



Milne's High School

Education & Social Care

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Dear Parent

5 March 2019

I write to update you on progress with this year's School Improvement Plan and seek your help to identify priorities for next session's strategy for improvement.

The following table gives you a flavour of the priorities that parents helped to identify last year and reports on the progress made so far this session.

Area of Improvement	Progress to Date
Learning and Teaching	<ul style="list-style-type: none">• Staff are working collaboratively through staff meetings and in-service days to focus specifically on improving pupil leadership and pace & challenge• At our May in-service, we are focusing on refreshing dyslexia awareness training for all staff (funded by the Parent Council)• We are currently developing a new profiling system so that students can capture their achievements• Our staff are working closely with primary schools in order to ensure that we are able to confidently report on achievement through the levels of S1-3 based on reliable judgments
Curriculum	<ul style="list-style-type: none">• We are reviewing our rationale and ensure that column structures maximise the opportunities provided by the 33 period week• We are currently assessing the impact of increased teaching allocation in the senior phase (National 5), however, final SQA attainment figures in August will contribute to this review• We have added in more choice and have supported the development of the period of Wellbeing and Attainment for S1-3 to ensure that all young people have their entitlement to discuss key matters on a weekly basis• Additionally, we are in the midst of redeveloping our PSE programme with input from young people• We are part of local authority strategy groups to develop links with partners to help further develop the young workforce• Our Numeracy Improvement Group are working closely with our associated primaries to devise standardised practice to increase attainment in this area
Self-Evaluation	<ul style="list-style-type: none">• Principal Teachers have developed a draft policy and this will go to the Parent Council for further consultation• The Parent Council leads a section of the School Improvement Plan and feedback is already positive about the impact of increased communication through a termly newsletter, a new Facebook page, input into school policy and the rotation of meeting venues

Leadership at All Levels	<ul style="list-style-type: none"> • We have restructured our Pupil Council to become Student Voice Ambassadors so that all young people have the opportunity to lead. This new format is working well with the ambassadors leading new policy development such as a recent consultations on the use of mobile phones, curricular changes and the updated vision, values and aims • In addition, we have provided leadership training for over thirty learners across S1-3 • Along with the Parent Council, a small volunteer group of parents, pupils and staff created a final version of our vision, values and aims following on from whole school community consultation and launched in January 2019 • We have a group of senior students who are tasked as part of the whole school improvement plan to lead the development of a strategy and training for Mental Health Awareness to be delivered in all classes across the school as part of Wellbeing & Attainment
Supporting Learners	<p><u>Anti-Bullying</u></p> <ul style="list-style-type: none"> • Responding to feedback that a cohort of parents and pupils did not agree that the school responded well to bullying, we introduced this important matter at transition events • We held an Anti-Bullying Week in November with class lessons, house assemblies and a poster created by an S2 student for display throughout the school • We held a Parental Engagement Evening in November to demonstrate the school's response to bullying, however, this was poorly attended • An updated policy was created with input from students • We also introduced a log of bullying events where actions and our response to bullying is reviewed rigorously every week at Senior Leadership Team meetings to ensure that any bullying is followed up with the most appropriate action <p><u>Support for Choices</u></p> <ul style="list-style-type: none"> • We also responded to parental requests to provide more advice on learning at home through increased communication over issues such as attendance concerns and interventions following on from monthly tracking • We have re-developed our course choice structure, including the introduction of additional parents' evening and contact with the Guidance team • We also have more formally scheduled Pathway Planning meetings to ensure that the intended destination of all young people in the senior phase is better supported <p><u>Pupil Equity Fund (PEF)</u></p> <ul style="list-style-type: none"> • As a result of funding from PEF, we have employed an Inclusion Co-ordinator to manage the newly implemented relational strategy focusing on nurture in a newly designed area of the school known as the 'comfy room'. This ensures that young people feel included and can have flexible and bespoke pathways when the mainstream curriculum is no longer meeting their needs • The area provides a safe space to ensure that pupils can work with a range of partners to ensure that nurture is at the heart of supporting our young people • This space is also home to our Brunch Club funded by the

	<p>Moray Foodbank who provide basic items so that our young people can enjoy food/drink during morning break in school</p> <p><u>Right's Respecting Schools (RRS)</u></p> <ul style="list-style-type: none"> • We were delighted to receive our Bronze status for RRS (an award recognised and supported by UNiCEF) and continue to develop this important policy within the school • The profile of RRS has been raised by events such as Toilet Twinning and more recently at Holocaust Memorial Day whereby there was a focus on genocides such as Srebrenica
Attainment and Achievement	<ul style="list-style-type: none"> • As a result of more rigorous monthly tracking in the Senior Phase (S4-6), data is analysed by departments, Support for Learning, Guidance and the Senior Leadership Team to ensure that all young people are supported to achieve their best. This has increased communication with parents • Principal Teachers created the agenda for attainment review meetings to ensure that analysis of data was rigorous in order to support our school community to be more ambitious
Fabric of the Building	<ul style="list-style-type: none"> • Listening to a sizeable group of young people who questioned the safety of the school, the local authority provided significant investment earlier this session to improve the external doors which now lock during the school day, limiting uninvited access to the school • We have responded to requests from pupils and parents to improve the cosmetic look of the building with most areas in the school now re-painted • We have continued to introduce systems to improve efficiency for parents such as e-mailing letters, online payment system and up to date publications including the revised website, new prospectus and recently-launched school app

As you will no doubt see, we have made great progress in achieving the priorities as outlined in our current plan for improvement.

Thank you for your completion of the recent survey about the school. This helps devise priorities for next year's plan. We need parents, particularly those who responded to the annual questionnaire on SurveyMonkey to consider being part of a focus group. The purpose of these groups is to seek views from parents about the school. These will be confidential and led by either a member of the Parent Council or School Management Team. Please call or e-mail the school to specify when you can attend even if this is in the evening or weekend and we will try to accommodate.

Please continue to check our website where you will see school improvement updates and the Standards and Quality Report for last session.

Please do not hesitate to get in touch by phoning or e-mailing the school office should you require further discussion on school improvement or to volunteer your time to be part of a focus group.

Yours faithfully



Trish Cameron
Head Teacher