

Standards and Quality Report

2021/22



Ard Sgoil Aird nam Murchan/Ardnamurchan High School
Strontian Primary School 3-18 Campus

HIGHLAND COUNCIL | RATHAD NA SGOILE, STRONTIAN, PH36 4JA

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School/Cluster/ASG (Delete as required)

Our 2-18 Campus consists of Strontian Primary School and Early Learning Centre (ELC), and Ardnamurchan High School. We are situated in the small village of Strontian in the Sunart area are part of the Ardnamurchan Associated Schools Group along with Acharacle, Ardgor, Kilchoan and Lochaline primaries. The nursery (now licenced for 2-year-olds) caters for 2 – 4 year-olds, which now also offers the full 1140 hrs. The campus roll comprises; 14 nursery children, 21 pupils in Strontian Primary and 134 in Ardnamurchan High School.

In October 2018, Strontian Primary School moved into a brand-new community built, and owned, building adjacent to Ardnamurchan High School. The former Head Teacher left the area shortly after, but not before a return visit from HMIE (in September 2018). The visit report gave very positive feedback on the progress and improvement of the school. The Local Authority followed this with a final report in December 2019, confirming ongoing satisfactory progress and improvement.

The Head Teacher of Ardnamurchan High School was asked to also take on of the primary school in November 2018 and has continued as 3-18 head of the campus (now 2-18) since then. The role of Administrative Team Leader (Schools) is now also in place and supports the Head Teacher and office functions across the 2-18 model.

The Primary School currently is staffed with 2.0 class-based FTE (+ CCR/Management Time complement) consisting of a full-time Principal Teacher with management responsibility (including ELC), and one further full-time member of staff. This allows separation of a P1-4 and P5-7 into 2 classes. The ELC currently is staffed with 2 EYP's. Concerns raised by parents regarding a recent change to the staffing compliment of small primary schools has resulted in a potential staffing reduction being averted. In addition, recent incoming enrolments have brought the school roll to 21 for 2022/23.

The Secondary School is currently staffed with approximately 18 FTE teachers who are supported by 2.5 Pupil Support Assistants, a full-time Team Leader (Schools) and 1FTE Clerical Assistant support in the school Office as well as catering staff, a Youth Development Officer (currently vacant) , an Active Schools Coordinator, a DYW staff worker (currently vacant) and a fully staffed library. The building is run by an FM team, MITIE, with at least one full-time janitor on duty at all times. The building is in excellent condition.

Ardnamurchan High School has had a period of long -term staffing stability until 2019 when several staff retired. All vacancies have now been filled for 2022/23.

Our provision in Gaelic and Gaelic Medium Education and our ongoing work promote parity with English medium education, remains one of our key duties to young people.

Our successes have been recognised with the school winning the Scottish Education Awards prize in the Gaelic Education category in 2017. In 2019/20 and 2020/21 we employed additional Gaelic Medium primary teachers for BGE pupils on 0.3FTE short term, however, we have now made a permanent 0.5FTE additional appointment, giving us a compliment just under 2FTE for Gaelic/Gaelic Medium provision.

Our key partnership with all our associated primary schools continues to provide a complete 3-18 educational opportunity across the Ardnamurchan and Morvern areas. We work closely together to maximise the effectiveness of transition of all our pupils.

Our curriculum continues to broaden through the Highland Virtual Academy model and through partnership with the West Highland College. Subjects we continue to offer through this partnership are: Practical Cookery (currently in the BGE) and Computing Science on site and courses offered through virtual delivery in 2021/22 included: Psychology (N5 and H), Creative and Digital Media (FA) Business Management (H), Business Skills (FA) Social Services, Children and Young People (FA) and Social Services and Health Care (FA)

The Pupil Equity Fund (PEF) allocation to Ardnamurchan High School 3-18 campus is very small compared to larger schools or areas of higher deprivation, but our allocation is put towards a limited number of additional targeted PSA hours.

Pupils and staff across the 2-18 campus have been affected by COVID with all staff in the leadership teams having had COVID and suffered absence during 2021/22. Many other staff were also affected. The primary school P5-7 class was forced to close for a limited number of days in 2021/22. However, with the gradual return to pre-pandemic arrangements, and focus on a recovery curriculum the primary, staff and pupil wellbeing has improved significantly. All school activities, both in-school and extra-curricular have now returned to 'normal' with excellent engagement by pupils.

There were no exclusions in 2021/22.

Our School Vision, Values and Aims

Ardnamurchan High School's vision/values was extensively reviewed in session 2017-18 through consultation with pupils, parent council and staff. The new design and core values and aims is shown below. A similar process was conducted for Strontian primary school in 2019/20 with the Pupil Council adopting the same graphic as AHS in September 2020, following return from lockdown.

Ardnamurchan High School—Ard Sgoil Aird nam Murchan



Strontian Primary School



Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session.

Key feedback from The **Secondary pupils'** Ethos questionnaire February 2022:

- Most pupils said they enjoy learning at school
- Most pupils (88%) reported that they feel safe in school and feel they have someone to speak to if they are worried or upset
- Most feel that staff treat them fairly and with respect and that other learners treat them fairly and with respect
- Most say staff help them to be responsible for their own behaviour
- Almost all say their work in school is hard enough) and that they know who to go to get help if the work is too hard
- Most say the school teaches them how to be healthy
- Almost all say they have opportunity to take part in school clubs
- Almost all say staff help them understand how they are progressing
- Most say they feel comfortable approaching staff with questions/suggestions

- Almost all are happy with the quality of teaching in the school

Key Feedback from the **Primary Pupil's** Ethos Questionnaire, February 2022:

- All pupils said they feel safe in their school
- Most said they have someone in school they can speak to if worried or upset about something
- Almost all said staff treat them fairly and with respect.
- The majority said other learners treat them fairly and with respect
- All pupils said the school helps them to understand and respect other people.
- Most say the school is helping them to become more confident
- Almost all say the school teaches them to lead a healthy lifestyle
- The majority say the school listens to their views
- All pupils said they felt comfortable approaching staff with questions or suggestions
- Almost all said staff help them understand how they are progressing in their schoolwork
- Most say their teacher ask them about things they want learn in school
- The majority said the enjoy learning at school. (1/3 said they did not know!)
- The majority said they felt their work in school is hard enough
- All pupils know who to ask to get help if they find their work too hard
- Almost all said they are encouraged by staff to do the best they can
- All those to whom it applied; said they were well supported when they moved to this school in the last year.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

The Secondary Pupil Council:

Suggest we follow up a bit more on Q2 & 3 from the ethos questionnaire above

(Most pupils (88%) reported that they feel safe in school and feel they have someone to speak to if they are worried or upset)

For example; we ensure that when there are times that pupils would like someone other than (e.g.) their guidance teacher to talk to, that provision can be put in place. This will be a focus for the HWB champions project for 2022/23 and two of our senior pupils have been trained for this purpose.

Primary Pupils

Primary pupils reported that they are looking forward to the completion of the playground and are keen to start planning for new play and outdoor learning equipment in the playground. They are hoping to explore getting an outdoor shelter for when it's wet. (Anonymous donations have already been gifted to seed-fund this project).

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Recovery from Covid-19 School Closures

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

Our aims for the one project of 2021/22 were to address the impact on pupils learning and on the health and wellbeing of all due to the COVID pandemic. Specifically, these were:

- 1) Health and wellbeing post-Covid-19
- 2) Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/remote learning)
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Progress and impact:

Under Health and wellbeing, our self-evaluation indicates that:

- Most pupils feel that they feel safe in school and have someone to speak to if they feel worried or upset (Secondary)
- Almost all feel they have the opportunity to take part in school clubs (i.e. wider achievement opportunities) (Secondary)
- All pupils said they feel safe in school (Primary)
- Most said they have someone to speak to if they feel worried or upset (Primary)
- As restrictions eased indoor PE activities could be reintroduced (vital in bad weather!) (Primary/Secondary)
- Indoor House competitions were reintroduced (Secondary)
- Although performance opportunities were limited, we were still able to put on a talent show and on-line pantomime performance (Secondary) and the Primary pupils used a Green screen this year to create a film at Christmas time to share online with parents.
- For both primary and secondary, an increasingly wide range of competitions, lunchtime/after-school activities and events and trips were reintroduced, culminating in the hugely successful Summer Dance (Secondary) and residential trip to the Shieling Project (Primary)
- Wider successes of note through the year include Multiple awards at Film G for one of our Gaelic pupils and collaborators (Secondary) winning the opportunity to host Cressida Cowell web-link presentation from Strontian Primary School (albeit sadly curtailed due to COVID amongst Ms Cowell's team)
- As restrictions eased, Sport once again became a major aspect of the life of the school. Regular training in shinty and football took place throughout the year, including for the Primary, and under14 and under17th shinty competitions were reinstated.
- During the session, the school once again hosted the national Donella Crawford Girls' Shinty Tournament at which Ardnamurchan High girls excelled themselves on one of our teams reached the final.
- The school was also able to fully engage with reinstated football tournaments and (e.g.) the senior boys won the Small Schools trophy for 2021/22!
- Primary school returned to Swimming Lessons for all P1-7.
- Skiing was planned but due to weather sadly didn't happen this year. (Primary/Secondary)
- All in the Primary continue to work on Eco Schools Award through regular weekly eco teams' activities.
- Visitors and partnerships have been increasingly reintegrated in the school curriculum where (e.g.) outside input to PSE classes has enhanced health and wellbeing provision.
- In Partnership with our School Counsellor provider, Ewen's Room, our Wellbeing Champions are providing regular lunchtime drop-ins with a focus on promoting 'mental fitness' and this project will continue to be developed in 2022/23 (Secondary)

Overall, we believe that we have made **very good** progress in this area.

Under Recovery of learning, teaching and assessment, our self-evaluation indicates that:

- While the overall impact of Covid Recovery programme has been extremely hard to assess, our Covid Recovery teacher (1 day/week equivalent – secondary) has offered support and study time and has recorded all the interventions undertaken, to address individual issues.
- Being able to once again invite parents into our campus buildings (Parent's nights – secondary and Parents Nights and Open afternoon – Primary) we believe, has been a significant step forward in supporting family learning and partnership.
- Departments have gathered and monitored the use of refocused assessment at both the Broad General Education (S1-3) and Senior Phase (S4-6) (Secondary)
- Departments have taken particular care in regarding to gathering evidence on the Senior Phase while awaiting confirmation that the exam diet would go ahead in 2022. (Secondary)
- All departments have revised and updated curriculum plans to help refocus learning and teaching in the light of SQA amendments to requirements. (Secondary)
- The use of technology has continued to be embedded, using the Google environment (Primary and Secondary) and through the refurbishment all classrooms with new 'Clever touch screens and learning walls. (Secondary)
- Continuing to develop skills and learning from lockdown, staff utilise the Google environment for collaboration, assessment, supported learning, feedback, sharing standards, setting targets, co-creating next steps, and supporting pupils self-evaluate work (Primary and Secondary)
- All pupils in Primary and Nursery have Digital Profiles which include Me as a Learner, Learning Journey, Learning conversations, targets/next steps, Skills for life and learning, wider achievement and Developmental Overviews (Nursery). These have been shared with parents.
- Face-to-face instrumental lessons in Music have been reintroduced following relaxation in restrictions. (Primary and Secondary)
- Our Youth Philanthropy Initiative which delivers an interdisciplinary and Social Enterprise experience for all our S3 – and a Gaelic Medium opportunity for relevant pupils, culminated in an excellent live final event which partner charities were once more able to attend
- The school has been able to reinstate transition events for P7 pupils
- Educational school trips this session have included History trip to Bannockburn and Culloiden, STEM trips to the Newton Room in Fort William (Primary and Secondary) and swimming trips, P1-4 trip to the Three Wise Monkeys and P5-7 residential to the Shielling Project near Beauly (Primary)
- Work experience opportunities have been reinstated for targeted pupils, which have supported individual positive destinations for our young people. Including Senior pupils work experience in Nursery and Primary settings.
- Those pupils who were not taking many exams also were given a programme of educational trips and excursions under the banner of DYW

We believe we have made **very good** progress in this area.

Under Attainment in session 21/22, our self-evaluation indicates that:

- Staff have continued to undertake robust moderation of assessment evidence with partners and internal subject competent staff (Secondary) and both internally, nationally and across ASG partners (Primary)

- Regarding Literacy (Secondary), e.g., there has been significant engagement in the ‘Words of the Week’ project to develop and broaden vocabulary in young people.
- In Primary, numbers are too small to quote attainment figures, without identifying individuals, however, progress has been rigorously tracked and supported and pupils have made significant improvement throughout the year in terms of their literacy and numeracy achievement.
- In secondary BGE, all pupils achieved the benchmark of level 3 in Literacy by the end of S3, while 68% achieved level 4. In Numeracy 96% achieved the benchmark of level 3 in Numeracy, while 56% achieved level 4.
- Also, in Secondary, for S4, our analysis shows that we continue to make good progress in:
Literacy and Numeracy where 100% of the S4 cohort achieved at least N4 English (93% who sat N5 Achieved an award) In Maths 86% achieved at least National 4 (100% who sat National 5 achieved an award)
Overall, 50% of the cohort achieved 5 level 5 awards (i.e. National 5 level) compared to a Highland average of 41%
- In S5, 24% of pupils achieved 5 level 6 awards (i.e., Higher level) compared to a Highland average of 16%

We believe we have made **Good** progress in this area.

Next steps:

Pupil Voice and Pupil wellbeing: To develop and evaluate the Wellbeing Champions project, in partnership with Ewen's Room.

Monitoring and Tracking: To re-focus the process of learning conversations, targets and next steps in classes and to continue improving tracking systems within our improved technological environment.

Learning and Teaching: To continue to focus on good pedagogy across all sectors using 'Teaching sprints'

Moderation and Assessment: To ensure moderation of assessment judgements across the Primary/Secondary transition are robust. This will have an ASG focus on Literacy, Numeracy and Gaelic.

Attainment: Breadth and depth: To evaluate how we might support our young people achieve even better (This also involves looking at our curriculum model and the number of subjects taken in S4).

GME Project: Develop Curriculum flexibility to accommodate a 7th Subject in Gàidhlig in S4

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

The limiting of subject choice to 6 in S4 as part of the Curriculum for Excellence is having an impact on the continuation of language in the senior phase. This is of particular concern in relation to Gàidhlig. Therefore, the school continued to allow flexibility in the curriculum in the senior phase to accommodate a 7th Subject in Gàidhlig in S4 for GM pupils having to prioritise other subjects for Career/DYW purposes.

Progress and impact:

- The school has facilitated significant success in Film G with our pupils taking the initiative and leading success in the awards
- The school has remained flexible and accommodating for individuals to undertaking the 7th subject in S4 for Gaelic Medium pupils
- There have been a large range of opportunities, despite the challenges of Covid, provided for our students to engage in Gaelic within the wider community and extracurricular activities.
- Our GM BGE pupils have participated in a number of Gaelic Language outdoor activities such as Paddle boarding, archery, football and map skills
- They also participate in a number of creative/musical Gaelic Language events with some instrumental lessons being offered in Gaelic, the summer Feis, online music groups with Treoir, the Mod, and great success in Film G
- A collection of our GM students has contributed music to a number of Community events
- Languages Week saw the pupils hearing from local and non-local Gaelic speakers about their careers using the Gaelic Language.
- The GM pupils led Gaelic Assemblies and a number of students attended a Language and culture residential week during the summer holidays
- One of our students has become a Young Scot National Languages Panel Advisor

Next steps:

- Investigate how to support uptake in Gaelic/Gàidhlig language through revised curriculum modelling.

Evaluation of Progress

We believe we have made the following progress this session:

| Quality Indicator | School self-evaluation |
|-----------------------------|-------------------------------|
| Leadership of Change | 1.3 Good |
| | 2.3 Very good |

**Learning, teaching and
assessment**

3.1 Very good
**Ensuring wellbeing, equality
and inclusion**

3.2 Good
**Raising attainment and
achievement**

Our overall evaluation of our schools' capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our websites or by contacting the school office:

<https://www.ardnamurchanhighschool.org/>

<https://www.strontianprimaryschool.org.uk/>