

1 Introduction

Milne’s High School was inspected in March 2017 by Education Scotland and the resulting report was published in June 2017. The report can be accessed from the school or on the Education Scotland website.

Since the inspection, the local authority has monitored progress and visited the school to assess the extent to which the school is continuing to improve. Using a clear set of target areas has ensured that the school has a robust self-evaluation culture in the school, supported and led by all stakeholders, leading to improved outcomes for all young people.

The inspection findings were identified as follows:

Areas of Strength

- The leadership provided by the headteacher and senior leadership team which is creating a culture for improvement. They are providing clear strategic direction and managing change at an appropriate pace.
- The collaborative work of all staff which is leading to school improvement. This is developing an effective culture of self-evaluation.
- The support provided by the additional support needs team to help teachers meet the needs of young people across the school. This team plays a strong role in ensuring young people who require additional support with their learning engage better with their learning and develop a range of important skills.

Areas for Improvement

- Improve the consistency of high-quality learning and teaching across the school. Make more effective use of assessment to help plan next steps in young people’s learning. Develop more robust monitoring and tracking of young people’s progress and attainment from S1 to S3 to raise the attainment of all.
- Review the system of pastoral care to ensure that the pastoral care team is more effective in supporting all young people.
- Involve young people more directly in planning, leading and evaluating their own learning and shaping school improvement. This will help to develop further a culture of responsibility among young people which will support them to develop more independent learning skills.

2 Continuous Improvement

The strong culture of improvement continues to exist within the school and the headteacher and senior leadership colleagues lead improvement priorities by identifying clear and achievable aims which involve all stakeholders towards strategic change. There is a strong staff leadership programme which supports this culture of aspiration and ambition.

There is a successful staff culture within the school which supports a reflective and evaluative approach through staff meetings, professional discussion and learning, involving new staff as well as existing colleagues. There is also positive impact of school improvement groups on outcomes for learners and an ongoing positive ethos of leadership opportunities and development.

There is a clear understanding of wellbeing as the responsibility of all and this is evident in the school through a recent local authority visit. This has been as a result of time spent during collegiate time and has proved very successful as a continuing area of focus; according to pupil voice, the young people feel safe and cared for. Young people with additional support needs continue to benefit from the strong leadership of a flexible and appropriate programme within the school; this now extends to including nurture, further attainment opportunities and ongoing inclusion throughout the school.

3 Progress with Areas for Improvement

The focus on improved learning and teaching has been supported by school improvement groups as well as a range of joint Principal Teacher and Senior Leadership Team learning visits. There has been a focus on learning conversations as well as the development of the language of learning to support improvements in attainment and achievement. All departments are involved in local authority curricular group moderation activities as well as moderation within departments in order to agree standards and set expectations. This has been further consolidated through senior leadership visits and sampling of moderation activities.

Student voice has played an integral role in school improvement through the introduction of Student Voice Ambassadors to support implementation of flexible pathways, feedback on curricular areas and changes to school structures and more regular focus groups with reflection and feedback at assemblies.

Tracking and monitoring of pupil progress has developed through the increased senior phase monthly tracking which has been issued to parents, as well as the use of the local authority BGE tracking system to support progress and potential as well as achievement of a level expectations in S1-3. This has also been extended to include a parental engagement evening to explain tracking to parents.

The curriculum offer for young people, with the implementation of the restructuring the secondary school week, now includes Wellbeing and Attainment support for pupils, study classes, nurture and bespoke curricular pathways for young people. There has also been a successful pathway planning career event in November with a DYW noticeboard showcasing each sector, career path

videos and increased department engagement with sector partners, ensuring greater partner and community links.

A clearer structure for the pupil support provision has included a new coursing protocol with regular and rigorous review by both the Senior Leadership and Guidance teams, along with additional parents' evenings with Guidance teacher. The relocation of the wellbeing team has provided a centralised venue to support communication with both young people and staff. There is an ongoing review of Guidance with the team supported through one-to-one meetings, scheduled team time and a review of the PSE provision underway.

4 Conclusion

The school has made very good progress in addressing the areas for improvement in the original Education Scotland report and the local authority is confident in the headteacher and school commitment to continue improvements. Parents and carers will continue to be informed of further progress through the school Standards and Quality Report.

5 Contact Details

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