

2012 - 2013



Menzieshill High School Standards and Quality Report

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MENZIESHILL HIGH SCHOOL

STANDARDS & QUALITY REPORT 2012 - 2013

Section 1 - Introduction, school values and aims

Menziesshill High School is a secondary school in Dundee. The school caters for five hundred and fifty 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 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

By end of S4 - All Candidates

	2011		2012		2013	
	%	NCD	%	NCD	%	NCD
English Lev 3	91	9	95	8	97	6
Maths Lev 3	90	9	66	10	87	10
English & Maths	85	10	65	10	83	10
5+ Level 3	87	9	89	9	93	7
5+ Level 4	64	10	70	9	76	8
5+ Level 5	18	10	28	8	18	10

By end of S6

	2011		2012		2013	
	%	NCD	%	NCD	%	NCD
5+ Level 5	48	7	43	9	38	10
1+ Level 6	47	6	37	9	32	10
3+ Level 6	34	6	24	9	22	9
5+ Level 6	20	6	14	9	14	9
1+ Level 7	13	6	11	7	8	8

Positive Destinations

2009 – 2010 Initial Destination Percentages										
Total Leavers	Higher Ed	Further Ed	Training	Employment	Voluntary work	Activity agreement	Unemployed seeking	Unemployed not seeking	Not known	Total positive
104	23	48	6	14	-	-	12	1	-	91
2010 – 2011 Initial Destination Percentages										
156	43	69	7	16	-	2	16	3	-	137
2011 – 2012 Initial Destination Percentages										
98	26	36	7	14	-	-	12	2	1	83

In 2011-12, 84.7% of Menzieshill High pupils had positive destinations compared to Dundee average of 90%

Progress through the Curriculum for Excellence

- **Curricular Areas**

Each department has gone through an audit process with senior managers and the head teacher evaluating planning, assessment, learning and teaching for S1 through to S3 as well as the new National 4 /5 courses. The school is in an extremely positive place with many departments now seeking to improve what they have through self -evaluation.

Courses are well planned and a variety of assessment tools are employed to suit different learning styles and abilities. Good liaison with support for learning colleagues was evident and differentiation of materials being built in.

Pupils are well underway in the new National courses with assessments planned for early October. Pupils are responding well and staff have been actively involved in working with colleagues across the authority and Scotland to share good practice.

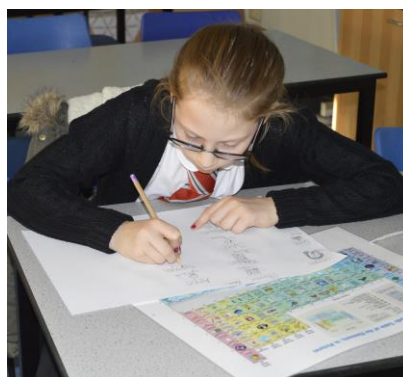
Many staff are working directly with the SQA bringing high levels of expertise to the school. The Curriculum has been developed greatly this year with links to Renewable energy, a growing industry in Dundee. A partnership with employers, Abertay University, Dundee College and a school in Florida all form part of the project which involves S2, S3 and senior pupils as well as several staff in school. Skills for work courses have flourished in Home economics and P.E as we seek other avenues to expand our diet in this area.

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

The Literacy period for all S1 continues and through evaluation has been adjusted to suit the needs of pupils and the school. English staff are working very closely with SFL colleagues to deliver specific programmes to groups and use different methods of assessment to monitor and develop literacy in our young people. A literacy co-ordinator has just been appointed in the school to take this forward.

Numeracy has also benefitted from a co-ordinator appointed and a strategy to be taken forward by Dundee City council.

Health and Well Being has been a focus in the last session with prefects leading assemblies, curriculum plans being audited and a focus week in the school. This involved three strands, Diet, Exercise and Knowing Your Body. We delivered workshops in school and with partners as well as pupils in an attitudinal survey. This has provided excellent evidence as other tests do to indicate and strengths of pupils.



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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**

Skills for Work courses are being explored to develop the curriculum further. We have had enormous success and growing uptake in Early Education and childcare. All staff received training highlighting pupil skills and the embedding of these in lessons. A pilot group of staff developed a Menzieshill skills set and higher order skills training is planned this session. Links to profiling, tutor conversations and pupil assessment is on-going. Mentoring for S3/4 pupils and employers continued into this year with huge success. Pupil confidence has grown and a mentoring system for others is being developed. Employers play a much wider role in school through the curriculum delivery.

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.

Assertive mentoring has been introduced to senior pupils and guidance staff are using one period a week to support and challenge our young people to be the best they can be.

All senior pupils were interviewed by a member of the senior management team on return to school using data and results to ensure appropriate coursing.

Celebration of success assemblies are now built into the school calendar once per term. Pupils are rewarded for effort, positive behaviour and achievement in a variety of things. Parents, staff and pupils are encouraged to share achievements.

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 by staff and the new homework policy recorded. Parental support and 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.

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 are forming an action plan for the next two years. 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.

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 up to date with school life and representatives attended meetings with the Director of Education, secondary chairpersons in Dundee, as well as many events in the school.

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

This year we worked in partnership with the and Educational Psychology to provide information 2 information evenings for parents on “Bringing up a teenager”. These were well received and plans are in place to offer this to all S1 parents in January. We also presented our work at Parent council and Head teacher training event, attended by representatives form the Scottish Government and Inspectorate.

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.



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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.

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 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 agenda and pupils have carried out several focus in Homework, electronic devices, learning and teaching. All this information has informed practice, been fed back to staff and helped develop new policy.



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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.

Extended review 2012

The Local Authority Extended Review Inspection highlighted behavior was consistently of a high standard throughout the school and there were positive relationships between pupils and staff. In addition the behaviour of our pupils has also been commended by visitors to the school and supply teachers. 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.

Three S5 pupils took part in a coaching session with members of The Scottish Ensemble, all three of these pupils already work with the Dundee Schools' Junior String Orchestra on a weekly basis. As part of their work with The Scottish Ensemble these pupils also participated in a flash mob in the Overgate Centre much to the delight of local shoppers.

Higher Music students got the chance to work with members of the Royal Scottish National Orchestra on their compositions. Twenty music pupils were also involved in the RSNO Music Maestro project.

Health and Wellbeing

A successful Health Week took place that saw 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 inputs 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 first year that the school participated in the Rock Challenge. 37 pupils took part in this project. The school did amazingly well, receiving 7 awards throughout the event and coming third overall.

Modern Languages

The school continues to run a very successful annual trip to France. In addition to this the school performed very well in the National Languages competition at St Andrew's University where Menzieshill High School pupils placed 3rd in both the Junior French and Senior German heats against stiff competition from pupils all over Scotland. An S6 pupil from Menzieshill High School was also the only pupil in Dundee to successfully complete the Languages Baccalaureate.

Sports

Physical Education, Physical Activity and Sport

Menzieshill High School pupils competed in the Scottish School Water Polo championships in Livingstone. The S1-S3 team made it to the quarter finals whilst the open team progressed to the semi-finals.

In Basketball the S5/6 team were winners of the Plate Final and the S3/4 team won the league as well as achieving Bronze medals in the cup finals.

A number of talented female players were selected through the Active Schools Girls Football Festivals to take join a 'Dundee City' team that were triumphant at the SFA Midnight League National finals.

Rotary Award

During the summer Robson St Clair, a prefect at Menzieshill 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.

McManus Citizenship Award

Louise Fox, who was a Prefect and House Captain 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'. Amongst other achievements, Louise has represented both Scotland and GB in water polo and was selected to carry the Torch as part of the Olympic relay. Louise was also extensively involved in volunteer work and had been recognised as a Bank of Scotland Local Hero for her work in the community.

Go Africa

On 23 July 2013, after 16 months of planning and fundraising, 3 members of staff and 11 pupils made the journey to Nairobi where they spent 20 days in rural Kenya to help support a local community and also build a classroom. They travelled into the countryside to meet the people and staff at Kandaria mixed secondary school. At that time, there were only 3 rooms, which were enough, as there are presently only 2 classes. Now, with the new school session starting in Nov, they are expecting many more children to arrive and hopefully to get registered as a government school. As well as helping to build the classrooms they were also involved in giving lessons to the existing classes, and did a bit of planting tomatoes at the St Andreas project at the lakeside. The St Andreas planting and irrigation project was run and supported using money raised by Menzieshill High School in the 2011 Cyclathon.

Business Mentors

Eleven S3 pupils were selected to receive mentoring from local employers. 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.

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.

Prefect Roles

House Captains have taken on an enhanced role, supporting house heads and encouraging participation in House matches. Prefects have been appointed and will also take up specific roles linked to Health and Wellbeing, Learning and Teaching, Eco-Projects. Last session Learning and Teaching Prefects carried out pupil focus groups and presented their findings to the staff on the May in-service day. Health and Wellbeing Prefects delivered presentation at assemblies on physical and mental health as well as food and nutrition; the work of these prefects has been recognised by their success in the Health and Wellbeing Awards presented by the National Dairy Council.

