

Standards and Quality Report



2021/22



Glenurquhart High School

Relationships
Accepting Achieving
Motivating Nurturing Respecting



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 progressing towards achieving these positive outcomes and changes.

Our School

Glen Urquhart High School serves the village of Drumnadrochit and the surrounding areas including Glenurquhart, the Glen running to the west of the village of Drumnadrochit and the village of Cannich and it's surrounding area. The school is a PPP (Public Private Partnership) school and is managed by the company Mitie. The school is very welcoming, the environment is of a very high quality and there is a sense of pride from everyone connected to the school. There are three associated primary schools: Glen Urquhart, Cannich and Balnain. Increasingly we are welcoming pupils from out-with our catchment area

At Glen Urquhart High School, we have a very positive ethos where young people, staff and parents feel a strong sense of ownership. Our pupils are very well behaved, hardworking, and positive about the school. Relationships between pupils and staff, staff and parents are all very strong. This is reflected in an attendance rate that is good and improving coming out of the pandemic. Staff are extremely committed, approachable and want the very best for the school community. Education Scotland's most recent evaluations for Glen Urquhart High in 2018 show our strength to be raising attainment and achievement where we are rated Very Good, in all other evaluations we are rated Good.

The teachers, pupil support assistants, technician, office staff, janitorial, cleaning and catering staff all work as a team. Staff know and support our pupils very well. Compared to other schools in Scotland we see a much lower than average incidence of exclusion and pupils say they are supported very well.

Pupils are offered a wide range of learning opportunities both within and outside the formal curriculum which widen their experiences helping them towards achieving successful and rewarding futures. We work closely with external agencies so that pupils understand the opportunities the world of work has to offer. Tying the curricular experiences to the world of work contributes significantly to the success pupils experience when they leave school.



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.



Pupil Parliament

Where are we at?

What has the pupil parliament achieved since August? Through discussion and student leadership the following was achieved.

Student Behaviour Policy



Pupil Parliament agreed, posters printed and placed in every classroom

PE changes to S3



Pupil Parliament agreed, member of parliament consulted with PE and changes were made

Re-Vote on School Dress



Pupil Parliament discussed, proposal put in place. Vote to happen.

Outdoor Seating



Member of Parliament met with Head Teacher - more outdoor seating bought

Litter



Member of Parliament met with SLT and discussed allocation of bins. Community litterpick ongoing.

Student Recognition



School created news letter, use of Facebook was discussed. Assemblies to celebrate achievement other than sport.

Sanitary Products



Sanitary Products placed in toilets for women to have easy access to needed products.

Afterschool Activities



Post Covid it is hoped that the school can offer more after school activities to support wider achievement.

Ukraine



Support the Ukraine crisis through fundraising and community action.



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 impact

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Covid recovery

Progress and impact:

Timetabled literacy in S2 and numeracy in S3 each week. Literacy and numeracy for each group have returned to our pre-covid expectations.

Targeted numeracy in small groups for S1-2. All pupils in the targeted group that have attended school have increase their level of numeracy. Some have made significant improvements and achieved SQA accreditation at N4 in numeracy.

HWB

Our PSE content is being reviewed to ensure it is fit for purpose in a post Covid world. SQA Mental Health and Wellbeing awards have been introduced in S3. (And \$456 this year. Parents had the opportunity to attend a 5-week wellbeing course aimed at supporting families. We have made good use of School based counsellors and increased our capacity.

We have made really good progress but recognise recovery will take a long time.

Next steps:

We will continue to track and monitor Literacy, numeracy and HWB. We have increased our availability of counsellors for students and made all staff aware of support available to them. We plan to build capacity in staff to support pupils and families by becoming trauma informed practitioners. Next session we have two guidance teaches, and in addition a small number of other staff who have a small case load of targeted pupils to support. We have initiated peer support groups and peer support in classes.

Improvement Project 2:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Develop more inclusive attitudes and practice and engage young people in the leadership of equity

Progress and impact:

Development of a more equitable and inclusive ethos. Pupil voice has been included more formally through the equity and diversity prefect role. This successfully brought pupils views to our discussions and changes made. For example, pupils' views are collected via a suggestion box, we have a formal pupil parliament where pupils debate issues relevant to them and suggest change. Pupils, staff, and parents will shortly be surveyed to get an idea where we are with equality and diversity and what our priorities should be next session. Staff CPD has taken place to raise awareness of the protected characteristics. Equity and diversity assemblies have taken place. An LGBTQ+ group has been set up and is well attended. All year groups now have timetabled PSE.

Next steps: Development of a more equitable and inclusive ethos are both carried into next year. Equity and inclusivity remain priorities, building on the work done we plan to change hearts and minds so that all people in our community feel safe and included.



Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: *Align tracking and monitoring systems with best practice and review BGE course contents to encompass all bench marks*

Progress and impact:

Staff were trained on and introduced to a new system to record and track Progress & Attainment on our school management system, SEEMIs. This system works for S1-S3. Staff tracked 2-year groups through this system as a pilot and found the system easy to use. All staff can now easily access information on each child that supports their lesson planning. Reports, using this system are more efficiently produced for parents. We are planning to develop a similar system for S4-6. This will tie in with a new system being developed and rolled out across all Highland schools. We have also begun to work on making sure all pupils understand where they are in their learning by auditing what needs to be learned (either using Education Scotland Benchmarks or SQA course specifications). This will underpin moderated assessments that pupils use to plan their next steps in the journey through school to a positive destination. This will continue into next session.

Next steps: Extending from this we will develop parental reports and parents' afternoons that better support learning. When parents, pupils, and staff understand what skills and knowledge pupils need to develop or learn to make most progress we will raise attainment together. We are making good progress in this area, but it is essential we get each step correct before moving on.

Improvement Project 4:

Primary focus: School and ELC improvement

Year of Project: 4

Purpose: *Embed new values and develop vision and aims*

Progress and impact:

Pupils are more aware of the school values. A variety of assemblies have focussed on the values and pupils have had the opportunity to discuss what each one looks like for them. Building back a strong cohesive ethos is challenging after periods of lock down and restrictive practices in schools, i.e no assemblies. We have developed notices for registration and ways to collect pupils' views with online forms. In further developing our very positive ethos we will support the Health and Wellbeing of al pupils in the building. It has been more difficult to engage fully with all stakeholders throughout the covid restrictions so we have made less progress that we would have liked with this project.

Next steps: Using the newly formed pupil parliament and working with our parents and staff we will develop a vision statement from the values and redefine the aims of our school. We have formed a working group to develop a sustainable plan for making sure our corporate vision is understood and drives a positive, effective ethos.



Improvement Project 5:

Primary focus: Curriculum and assessment

Year of Project: 5

Purpose: *DYW embed career standards and entitlements*

Progress and impact:

Developing the young work force. *Working with our coordinator and local businesses we have run a World of Work day and created or re-established firm links with local employers. Our S6 all benefited from Barista training and several pupils have had work placements in the nursery or other local business. Staff have benefited from CPD that supports using career education in their classrooms.*

DYW is ongoing, but we have made very good progress was made in this area.

Next steps: *To work further on embedding career education, so all young people can recognise and use the opportunities open to them and they progress through and leave school. To increase sustainable links to local employers, making use of individual work experiences. We continue to review PSE content to make sure pupils develop the skills they need to succeed in the workplace.*

Evaluation of Progress

Relationships
Accepting Achieving
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We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Very good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Very good

Our overall evaluation of our school's 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 website <http://glenurquharhigh.co.uk/> or by contacting the school office.

