

# SCHOOL STANDARDS AND QUALITY REPORT

## 2021/22

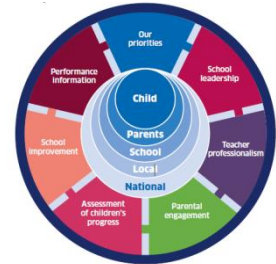


### Standards and Quality Report

**School: Kinlochleven 3-18 School**

**Head Teacher: Joe Hannaway**

**Date submitted: 09.09.22**



### Context of the school:

Kinlochleven 3-18 School is a small, rural state school, with a roll of 12 in the nursery, 53 in the primary and 137 in the secondary. The Primary and nursery serve the small town of Kinlochleven and the High School is also the partner High School for Ballachulish, Glencoe, St Brides and Duror Primary Schools.

The current leadership team have been working on a series of priorities since their appointment in April 2022.

The pandemic notwithstanding, we have been working hard on developing and implementing our shared 3-18 Vision, Values and Aim. We are excited to work as a whole school in creating our shared school identity this year.

Our school has a nursery class which operates a full day service. We were last (15.01.20) visited by the Care Inspectorate who rated our service as 'level 5' - very good. The current nursery role is 12.

The relatively recent move to 1140 hours in the nursery has positively impacted learning and engagement both in the nursery and in the transition to P1.

9% of our school population are in receipt of free school meals, although we feel that this number significantly under-reports the students eligible in this category and we are currently working on ways of encouraging parents and carers to apply for FSM.

4% of our school population are learning with English as an additional language

34% of our school population are identified as having additional support needs, 25% of the total ASN are level 3 or 4 pupils

## School Vision, Values and Aims:

### Vision

At Kinlochleven 3-18 Campus we believe that a happy child is a successful child. We believe that to ensure success for each of our pupils we need to provide a high quality education in a safe, respectful and inclusive environment, which builds a foundation for life-long learning.

At Kinlochleven 3-18 Campus we believe that working collectively and creatively with our whole school community ensures positive and sustained successes for our pupils.

### Values

Respect

Aspiration

Resilience

Equity

### School Motto

“Small school, big ideas”

### Aims

At Kinlochleven 3-18 Campus we aim to:

- provide a safe environment that is built on mutual respect
- be aspirational for every pupil, preparing them for future life
- support our pupils to build their resilience
- embed equity and equality into the campus ethos

The school is underpinned by a series of values that were decided through consultation with the entire school community; respect, aspiration, resilience and equity. A great deal has been done in terms of promoting the school values, indeed, you see them on a daily basis in school, yet our own self-evaluation data (HGIOURS) tells us that we would have even more buy in from our pupils if they were more involved in planning tasks that extoll the four values.

The current Acting Head Teacher is currently working with pupils, staff, parents and carers to ensure that our pupils have a voice in their own education, as detailed in the School Improvement Plan for 2022-23.

The high school is registered on the Schools for Higher Education Programme (SHEP) as a result of our long running history of low progression to Higher/Further Education, although it is pertinent to point out that we are actively targeting pupils as part of our aspiration agenda to ensure that they arrive at a destination that is not only a positive one, yet one that will allow them to realise their full potential. We work closely with ASPIRENorth to ensure that any barriers to Higher and Further Education are removed. The Guidance staff work with pupils through a UCAS programme to ensure that all students are aware of university as an option. Furthermore, we have learning conversations with all senior pupils to ensure that every student is aware of university as a potential option. The importance of the work we do with our students in this area cannot be overstated. Ten years ago fewer than 6% of our students attended Higher Education, whereas 39% of students have accepted their final choices this year with two further students applying through clearing.

Historically recognised as an area of multiple deprivation, there are many families who have little or no experience of Higher Education, many of whom have experienced adverse social and economic circumstances. This is further compounded by our rurality and social isolation. Unfortunately, we are unable to run a full range of Advanced Highers in house, due to the financial constraints incurred by our small school roll, although we do offer our students the option of continuing their studies through the virtual school and West Highland College, should there be no pathway for progression in school. In school, Advanced Higher students are usually part of a Higher class, which means that they may not be afforded the same opportunities as students in larger schools.

This year we have a combined PEF allocation of **£29,530**. Although we are a small school, we do not feel that this is a fair representation of our need, as we know that some of our families in the High School do not apply for free school meals and we are working with them to address this issue. Our PEF plan for the year includes an allocation for a part time Childrens Services Worker (CSW) who will have responsibility on their remit for ensuring that any pupils disadvantaged by socio-economic status receive their full entitlement. WE are grateful for the extra funding and feel that we have utilised it well. We have modified and adapted our risk matrix to ensure that the data we have genuinely identifies those at risk; SIMD can be a poor indicator in a rural and diversely populated area such as ours. We use a range of monitoring and tracking data to measure not only academic performance, but attendance, wider achievement and engagement, and with the help of our partner agencies, we are able to identify those pupils that require additional support in terms of engaging with the school community, both in curricular and non-curricular areas. Post Covid, the school is currently working on its processes of tracking, monitoring and reporting to ensure that we have a central database that highlights the various achievements of our pupils, allowing us to identify any areas of poor or non-engagement, thus allowing us to tailor our approach to meet the needs of individuals. We feel that this will provide an accurate indicator of need, which will help us to use data and evidence effectively to evaluate PEF and school improvement projects.

More work is required in terms of asking pupils what opportunities they would like, yet I am delighted to report that this is already underway in employment terms, as we have recently agreed with DYW and Lochaber Chamber of Commerce to meet with our young people and ask them what opportunities they would like to see both in and outside of school. The Acting Head Teacher recently met with the DYW Director of Operations and the CEO of Lochaber Chamber of Commerce to compile an action plan that we are excited about taking forward.

The school has a strong focus on Health and Wellbeing, as we are fully aware that happy, healthy, comfortable and secure children will achieve more. As such, our key drivers for improvement through 2022-23 will be on the 3 key projects highlighted in our School Improvement Plan 2022/23. The school has successfully run literacy, numeracy and H&WB interventions during the last academic year, although the pandemic coupled with acute staff absences has resulted in slower than expected progress for some learners, although progress nonetheless compared to not having any intervention. It is our intention to work with our ASG partners and across Highland on assessment and moderation to ensure that we have consistency of approach, indeed, several members of staff across the campus are already involved in this process. Our whole campus mymaths subscription has been a real success, adding a digital learning option to our maths faculty, while also providing us not only with more robust records of attainment, yet also providing feedback for our learners to support them in making progress. Not only is mymaths used for the enhancement of day-to-day learning and teaching, it has also been used successfully as part of our catch up numeracy programme. In relation to literacy and numeracy, we have a dedicated PSA for each area that works with pupils from across the campus that have been identified as requiring support. They keep robust records of assessment to evidence and record impact.

Literacy, Numeracy and Wellbeing will form part of one of our School Improvement Projects for the year, as we are acutely aware that this responsibility falls on all staff. We plan to continue with our interventions for literacy, numeracy and H&WB, while further developing our strategies for maintaining good mental health for both pupils and staff across the campus. As an example, we will be engaging with the Equally Safe at School (ESAS) Programme, which will run as a key part of our PSE curriculum this year with the view to seeing the benefit in the whole school community. Promoting positive relationships is one of the very foundations of the school community, therefore, we will continue to work on this area as a whole school community, focusing on our inclusion, rights and equalities agenda. We are delighted to report that we are close to launching our new school positive relationships policy, which has been developed through consultation with the whole school community.

## **Summary of Standards and Quality Report/School Improvement Plan engagement process:**

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and the Early Learning and Childcare setting
- Pupils
- Partners
- Other highland schools

The interruption to learners as a result of the pandemic has been unprecedented. Even with the return to the physical school building, there have been times when the school has been overwhelmed, both with staff and pupil absences. Nonetheless, our work has continued to the best of our ability. The time has now come to begin rebuilding all of those things that make a school community and that begins with relationships. As such, I am pleased to report that the School Improvement Plan and Standards and Quality Reports have been compiled in consultation with pupils, parents and staff. The HGIOURS work that we have done with students in recent weeks suggests that they require more of a voice, although we have been quick to act by consulting with students using our self-evaluation tools and quickly re-establishing the House System, which will provide a voice for our students. As we emerge from the pandemic, we are beginning to build back the structures that make a thriving school community. Indeed, one of our students summed it up more succinctly than I ever could by simply stating “School needs to be fun again!”. This comment really resonated with me and it will remain a central part of our focus into the future.

## **Our overall evaluation of the school’s capacity for continuous improvement (including ELC setting):**

Our school’s capacity for continuous improvement, like that of every school in the country, has been affected by Covid-19 pandemic. This has undoubtedly restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made, although we cannot allow this to be an excuse that creates a barrier to driving progress. We believe that our SIP focuses on the issues that we need to address to drive improvement in the school. Indeed, for an extensive plan, our focus could be summed up very briefly - Improve learning and teaching, our use of assessments and data, and implement strategies that will benefit the whole school community in terms of wellbeing, inclusion and equity. Furthermore, we have some fantastic ideas to take forward for whole campus events to further develop our collective identity.

As a whole school community, we now regularly undertake whole school self-evaluation exercises centred on the key theme of “How Good is Our Kinlochleven 3-18 School”, allowing us to map our journey in parallel with HGIOS? 4, HGIOELC? and HGIOURS? The results of these exercises support us in driving continuous school improvement. We are aware that HGIOURS needs to be used more in school, and this again, has been addressed in the SIP for next year.

## Review of School Improvement Work against the National Improvement Framework Priorities

**What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:**

In the past year we have worked on improvement projects designed to help us to address the priorities listed above. Our School Improvement Plan for session 2022/23 contains details of what we have planned for the next academic year. There have been some real successes during Covid times, which you will find detailed above and below.

This session we will focus on the following priorities:

- 1) Learning, Teaching and Assessment
- 2) Raising attainment and achievement
- 3) Inclusion, equality and wellbeing

It is difficult to discreetly comment on the success of a project over the course of one year, as each project takes a significant amount of time to be embedded in school. It is pertinent to point out that when a project is complete, that does not mean that we cease working on the same things, but rather, that we use these improvements as the foundations on which to build future projects.

## Q1 1.3

# Leadership of change

### Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- We have made very good progress in establishing our school identity and core values, together with improving the visual impact of our school.
- Use of self-evaluation to identify improvement priorities
- Created a new, professional school website to showcase the school.
- Consultation through meetings, lessons and assemblies on whole school improvements.
- Excellent work with our partners to ensure that we have opportunities for all students.
- Effective use of PEF funding to reduce the poverty related attainment gap.
- Reviewed our senior phase offering.
- Improved use of data by utilising external 'experts' to upskill staff.
- Acting Head Teacher has successfully completed the Into Headship (Standard for Headship) course
- Introduction of School Captain and House Captain throughout the campus.
- New school uniform full implemented in primary
- New school uniform introduced in primary. Each child was supplied with free jumpers with our whole campus logo. This was after school and community consultation. Almost all children in primary school come to school in full uniform which has resulted in a strong school identity.
- Continued communication with parents through the Seesaw Platform , week work and achievements are shared with families.
- Core values were explored during weekly assemblies
- Partnerships - Highland Titles, Lochaber Ranger Service, Glencoe Ranger Service, Glencoe Outdoor Centre

## Question 2

### How do we know? What evidence do we have of a positive impact on our learners?

- Excellent positive destinations statistics for school leavers
- Evidence of regular self-evaluation evidenced through surveys, jamboards, group tasks and minutes from meetings
- Whole school consultation on our strengths and next steps
- 1-1 consultations with all staff members with new HT (outlining their views on strengths and next steps of school)
- Students can now take 7 Qualifications in S4 with the previous offering being 6.
- Additional accredited wider achievement awards for students in Health and Wellbeing and Volunteering
- Records of consultation with staff, students, parents and partners on whole school issues and improvements
- Insight training for all school staff
- Our new school website is now fully functional
- Records of literacy/numeracy interventions evidencing impact
- Seesaw reports in ELC and Primary

#### Pupil survey - Pupil Voice

- 65% thought our school is welcoming and everyone feels that they belong here.
- 90% agreed everybody has the chance to make friends and feel part of a group.
- 80% agreed that staff were good role models for pupils.
- 83% agreed that the adults in our school encourage me to do well . They challenge me to try new things to build my confidence. I am encouraged to have a growth mindset.
- 73.4% agreed they have an adult I can speak to in school , I know that I can trust them to help me.
- 86.7% agreed they were made to feel safe when I am in school
- 93% feel happy, safe, respected and included within our school community.

## Question 3

### What could we do now? What actions would move us forward?

- Focus on our use of data and assessment - improve data literacy for all staff. Use of intersecting data to inform practice and improve outcomes for learners
- Introduce termly primary pupil progress meetings
- Improve teaching and learning with a focus on learning and teaching pedagogy and teacher efficacy with support from the Education Endowment Foundation's Toolkit. The main focus will be on those strategies that have a high effect size, low cost and strong evidence of impact
- Improve inclusion, equity and wellbeing for all members of the school community. Address the issues of the Cost of the School Day through a Breakfast for All Club and a free equipment store.
- Produce an annual calendar of partnership activities in collaboration with our partners
- Have pupil voice as an integral part of the decision making process

To give some context, the high school was adversely affected by acute staff absences last year, which had a significant impact on our school improvement priorities. As a school community, we are not currently where we would like to be, although our self-evaluation processes have highlighted clear areas for development and we believe that we have put together a comprehensive and ambitious School Improvement Programme for the year ahead. Our pupil voice is developing well throughout the campus, although the primary school has made more progress in this regard, although plans are already in place to ensure that the voice of our senior pupils is heard through the use of HGIOS challenge questions and meetings with the Head Teacher. As such, we are confident that

we can improve our rating to at least good in the coming academic year. Our priorities have been arrived at in consultation with pupils, staff and parents.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). **SCHOOL**

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). **ELC setting**

satisfactory

## QI 2.3

### Learning, teaching and assessment

#### Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

#### Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Use of assessment data to better inform our judgements resulting in fully informed pathways for our students
- Improved ethos and culture in the school through promotion of our school values
- Staff are developing a culture of self-evaluation where our expectation is that we regularly reflect on our progress toward agreed targets
- Developing our Positive Relationships Policy
- Improved pupil voice to ensure that the voice of our learners is heard
- Introduction of GL Assessments
- Tracking and monitoring system that provides a working at grade, target grade and attitude to learning score on a monthly basis for senior pupils and a termly basis for BGE pupils
- Introduction of Teaching Sprints
- Wider achievement awards introduced in the senior phase
- Consistent use of GL Assessment at the start of the school year, repeated again in the last term. This is supported with SNSA assessments. Information gathered informs ACELs.
- Introduction of Dedicated Reading Time (DEAR) to support the First Minister's Reading Challenge. The purpose was to embed reading for pleasure within the school
- Tracking and monitoring Information gathered is stored and informs necessary interventions. ASN support has been severely limited due to significant staff absence. New students enrolling in the school also put pressure on existing staff due to significant support needs.
- KATs conducted throughout the year and shared with parents, 2 parents evenings throughout the year, end of term report. Shared work through SeeSaw Platform
- Shared observations through Seesaw in ELC.
- MH & WB through Tree of Knowledge.
- Teaching Sprints, Continued CPD
- Highlife Highland Leaderships course for P6/7 to encourage playground games with the rest of the school.
- Started Columbus 1440 journey. - P6/7 Leadership



## Question 2

### How do we know? What evidence do we have of a positive impact on our learners?

- GL Assessments introduced. Staff training has begun on how they can be used to inform our practice.
- Wearing of uniform has improved significantly in school
- Regular HGIOS Self-evaluation tasks on learning, teaching and assessment
- Pupils, staff and parents involved in developing Campus Positive Relationships Policy
- Students involved in collaborative Mental Health and Wellbeing Initiative with partner schools
- Learning Conversations centred around new tracking and monitoring system
- Evidence on the use of Teaching Spring to improve Learning and Teaching (inconsistent)
- Additional accredited wider achievement awards for students in Health and Wellbeing and Volunteering
- Tracking and monitoring systems
- Surveys, Jamboards and minutes from meetings
- Records kept from challenges
- Primary Key Assessment Tasks
- Primary end of year reports
- Reports from Seesaw

## Question 3

### What could we do now? What actions would move us forward?

- Work collaboratively on teaching pedagogy and teacher efficacy.
- Use Education Endowment Foundation Toolkit to improve learning and teaching
- Use HGIOURS to improve learning and teaching by incorporating the views of our students
- Regular Pupil Voice meeting to inform learning and teaching
- Introduce learning walks (including students) to gather feedback on the effectiveness of new Learning and Teaching initiatives
- Re-establish direct observations to encourage the sharing of good practice
- Peer observations to encourage sharing good practice.
- Sharing good practice during staff meetings with the introduction of Sparks.
- Post pandemic, more work is required on evidencing learning and engagement and quality of teaching, which is reflected in our School Improvement Plan 2022/23
- Embed Teaching Sprints as a key element of developing our learning and teaching pedagogy
- Enrol on the next stage of FMRC, begin to work with families through reading workshops in school.
- Moderation CPD to support moderation within the ASG.
- CPD on interpreting the SNSA and GSL results through the whole campus.
- Continue with Columbus 1440 journey
- Dedicated leads on Outdoor learning for the whole campus as part of Raising Attainment
- Further developing the UNCRC charter , creating class charter, whole school charter.
- Children becoming invested partners in the improved Positive Relationship Policy
- Look to use a kindness tree to celebrate acts of kindness.

In the last academic year, there were some real positives in terms of achieving our goals, although our progress was slowed in the high school due to an acute situation with staff absences. Nonetheless, we are certain that we have identified key areas in relation to learning and teaching pedagogy that will greatly enhance both practice in the classroom and outcomes for our learners. These priorities are clearly identified in the School Improvement Plan

2022/23, which has been produced with input from pupils, staff and parents.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). **SCHOOL**

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). **ELC setting**

good

## QI 3.1

# Ensuring wellbeing, equality and inclusion

### Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Developing a Positive Relationships Policy across the whole campus
- Having access to support with mental health and wellbeing
- Taking more time to support pupils' social and emotional needs appears to be having the effect of allowing pupils to engage in better quality learning
- GIRFEC and the wellbeing indicators are embedded in the practice of all staff
- High School learners are knowledgeable about equalities and inclusion. Most students feel confident to be able to challenge any behaviour that is against the 2010 Equality Act
- All staff have access to information on pupils with ASN/EAL/Barriers to learning

### Question 2

**How do we know? What evidence do we have of a positive impact on our learners?**

- Consultation and survey results from discussions involving pupils, staff, parents and carers
- There is a nurturing approach embedded across the whole campus
- Mental Health and Wellbeing is at the forefront of everything we do
- Students have access to MHWB support worker and counsellor, which is available at the point of need
- Students are encouraged to identify and discuss challenges they may face and through discussion strategies developed to encourage them to respond proactively rather than reactively.
- Confidential SFL/ASN spreadsheet shared with all staff detailing the needs of each pupil and highlighting successful strategies for dealing with pupil

### Question 3

**What could we do now? What actions would move us forward?**

- Develop initiatives based on the Cost of the School Day
- Introduce 'Breakfast for All' Club
- Introduce 'No Questions Asked' Equipment Store
- Introduction of the Equally Safe at School (ESAS) initiative in school
- Meeting with Students/Head Teacher/DYW Operations Manager/CEO Lochaber Chamber of Commerce to afford students the opportunity to be around the table when deciding employability event
- Restructured Guidance team to ensure optimised support for students.
- Dedicated Guidance teacher for BGE and senior phase.
- Improve knowledge and understanding on UN convention Through continued CPD
- Primary school to complete Bronze RRSA prior to whole school looking at the Silver award
- PLP (PSE) curriculum needs to be well planned and progressive to ensure it covers all relevant curricular areas
- Building on UNCRC we have created a class charter based on articles. Children become invested partners in the improved Positive Relationship Policy. This will expand to a whole school pupil charter, views could be collected via google forms / Jamboards

- Look to use a kindness tree to celebrate acts of kindness. Share this on Seesaw. Have wooden discs with children's names and they hang this on the tree

We are satisfied that we are relatively strong on ensuring wellbeing, equality and inclusion. As you can see from our ambitious plans above, we have some exciting ideas to take forward for the coming academic year and beyond. Our commitment to full consultation on school matters will ensure that all improvements that are implemented reflect the views of all members of the school community. Staff are also vigilant when dealing with our pupils and support and interventions are readily available at the point of need.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). **SCHOOL****

good

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). **ELC setting****

satisfactory

## QI 3.2

# Raising attainment and achievement/ Ensuring children's progress

### Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

### Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Pupils with ASN supported through various interventions
- Almost all children are attaining at appropriate levels (Primary and Nursery)
- The school has a high % of pupils leaving and sustaining a positive destination
- PEF staff member to support children through use of social skills groups.
- Partnership with outside agencies - S&L Ed Psychologist, SFL identified specific needs of some children and how they could be supported. Brain Breaks, individual social skills support.
- Partnership with DYW/SDS/WHC/Aspire North
- Use of GL Dyslexia Screener to support Dyslexia identification. This informed classroom practice and teacher practice with a whole class approach.
- Wider achievement awards in Mental Health and Wellbeing
- Learning conversations to ensure correct pathways

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Our staff make effective use of assessments and they regularly share understanding of standards at Department Meetings
- Our Insight data shows an increased % in Positive destinations for our school leavers
- Records of assessments
- Professional documents
- Minutes from meetings
- Employability Month provides opportunities to visit employers in the local area. Arranged in conjunction with DYW
- Application form/Interview techniques timetabled with SDS
- Certified MHWB awards
- Records of learning conversations in passports and change of course/level forms

### Question 3

**What could we do now? What actions would move us forward?**

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so
- The whole school will look at employing a Raising Attainment Strategy to ensure that there are no long term attainment gaps because of Covid and school closures
- We will look at reviewing our Senior Phase Curriculum to ensure there is a healthy breadth of courses on offer for our pupils

- We will use Pupil Voice far more to involve pupils in decisions regarding their learning
- Tracking and Monitoring system to be reviewed in consultation with the whole school community
- Rights and Respecting school assembly, incorporate Human Rights of the children in line with Scottish Education Framework.
- Focus on specific articles to address during assemblies, class time and PSE time.

Despite dealing with an acute situation in relation to staff absences in the past academic year, we have been working hard in this area, ensuring that we do our utmost to remove barriers to learning for all of our young people. Our interventions have proved to be very effective in the recent past and we are certain that our new initiatives will further support those students that require additional support to realise their full potential. Our ethos is about belonging and inclusion for all students by creating an environment where all children feel safe, comfortable and secure with interventions being on hand for students at the point of need and staff being proactive in their duty to identify any issues at the earliest opportunity.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). **SCHOOL****

satisfactory

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). **ELC setting****

satisfactory

# KEY THEME

## from QI 2.2

### Curriculum

#### Theme 3 (HGIOS?4)

- Learning pathways

#### Theme 3 (HGIOELC?)

- Learning and development pathways

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Improved transition plans for all learners
- Clear shared curriculum plans in the high school
- Improved choice through partnership with HVA and WHC
- There is a great deal of personalisation and choice in the primary school, evidenced through independent learning
- Pre-covid, Outdoor Learning was integral to learning and teaching to ensure a progressive curriculum led experience for all learners
- Learners have developed strong skills with G-Suite throughout the pandemic and this has allowed staff to provide more in the way of digital options for learning and teaching. This also encourages independent learning.
- Wider achievement awards in Mental Health and Wellbeing and Volunteering

#### Question 2

**How do we know? What evidence do we have of a positive impact on our learners?**

- Curriculum plans
- Shared course plans
- Pupil Voice activities - looking at personalisation within the curriculum
- Interaction and building relationships with High School Teachers through dedicated Transition Google Classroom.
- Evidence of student work from last term shared and celebrated with PT's, Guidance department and SFL
- All about me documents for specific students shared to SEEMIS to ensure students needs are met over the school.
- Transition week - All P7 from ASG spend time in High School experiencing their timetable, meeting High School staff and building peer relationships.
- Use of many aspects of G-Suite throughout the school to enhance learning and teaching
- Use of mymaths to support numeracy across the campus
- Students engaged with virtual/college courses
- Wider achievement awards in Mental Health and Wellbeing and Volunteering

#### Question 3

**What could we do now? What actions would move us forward?**

- More personalisation and choice is required in high school. This will be addressed through pupil voice
- Continue to include pupil voice through IDL
- Pupil progress meetings to be initiated to discuss finding of assessment (GL, SNSA)
- SLT & C/T meeting to discuss GL & SNSA findings and identify interventions and support needs.
- Mymaths incorporates an element of pupil choice for all students
- ELC continues to update and inform on pupil progress while updating Learning Journals.

Our students have a wealth of opportunities available to them both through school and through the options available from our partners. There is potential for us to offer more vocational courses subject to timetabling constraints of a small, rural school, although we must work creatively to create more of these opportunities. Our wider achievement awards in mental health and wellbeing and volunteering have provided pupils with an additional qualification and further prepared them for life beyond school.



# KEY THEME

## from QI 2.7

### Partnerships

#### Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

#### Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

We enjoy a fantastic relationship with our Parent Council, working in partnership to deliver improvements for the school

We have developed strong relationships with DYW and SDS, who have an office in the school

We have been working well with Active Schools to develop opportunities for pupils across the campus

#### Question 2

**How do we know? What evidence do we have of a positive impact on our learners?**

- Minutes from Parent Council meetings
- Partnership Agreements
- Survey results
- DYW and SDS run an Opportunities for All session for pupils/staff
- Employability week organised in conjunction with DYW
- SDS work with students individually on pathways
- Workshops on completing applications/interview techniques

#### Question 3

**What could we do now? What actions would move us forward?**

- Parental drop in sessions/Social Cafe to improve community/parental relationships and showcase student work
- Calendar of DYW related events for the year ahead
- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2021/22 Improvement Plan if we have capacity to do so
- The school will look to consult and involve more parents and the wider school community on any changes happening within school
- The school will seek to engage in more active partnerships with local businesses to bring a "real life" context to learning .
- Introduce employer workshops with a Maths Week Scotland Focus

Our relationships with our partners have gone from strength to strength and we are excited about the opportunities that we can create for our learners through collaboration and teamwork. Our 'Opportunities for All' team has a base in the school, they present to pupils and staff, together with running workshops/individual sessions for pupils. Our next step will be to have them run an information session for parents/carers. We also enjoy a strong relationship with West Highland College. Our AHT attends consultation meetings with WHC/SDS/DYW to ensure that there is alignment between the needs of the pupils and the opportunities on offer to our students. More work is required in creating opportunities for our S1-3 pupils, although this is already being addressed. As an example, we have our Employer Maths Week Workshops in school with our first event booked for 29th September 2022.