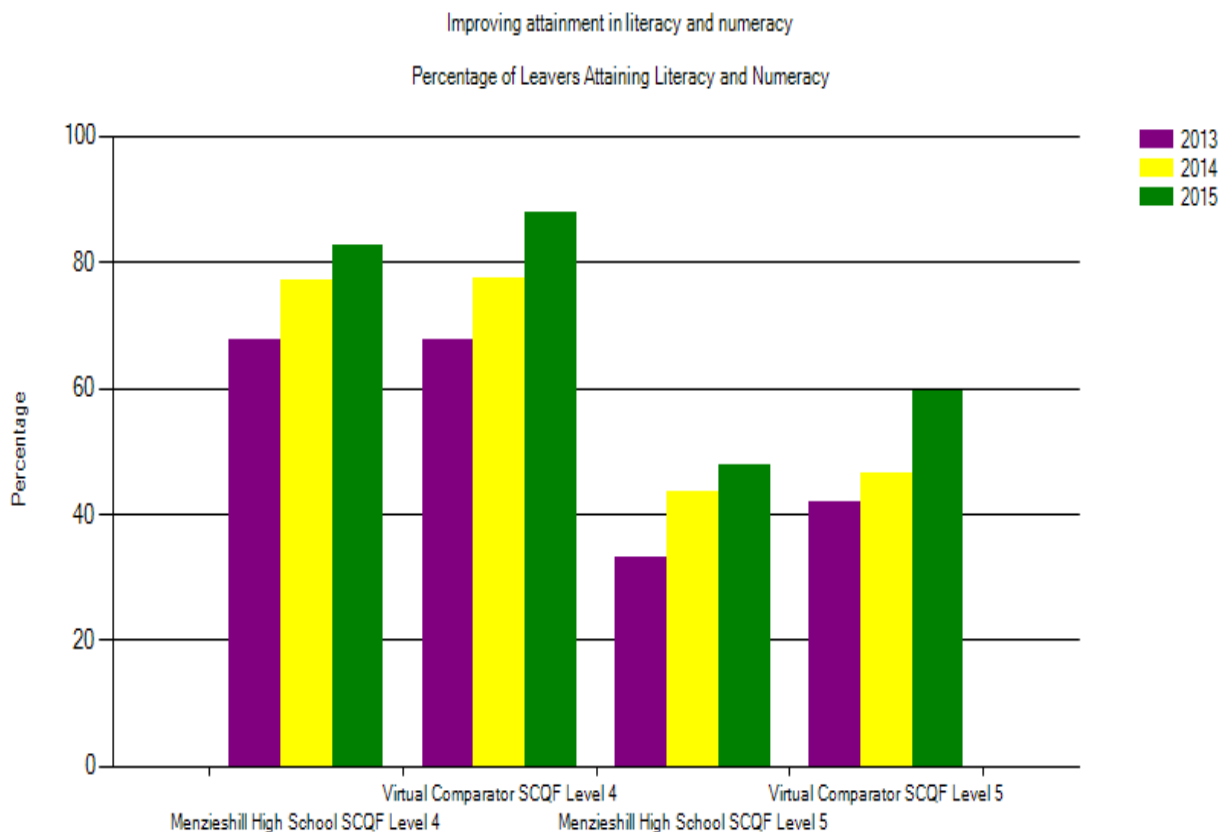
School Attainment & Achievement (S4-S6 Leavers)

- 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)

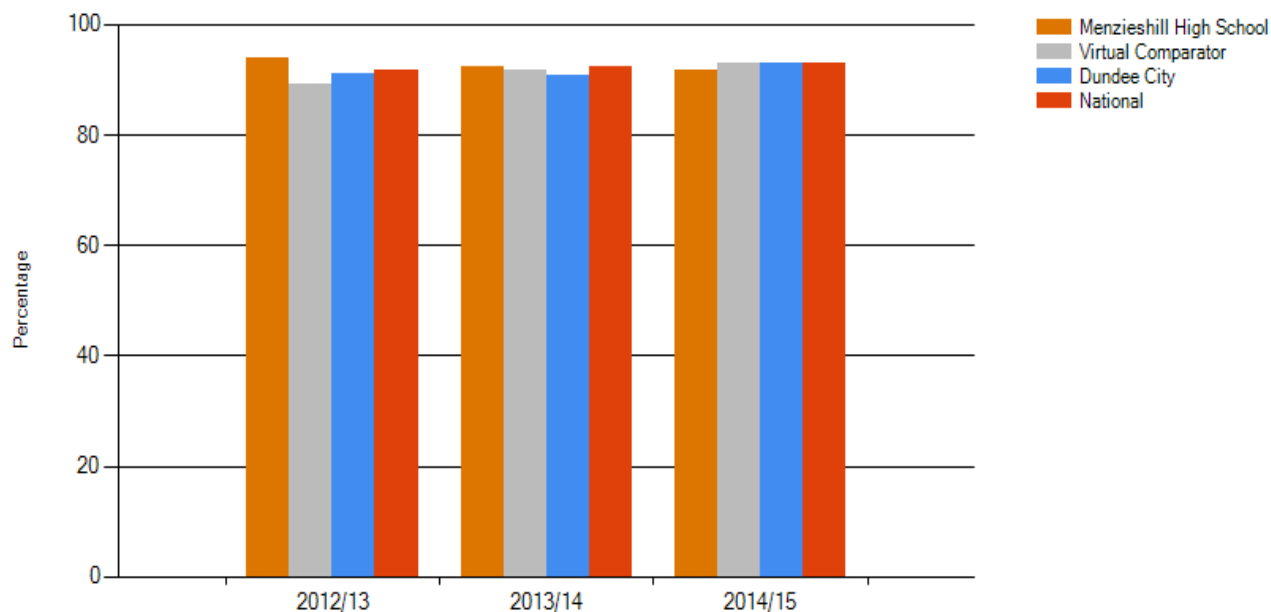
It should be noted the data is for school leavers only and does not include those pupils remaining on at school for S5 or S6. The link below gives explanation and more detail specifically related to the Menzieshill High School.

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



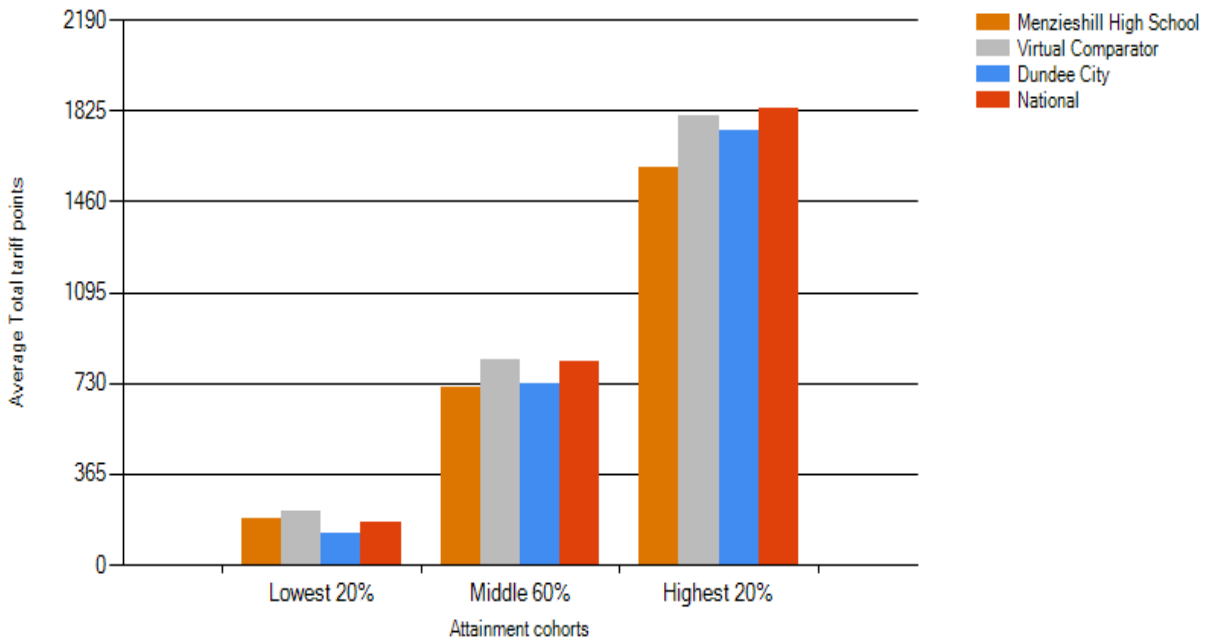
Year	Establishment	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
2013	Menzieshill High School	67.83	33.04	115
	Virtual Comparator	67.57	41.91	1,150
	Dundee City	73.68	43.07	1,379
	National	77.92	52.47	51,632
2014	Menzieshill High School	76.92	43.96	91
	Virtual Comparator	77.25	48.35	910
	Dundee City	78.9	46.19	1,327
	National	81.28	55.68	50,035
2015	Menzieshill High School	82.56	47.67	86
	Virtual Comparator	88.02	59.53	860
	Dundee City	83.77	51.00	1294
	National	85.76	58.62	52433

Increasing post-school participation
 Percentage of School Leavers in a Positive Destination



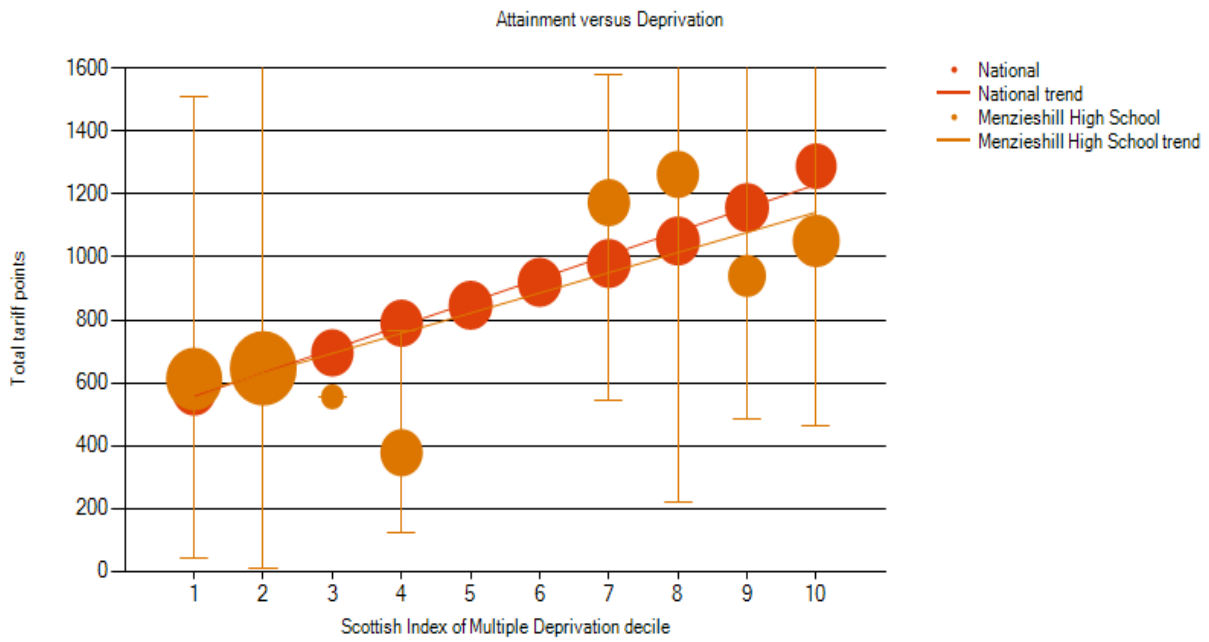
Year	Establishment	% of Schools Leavers in a Positive Destination	Number in Cohort
2012/13	Menzieshill High School	93.91	115
	Virtual Comparator	89.3	1,150
	Dundee City	91.08	1,379
	National	91.7	51,632
2013/14	Menzieshill High School	92.31	91
	Virtual Comparator	92.42	910
	Dundee City	91.11	1,327
	National	92.57	50,035
2014/15	Menzieshill High School	91.86	86
	Virtual Comparator	92.91	860
	Dundee City	93.04	1294
	National	93.02	52433

Improving attainment for all
Average Total Tariff Points

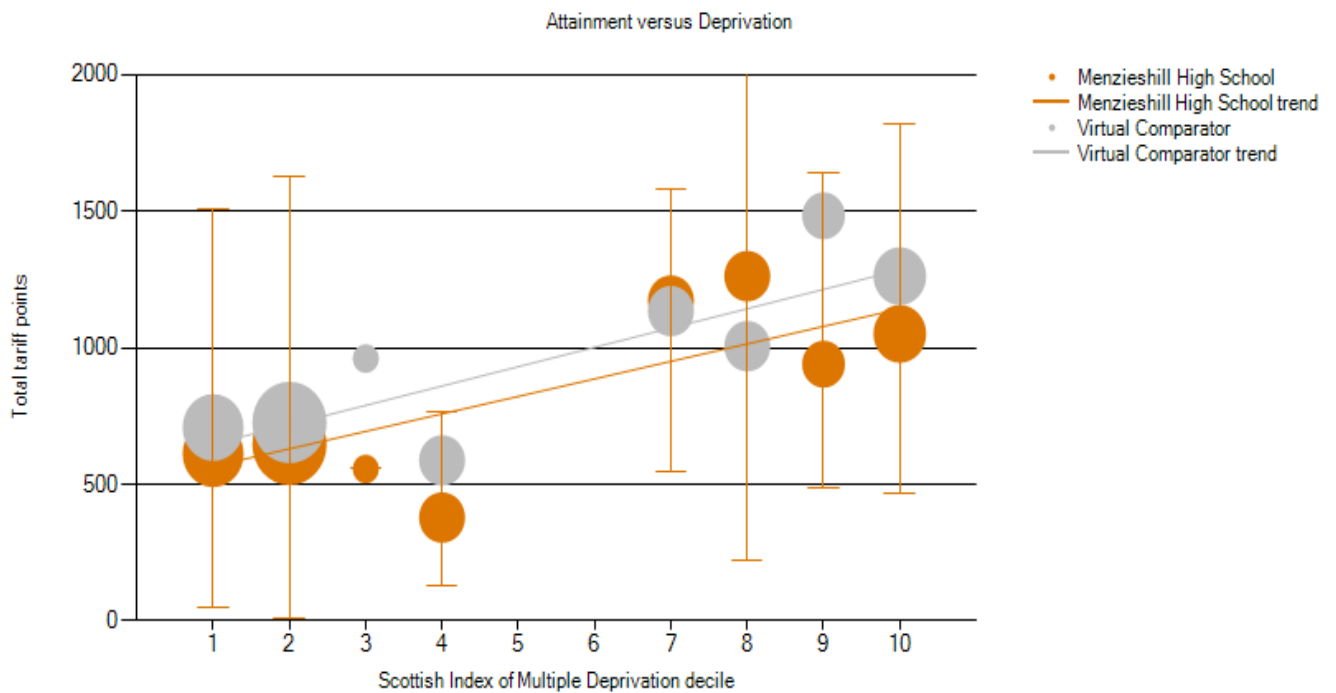


Establishment	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Menzieshill High School	184	711	1597	86
Virtual Comparator	218	822	1805	860
Dundee City	123	727	1745	1294
National	168	820	1832	52433

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers



Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers



Progress through the Curriculum for Excellence

Curriculum

Learners in Menzieshill High School will experience a broad general education from S1–S3. This period has a clear purpose: all young people will have a strong platform for later learning and for successful transition to qualifications at the appropriate levels suitable to their needs. 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 appropriate levels.

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

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 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 National 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.



S1 pupils, feedback from our primary school colleagues and parents at parent evenings throughout the year indicate that almost all our pupils settle in quickly and effectively to secondary school life. They enjoy the secondary school experience and feel encouraged

and supported. This is in part due to the effective primary/secondary school liaison which takes place as well as an effective primary induction programme titled "Make it in Menzieshill". This has developed over the past three years and includes pupils taking part in curricular based learning within the secondary setting over three occasions in primary 7. As well as allowing us to get to know pupils, their strengths and needs, pupils themselves tell us they feel at ease in secondary and know staff by the time they arrive in August.

As part of the induction programme we introduced an S6 buddy system to support our new S1 pupils. This involves trained S6 volunteers, linking with S1 pupils in a variety of events and supporting them as they settle into secondary school life. This Buddy Programme works well in helping our new S1 pupils settle into secondary school life. Our Nurture Programme delivered by our Pupil Support workers, supports identified young people entering S1 who require additional help to make the transition to secondary school life. It is a highly successful programme.



Literacy, Numeracy and Health & Wellbeing

Literacy across the curriculum has continued to benefit from a high profile with all pupils in S1 taking part in a dedicated Literacy and Numeracy period each week. The period highlights the use of literacy skills across the curriculum and encourages pupils to reflect on how they use these skills in all aspects of the curriculum and to help them develop their personal Profiles with this understanding of language. The numeracy period focus has been developing and reinforcing the confidence of young people in the basic skills of addition, subtraction, multiplication and division. MidYIS testing indicated that a significant proportion of S1 possess very poor literacy and numeracy skills and in response to this the English department revised the S1 curriculum last session to better meet the needs of all pupils. This session the Maths department have introduced ALTA Maths identifying individual pupil development needs and designing lessons around these specific needs. The Support for Learning and English Departments have continued to deliver Fresh Start - a recovery reading programme - to a small number of pupils. Additionally, a Multi-Sensory Learning Programme is offered to pupils with specific language based learning needs. These programmes continue to be evaluated and monitored to monitor and improve progress and impact.

Health and Well Being has been a focus in the last session with prefects leading assemblies, 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 assessments do

to indicate need, and strengths of pupils. We have used these results to put specific programmes in place for identified groups of pupils and worked with our partners on this delivery. We review this monthly to ensure maximum impact for our young people.

Our main challenge within Literacy, Numeracy and HWB is that we use the data to ensure we Get It Right For Every Child.



Skills for learning, life and work

Following the recommendations in Developing Scotland's Young Workforce the school has developed an apprenticeship pathway in co-operation with Dundee & Angus College for careers in the Electrical and Plumbing professions. Pupils participating in the program spend two days at school completing qualifications in English, Maths, Practical Electronics or Personal Achievement Awards. They also spend two days at Dundee & Angus College following an NPA award in the relevant discipline as well as developing the underpinning knowledge and skills required for first 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 enhancing their awareness and understanding of careers in these two industries. Pupils gain 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 at 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. Senior phase pupils 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 provide 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 pupil's motivation. In addition to working with employers the pupils have worked with staff from Further and Higher Education establishments.

We believe wholeheartedly in the parity of different pathways leading to positive destinations and getting it right for all pupils. We have introduced in S2 Interdisciplinary Learning to develop pupil awareness early in secondary education of Vocational pathways. Pupils work throughout the year in 4 rotations of approximately 8 weeks with several departments on project based learning showing the links between the knowledge and skills between subjects. In addition, a Vocational experience working with our partners in Dundee and Angus College offers pupils the opportunity to experience a variety of vocational pathways as part of the rotation.



Section 3 – School Improvement Plan

Raising Attainment and Promoting Achievement

Developing 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.

Improving attainment and achievement strategies across the school

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

The mentors meet with pupils several times throughout the session and help individuals maximise their potential through study programme goal setting and self –evaluation. The mentors have been selected as aspirational role models for pupils, in particular targeting those pupils who have not had family members progress to higher or further education.



Developing a Curriculum for Excellence

Improving learners' experiences to ensure we Get It Right For Every Child

Pupil voice continues to play an increasing role in shaping policy and practice in the school. Pupil evaluations at a Departmental level are designed to support school improvement. Partnership planning has been vital in ensuring we implement a variety of pathways that's suit pupil need. We have established a regular partnership planning group who review data, plan according to pupil need and evaluate impact. This has allowed us to broaden the curriculum from S1 to S6, meeting pupil need and promoting success. An excellent example of this has been the Apprenticeship Programme where all young people involved progressed to a positive destination which for many included an employment opportunity.

Continuing to implement a curriculum for excellence

The school continue to seek ways to expand the curriculum and offer pupils new and exciting experiences. The senior management team have audited all department curriculum plans, forms of assessment and learning and teaching this session. Progress is pleasing and pupil feedback is positive about their experience. Pupils have noted 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 based on the information received.

Our success in broadening the curriculum, specifically in vocational pathways has been recognised and we are now offering option to all schools across the city.

Promote School Improvement by Developing Leadership and Systematic Self –evaluation

Improving leadership capacity within the school

The school continues to be committed to providing opportunities for pupils to develop leadership. Senior prefects have a range of 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, where pupils met their senior buddy prior to starting at the school and 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 actively looks for opportunities to develop Leadership for Middle

Managers and has invested in six Principal teachers taking part in a leadership programme. In addition, staff are developing skills and sharing good practice by delivering training for colleagues on learning and teaching strategies specifically, Co-operative learning is built in over six sessions throughout the year.

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. All

staff are now part of Profession Update and each year have to ensure a record is kept of personal development, training, professional reading and their review. All registered staff completed that this session.

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. 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. We have been involved in the Menzieshill High School Festival held each September and have organised social events and represent parents in school working groups.

We are continually looking for new ways to encourage and support Mrs Gray and her staff to show that Menzieshill High School is a school to be proud of and that we as parents thank Mrs 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 head teacher 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, the head teacher 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. The RSNO this year worked specifically with a group of pupils who had never played before and developed their musical improvisation skills which were performed at the Summer Concert. 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. Sam Walker 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 third 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 over 40 pupils received this award, this will continue to be offered to pupils this session.

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 Matthew Turnbull, 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. Matthew also successfully won Young Chef at City and District level. He went on the win second place overall in Scotland.



A Rotary club has been established within the school with a member of staff as a consultant. The pupils with Robson and a mentor form 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 pupil's horizons and experience of working with others.



McManus Citizen of the Year Award

Molly Fowlie, who was a Prefect and Head Girl at Menzieshill 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'. Molly was a finalist in the Dundee's Young Citizen of the Year because of her commitment to her development and others. Molly was an outstanding role model for younger pupils in her academic progress, hard work, attendance and relationships with all in school. She intends to continue her involvement in education by becoming a Craft, Design and Technology teacher.



Police Scotland Youth Volunteers

Over 30 pupils have been successfully trained as police Scotland Youth Volunteers. Within this role they have undertaken duties at the Commonwealth Games, Youth Ryder Cup, been official marshals at many Dundee events and helped promote the work of the police in the community. In addition, the pupils attend leadership training in the evenings each week based in the school. All pupils passed out at the police academy with their parents present.

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.

Menzieshill High School 1971 – 2016 45 years in education

