

Standards and Quality Report

2021/22

Golspie High School

HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESSES

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)

- GHS has a rural location with a wide catchment area.
- We have been signed off By HMIE at the end of 2021 following a successful visit from them. Thanks to the hard work of all staff
- We still continue to work on the main pointers from HMIE: becoming more data driven in our improvement drive; continuing to work on learning and teaching, particularly pace and challenge; developing further our curriculum offer and providing more opportunities for higher attainment through this concentration
- We were nominated for Highland Heros' School of the Year, in 2021-22 and were in the final pool of 4 schools. This was for supporting pupils through pandemic.
- Through a huge pupil, staff and parent input we were 2nd in the MFR Fund Raising Competition – showing great community support in GHS
- Looking at INSIGHT and our Attainment in relation to our Virtual Comparator (VC) in 2021:
 - S4 – Higher than VC in Highest 20%, Middle 60% and Lowest 20%
 - S5&6 – Higher than VC in lowest 20%, upward trend in mid 60% and highest 20% compared to 2019
- We have had particular staffing absences and shortages at times during the year meaning quite a reliance on supply staff
- Through 21-22 we had 1 short-term, temporary exclusion. We always look to solve specific circumstances / incidents through a restorative, forward-looking approach.
- Our attendance figure overall was 89.08% with unauthorised being 1.83%. We are embedding a tweaked approach to our attendance strategies this session.

Our School's Vision & Values

Values:

Trust; Respect; Continuous Improvement; Excellence in Achievement

Vision:

At Golspie High School, we learn from the past. We provide a range of teaching methods for pupils to move on with a sense of self-achievement while providing a variety of unique courses to suit all aspirations, creating positive relationships with all pupils. We push all our pupils to achieve the highest that they possibly can while embracing individuality and striving to work closely in partnership with the community and parents. At Golspie High School, we aim for the future.

Pupil Voice: what is working well in our school?

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

- Progress reports are really helpful
- Interventions and availability of help are gratefully received, particularly by Senior Phase pupils

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- Pleased that we had Prize-giving and have started a new system to celebrate pupil successes
- Pleased that our sports and activities are back in operation at lunchtime and after school – Sports Day enjoyed by all, even non-sporty.
- Involvement of pupils in a group with staff and parents in organising fundraising and in decisions on how to spend the MFR money. Similar comments about the Uniform Group.
- Good relationships with teachers. Pupils are aware that teachers care about them and their progress. A majority feel respected by staff and involved in decisions about their lives and futures
- Pupils enjoy the practical side of classes and being active in groups even if a non-practical subject
- The increased choice of subjects / course options in the Senior Phase. The new S3 also notice the expansion of choice for their S3 year
- Pupils appreciate scaffolding and modelling in subjects that practice such methodologies
- ASN pupils appreciate and enjoy the Enterprise Curriculum and how it enables them to gain awards and qualifications
- Pupils recognise the support available to them through either ASN or Pastoral

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.

- In all classes, challenge pupils appropriately with right level of work
- For all teachers to give feedback regularly and of a type which helps them improve. Pupils like learning conversations and would like these more regularly
- They would like all teachers to explain regularly whether individuals' progress is on track to achieve targets. They would like this to be more than progress and full reports.
- Less learning based on digital technology and more class based teaching and group / activity work. More use of jotters than google docs. In some cases more diversifying of activities during classes. Increased opportunity to ask questions and discuss work.
- More pupil input into planning careers events and career / jobs focus through year. Less reliance on information from DYW through Google classroom / e-mail
- Increased pupil voice in classrooms and whole school - to be more involved in improvement and decisions. Ensure pupils always know what has happened to pupil ideas etc when they have given them in surveys etc
- Increased leadership opportunities now the pandemic is past
- Ensure that pupils mucking about do not disrupt others in class

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: Leadership at all levels

Primary focus: School and ELC Leadership

Year of Project: 1

Purpose: Develop the leadership of staff and young people so that they are taking a stronger role in securing better-paced change and improvement. Increase leadership skills and opportunities that enable contributions to improvement agendas

Progress

Impact

Pupil voice groups within wider groups including staff and parents have included fund-raising / MFR money spending and evaluation; uniform; socials.

Democratic method for deciding on where MFR / fundraising money directed to (i.e. this was not left to SMT); uniform policy evaluated; tweaked; communication to all; further helpful info to all parents.

Pupil voice groups also include focus groups and surveys at whole school and faculty ASN and Pastoral levels; well-being surveys. Focus on learning & teaching; attainment; wellbeing; safeguarding; pupil engagement in school improvement

Pupil voice playing increasing role in school improvement planning (particularly compared with last 2 years) – clear message that this is what they want!

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<p>Pupil Leadership activities: as above and: Student leaders in 21-22 and appointed for 22-23; Sports Leader course in S3; leadership in ASN curriculum (i.e. cycling); buddies for transition; employability leaders (S6 with DYW and S1s); Duke of Edinburgh; SCQF Ambassadors; Mental Health Ambassadors. In classes: group work; debates; jigsaw tasks Young Leaders of Learners (YLL) trained up for activities in 22-23 Significant input from pupils in organising summer socials and MFR fundraising</p>	<p>Has increased confidence in leadership skills by those involved. Important for post-pandemic priority on this for 22-23. SQA Leadership Awards for 3 S6 pupils</p> <p>Some input into advertising new courses Participation in Highland events + input into GHS strategies Increased leadership opportunities in classes than last 2 years</p> <p>YLLs already participated in pupil voice events in 21-22</p> <p>Both successful and engaging for pupils</p>
<p>Develop SLT leadership for improvement work faculty/school: Faculty Heads (FHs) lead Teaching Sprints initiative including planning, supporting, reviewing, sharing practice; Greater emphasis on FHs supporting members of faculty in PDR; QA of faculty through pupil focus groups / surveys and staff input. Includes work with data with teachers to increased extent;</p> <p>SLT in whole school development work within Positive Relationships Policy (following staff and parental feedback) and interventions;</p> <p>IDL planning and teaching projects with P7s and S1,S2, S3</p> <p>Maths development initiative with Education Scotland;</p> <p>Transition programme arranged through Pastoral</p> <p>Mental Health / HWB</p> <p>ASN PT development and leadership of new Enterprise Curriculum</p> <p>Staff wellbeing events organised by SLT members linking with other staff</p>	<p>3 Teaching Sprints completed by each faculty. L&T improvements in Retrieval; Feedback; Cognitive Load Theory; Modelling</p> <p>Plan carried out to enable GHS to be more data rich: & enable improved attainment through wide tracking & monitoring of progress, appropriate levels of courses for pupils in pick in Senior Phase</p> <p>The Policy relaunched; tweaked following consultation. New posters created. Interventions detailed particularly post Prelims for Senior Phase – positively recognised by pupil feedback</p> <p>Positively recognised by visiting primary teachers and head teacher.</p> <p>Approaches in senior phase tweaked following advice. Applications of Maths course introduced for 22-23 with good take up from pupils.</p> <p>P7 pupils and parents see benefits at key stage of change</p> <p>Post Covid concentration – high numbers of pupils signing for counselling stay course</p> <p>ASN staff firmly behind move – as are parents and pupils – increased attainment – SCQF points</p> <p>Aids bringing community together</p>
<p>Teacher Leadership: As well as leading fund raising and MFR; uniform group & socials (see above) other teachers involved in planning new approach to celebrating success (re-drafting house points system) and starting up LGBT+ group</p> <p>Duke of Edinburgh Award – bronze and silver (teacher leader - SM - with 2 other teachers working with him)</p> <p>Lit & Num work – interventions led by teachers employed by Education Scotland Recovery money</p> <p>Collaborative teachers work on Teaching Sprints; faculty developments; data joint work on evaluating pupils progress across curriculum; evaluative work on whole school learning & teaching; best ways to collaborate as a staff; curriculum development;; planning for skills development in curriculum; IDL development; pupil leadership in classrooms; Positive Relationships</p> <p>Enterprise ASN Curriculum – significant input and planning by PSAs</p> <p>Sports including Sports Day back up and running post pandemic due to organisation and commitment of a number of staff, including, but not exclusively, PE teachers</p>	<p>Significant increase in joint pupil, staff & parent working – on important whole school policies and decisions New system started June 22. All pupils see benefits/ improvements LGBT+ key areas pushed across school community for understanding. All increases pupil leadership</p> <p>19 Bronze and 7 silver. 6 Bronze completed expeditions. 7 Silver completed practice expedition</p> <p>PEF pupil data Lit: June reading ages improved on average by 1 yr PEF pupil data Num: using Highland Num Progression and concentrating on 6 areas – for 8 pupils in S1 & S2, 5 pupils made progress of 1 level plus in 3 or more of these areas and 2 more of these 8 pupils progressed similarly in 2 areas</p> <p>Increased collaborative approach to aspects that positively impact on pupil experiences in classrooms. Strong development work for improving classroom experiences of pupils beginning to be shown in pupil feedback through focus groups IDL projects took place and planned for 22-23 New courses now up and running in both Senior Phase and BGE</p> <p>PSAs take initiative in planning and delivering learning activities leading to SQA awards, thereby improving outcomes for young people</p> <p>Football and rugby competitions, regular badminton club, Sports Day. All pupils extremely pleased and grateful for this</p>

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OVERALL EVALUATIVE STATEMENT:

moderate progress made although much planning for 22-23 took place.

Pupil Voice Groups: increase at whole school; faculty; Pastoral; ASN levels for school improvement / development. Overall plan and calendared. FHS to ensure that class teachers regularly take pupil voice on learning & teaching (L&T) in classrooms. L&T & curriculum groups established within system explained below in 'Pupil Leadership' (i.e. as part of wider system)

Pupil Leadership:

Pupils play a role in working groups set up for 22-23 (role decided by teachers involved, pupils and SMT)
Full pupil system of evaluation of GHS includes different groups concentrating on L&T, Curriculum, HWB, relationships and these feed into overall GHS evaluation system – planned and calendared. Linked to YLL initiative
Class leadership opportunities through sharing existing practice (i.e. based around skills initiative).
Work out in more detail the Student Leaders' roles
Develop re-introduced house captains
Find solution to SM's departure for Duke of Edinburgh
Reinvigorate SCQF Ambassadors scheme
Increase SQA Leadership Awards – link within school where possible
ASN Enterprise Curriculum – leadership & volunteering. Develop further links with YDO and ASC

SLT Leadership:

Teaching Sprints: FHS to work system more closely with official Teaching Sprints documentation
PDR: FHS have increased emphasis on supporting teachers through year and help evaluate progress collectively with teacher
Data: increase use for evaluating progress as a faculty on attainment and L&T. More use by FHS for quality assuring pupil progress against expectations
SLT pupil support meetings and follow-ups: all SLT use updated format and structure agreed at end of Summer 22. Interventions occur all year; parents informed
Positive Relationship Policy followed by all and quality assured by faculty heads
IDL becomes more embedded with planned delivery calendared in Working Time Agreement
Maths approach to BGE – STEM Faculty Head supports the Highland Council initiative with Education Scotland
ASN PT embeds Enterprise Curriculum with Department, whole school and partners. Plans individual pupils' journeys
Trained as QAMSOs and then leading all teachers

Teacher Leadership

Increase further teacher leadership in development work such as increasing ownership and engagement of Teaching Sprints
Curriculum development including BGE, IDL and skills developed further through collaborative teacher approach
Literacy & Numeracy new setup supported to ensure success through English and Maths Departments
Teacher working groups impact significantly on teachers' approaches in classroom

Improvement Project 2:

Primary focus: Teacher and practitioner professionalism

Year of Project: 3

Purpose: Improve further the quality and consistency of learning and teaching to raise attainment and ensure all young people achieve as highly as possible. Learning and Teaching has inconsistencies across the school and not all lessons are actively engaging with appropriate pace and challenge

Progress

Impact:

<p>High Quality L&T as target for all teachers through their yearly PDR career long professional learning Significant emphasis on PDR for L&T development</p> <p>Each teacher has pinpointed with faculty head a couple of key L&T areas, relevant to them (and this has moved on from the more digital focus from previous 2 yrs)</p> <p>Increased emphasis by SMT with faculty heads on regular support sessions with each teacher. All teachers had initial planning and review sessions</p> <p>In some cases the development work linked to faculty's Teaching Sprint</p>	<p>Faculty Head reviews indicate progress based on review; pupil feedback and their observations. SMT observations suggest some progress but still inconsistencies of standards across school in key areas concentrated on. Pupil feedback to SMT also has a good deal of positive but also areas where further progress needed.</p> <p>Parents queried the behaviour in a few classes – and this, to a considerable extent, can be linked to key L&T methodologies we are working on: pace & challenge; differentiation; engagement</p> <p>Most progress made where individual's PDR was linked to the faculty's TS</p>
<p>High Quality L&T through Teaching Sprints; faculty collaboration; sharing sessions; evidence: i.e. pace & challenge; differentiation; data; lesson structure; feedback GHS's specific areas to work on discussed 1st with Simon Brakespear before Teaching Sprints started – then discussion within SLT and all teachers. Faculties shared experiences and reviews with each other and 2 whole school sessions for sharing across faculties. Some peer observations looking at specific focus took place</p>	<p>Progress seen by faculty heads within retrieval practice, scaffolding, feedback; cognitive load theory. Faculty heads have evidence that pupils see benefits – largest impact often on lower ability pupils. Sharing sessions took place again following pandemic and a number of peer observations. However, SMT comments as above, backed by faculty heads' quality assurance, suggest further progress is to be made. This view is confirmed by pupil & parental feedback - i.e. pupils: feedback,</p>

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<p>Data – new approach embedded and use of expanded Electronic-Mark books. Evaluating progress linked to 20/60/20 pupil groupings and SNSA data. Hence better link to expected levels at SQA.</p> <p>Learning Conversations more embedded –</p> <p>Learning Logs continue to be pushed as important and used extensively by some teachers</p>	<p>knowing progress, challenge in work. Also, a clear indication that too much teaching and learning now done digitally. Pupil voice and regular self-evaluation by teachers is thin on ground.</p> <p>This has improved interventions system & enables better planning for individual pupils. This now needs to be more focussed on teachers with faculty head setting their own targets as expectations on former, in terms of what to be achieved by end of each session, with evaluation through session on whether targets on track</p> <p>Particularly in the Senior Phase. Pupils see need for these to be more regular with thought around best time within each term</p> <p>Not consistent across departments. Some use to very good effect. Some teachers not sure of use on top of existing feedback given – and this view shared by some pupils</p>
<p>Implementation of revised L&T Policy Puil surveys Parent surveys Staff input during Staff Meetings</p>	<p>Above has led to updated L&T Policy now in draft</p>
<p>Improved school approach to self-evaluation No complete structure to a year-long approach to self- evaluation. This is in planning stage. However, the following are in place already:</p> <ul style="list-style-type: none"> • Each faculty and support department regularly complete a Standards & Quality Report and have an improvement plan, linked to that of school. Input from all faculty / department • Each faculty reviews each Teaching Sprint • SMT class visits, surveys; focus groups – pupils and parents. • Faculty Heads - class visits, surveys; focus groups – pupils • SLT Self-Evaluation Calendar: followed to an extent • Staff Meetings / surveys on reviewing a number of relevant aspects of GHS's work: Learning & Teaching Policy; Learning & Teaching; Positive Behaviour Policy; Data use; curriculum in BGE and Senior Phase; how best to celebrate success; Working Time Agreement • Young Leaders of Learners started • SLT have reviewed SLT's Pupil Support Meetings; interventions • Support PTs have reviewed: relationships and bullying; course choice system / procedures; HWB of the YP; Enterprise Curriculum • PEF Review – on separate document. Progress made despite disruption of the CSW managing Pastoral Caseload for 2 ½ months due to staff gap • Education Scotland Recovery money – used for Literacy & Numeracy and fully evaluated 	<p>Fundamentally what has been worked on for info for improvement planning for 22-23 are pupil and parental views – and staff, latter through collaborative discussions</p> <p>Enables faculty and faculty head to build new improvement plan based on evidence, teacher self-evaluation and pupil input. Helps link specifically each faculty's improvement plan with broad areas of school improvement plan (and can include department specific)</p> <p>Enables collaborative approach and agreement on next step</p> <p>SMT triangulation with faculty heads from all evidence accumulated to enable reliable and robust current assessment of progress made – hence, funnels into new improvement plans</p> <p>Used for above overall assessment of progress but also enables re-focusing during actual session in current work.</p> <p>Working Time Agreement Review and discussion has enabled more relevant Agreement for 22-23, particularly to enable better time availability for development work with all more involved in this work. More informative and planned calendar for improvements, 22-23</p> <p>Training by Education Scotland in preparation for 22-23. Group already used as focus groups for evaluating GHS's progress for 21-22 - used for this year's improvement planning</p> <p>Improving systems and structures to ensure our interventions are early enough for behaviour / engagement and also academic progress – for 22-23</p> <p>Plans in place for 22-23 to improve our work with young people as a result of review and discussions – all taking pupils' views into account and a number of these areas also have parental views for consideration</p> <p>Progress seen in attendance and HWB of individuals. Also helped with literacy progress of pupils working with Recovery teacher</p> <p>Progress on literacy and numeracy for a number of targeted pupils – assessed PEF pupils and others. Info shared with English & Maths Deps (as relevant) Literacy – a report on individual's progress for all teachers to help them plan for these individuals in classes for 22-23</p> <p>Success of these 2 programmes made decisions to continue (though in different formats) for 22-23 with 1 teacher (employed 2</p>

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days per week) and the PEF CSW (latter exclusively to work on Lit & Num – and not the HWB and attendance previously included).

OVERALL EVALUATIVE STATEMENT: GHS has made some improvements but overall, L&T still variable in quality.

The self-evaluative system has been planned for 22-23

Next steps:

High Quality L&T as target for all teachers through Teaching Sprints; faculty collaboration; whole school sharing sessions; PDR

Clarity to all that improved L&T comes collectively from PDR; Teaching Sprints; faculty work; whole school sharing. Within the new self-evaluation structure (mentioned elsewhere in this section) SMT work with faculty heads, quality assuring that system is robust for this.

- Regular mentoring meetings between SMT and faculty heads. 1st session will be to confirm faculty improvement plans. Also to discuss - recognising any differences in whole school pupil voice compared with teacher views on learning and teaching. One factor to consider – many teachers believing they need to get through course compared with pupil views (needing feedback and learning conversations)
- Enhanced recognition of significance of PDR and related support through session by faculty heads. Evaluated and quality assured
- Significance of pupil and parental voice
- Agreed structure of SMT drop in class visits; faculty heads class visits and official observations
- Sticking to new agreed Working Time Agreement
- Making sure that Teaching Sprints and faculty priorities (as per their S&Q reports) link with school priorities. All FHs keep in mind pupil comments on feedback, pupils knowing their progress and current position, over use of digital in learning & teaching.

Improved school approach to self-evaluation

Complete and finalise the full, more robust, approach to whole school self-evaluation structures through agreement – and this to have a calendar at heart of structure. This will include:

- Calendar with deadlines and meetings to triangulate (for SLT) and quality assure all aspects
- A central role in this for pupils, parents and partners – structured and quality assured
- Increase pupil voice taken by class teachers
- Young Leaders of Learners
- Teaching Sprints
- Calendar includes structure for year for Pastoral & ASN

Concentration on improvement agenda but with built in timings for the broader look at areas and issues to inform following year's improvement plan

For Literacy & Numeracy

- Greater emphasis on assessing progress and communicating regularly with Eng, Maths and ASN Departments
- Periodic meetings for such communication organised for year
- Support change in staffing of this initiative by SMT and relevant FHs. SMT ensure messages from HC's initiatives on Literacy for All and the support by Jenny Wilson is passed to all staff. Ensure link ups with Iona Coultts (Education Scotland).

Improvement Project 3:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: Improve further the relationships between all in the school community to help support mental health and wellbeing, increase aspirations, attainment and achievement.

Progress

Impact:

<p>Tracking & Monitoring / Interventions Implementing planned approach to becoming more data rich – based around new electronic mark-books, Easter Study sessions – pupils targeted for attendance. SMT working with faculty heads ascertaining needs</p>	<p>Staff understand processes and their roles – including achieving certain grades for individuals and responsibilities around final SQA grades etc Pupils engaged relatively well to interventions and expectations for improvements. Those who engaged = grateful. However, not all – nor parents always behind school push. Some parents also felt that communication home not enough and sometimes too late. But when happening = excellent</p> <p>Reviewed system in Summer Term and planned / implemented new, tweaked approach. Evidenced from pupils, parents and staff. Key messages include – system in play all year and BGE as much as Senior Phase</p>
<p>ASN systems supporting class teachers Have refined key worker, ASN Liaison Teacher roles and ASN Pupil Profiles. Good effort to get pupil profiles up to date and communicated to all teachers</p>	<p>Increased % of teachers using pupil profiles and ASN info in Handbook. Increased % engaged in gaining advice from ASN on individual pupils. Not yet all teachers fully engaged and using info for pace, challenge & differentiation. ASN to become more proactive in these initiatives</p>
<p>Mental Health Counselling system embedded and robust system with other professionals worked on to ensure no crossovers. Good links with 3 different counselling services and confidence of pupils following some issues in Summer 21.</p>	<p>Positive for those taking up the offer – good % kept returning for full amount of sessions. Improvement following teething issues in 2nd half of 20-21</p>

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<p>Mental Health Ambassadors trained through Mikey's Line. An area worked on all year has been working with pupils back in school full time post pandemic – many relationship break-downs and working to form best systems to help pupils.</p>	<p>Involved in Sutherland events. Not yet operating for benefit within GHS. Large majority of cases dealt with well (feedback from parents). Situation has led us to review Bullying Policy</p>
<p>Celebrating Successes of pupils New system devised through 21-22 and rolled out in Summer Term following consultation with pupils and staff. House Points; Faculty Awards; Depute's Awards, Head Teacher Awards</p>	<p>Positives from staff, pupils and parents. Has led to a desire from many pupils for a review of our Prize-giving and what things are awarded for</p>
<p>BGE Profile developments Existing profile in use post Lockdowns (tweaked since Lockdowns) Development of new profiles for Aug 22 launch with Pastoral working with SMT and SDS for this. Will include more on skills</p>	<p>Some recording of achievements and thinking about strengths by pupils. Not yet joined up with all teachers not in loop and engaged</p>
<p>PPTs 1 to 1s Took place</p>	<p>Pupils report positively on these linked to their support</p>
<p>Curricular progressions Linked to use of data across whole school for improved pupil attainment – emphasis in 21-22 on keeping pupils at original levels (i.e. Nat 5 / Higher) and not dropping levels through year to ensure as good as possible presentation levels. Important steps taken in communicating with parents and teachers. Also linked with data rich school in concentrating on Nat 5 preparation and numbers at right level through BGE. Policy used in course choice system for 22-23 with S3, S4, S5</p>	<p>Improved presentation levels in June 22 – waiting for INSIGHT data Most parents who have commented on this are positive – though when it matters around an individual decision, most side with son/daughter. Have introduced a tracking system that allows all SLT to follow this through but not yet embedded in practice Policy used but needs review as all stakeholders not in loop – communication. Parents comment that system currently has them involved too late</p>
<p>Partnership links Closer working with SDS and DYW More engagement from them with classes (includes Employability Award; Construction Careers Day with businesses; employability sessions with businesses; STEM Day with organisations; extended number of 1 to 1 sessions with SDS – with written feedback to Pastoral; on-line possibilities from DYW communicated to all pupils through Google Classroom) New courses – partners + College</p> <ul style="list-style-type: none"> • Work to have Engineering and Construction courses operating again in East Sutherland. And new Level 5 Energy course • Increased options with more suitable on-line courses • Interrupted Learners Programme – organised for struggling Senior Phase pupils for 22-23 • Increased take up of The Burghfield offer (Professional Cookery and Hospitality) <p>+ Farmer Jones and Hospitality / cooking Foundation Apprenticeship course for 22-23 + Ross Sutherland RFU – courses for S1 and S2 towards Youth Achievement Award for 22-23 + Youth Development Officer – returned having been off for several months with commitment to ASN Enterprise Curriculum (and engagement referrals from Pastoral) +Social Work School's Practice Lead – have worked to increase liaison</p>	<p>Employability Award gained by 33 S4s. Will show on certificates 22-23 For single employability career area, many found it beneficial but pupils asked to have input in advance on whether to attend, depending on their career focus. And wanted to see a wider offer of careers over the year SDS Officer very motivated with pupils and reports written for Pastoral info. But a number of S5s say they have not had a 1 to 1. Opportunities on line increased significantly – pupils would like find a better way to be communicated with to understand what is available Back up and running - but only Level 4 for Engineering & Construction Opportunities for pupils by way of courses with progressions have increased Overall many pupils whom courses would suit have not taken up. Travel? PR; explanations?? Farmer Jones course has good uptake in S3 but none from Senior Phase New system to be undertaken for 22-23</p>

OVERALL EVALUATIVE STATEMENT:

Good progress in tracking and monitoring and also in partnership working. Planning for other areas within this action plan made good progress in 21-22 so ready to embed for 22-23.

Next steps:

Tracking & Monitoring / Interventions

Improve school's work with data further – interventions all year and in BGE too. Re-structured SLT Pupil Support Meetings will help this. Actual academic progress the core decision maker on intervention etc.

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Parents to have more info on course content and structure – as well as homework so they can support child further, Parents to always know early if their child is a cause for concern around their progress

Moderation & Assessment in BGE will be an emphasis in 22-23 following closely with Highland Council training on these

ASN systems supporting class teachers

ASN to become more pro-active in these initiatives to support class teachers. A structured approach.

A calendar for action around key worker responsibilities. ASN Liaison teachers – with faculties. Pupil Profile updates.

Input to whole class sessions on individuals and different ASN conditions – planned for year

If a pupil out of class – teachers informed of plan for future (catch up or otherwise)

Mental Health

Continue with counselling – look at advertising availability

Mental Health Ambassadors – secure role in school for pupils

PSE course development

Celebrating Successes of pupils

Embed new system; have whole school assemblies X2 a term; House – staff and pupil leaders;

School newsletter (S6)

Review prize-giving

System for knowing pupils' achievements outside school

Foyer and noticeboards – more celebration

Communication home – postcard or texts?

BGE Profile developments

Launch new system for start of August Term

Skills central link for all teachers – input of teachers and role to be clear

Work on clear 1st steps of teachers responsibilities for skill development in their classes

Curricular progressions

New & improved course choice systems explained to all staff, pupils, parents. Operational for 22-23. Communication is key theme

For BGE parents – a series of events ensuring all understand the Scottish Ed System – for more informed decision making with their child

Follow through by faculty heads in BGE of pupils on target for Nat5 in S4 – aim is 70%

Course / Career pathways – best route to particular careers through S4, S5, S6 – by Pastoral.

Partnership links

SDS and DYW: with school and pupils, all work together to come up with best system that all pupils feel serves them

Course expansion and take up: Pastoral and DHT work with partners through year to find best way of advertising and explaining benefits of courses for pupils that we have available. Aim is to get a better fit for young people of courses.

Ensure we have Level 5 courses in Engineering & Construction for 23-24. Liaise with College

Ensure we benefit from Interrupted Learning Programme

Ensure we benefit from Ross Sutherland RFU School of Rugby programme

Youth Development Officer input and relationship cemented

Practice Lead Social Work – finalise plan for closer liaison

Improvement Project 4 Project:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Improve GHS's curriculum offer in the Senior Phase to help raise attainment. Develop the Broad General Education (BGE) Curriculum to bring greater engagement and increased attainment

Progress	Impact:
<p>Senior Phase From staff sessions and also with pupils and parents – set scene for expansion of curriculum to offer more possibilities for pupils to gain Level 5 and 6 courses – to increase their attainment at levels they are capable of.</p> <p>Improved promotion of partner courses</p>	<p>New courses on offer for 22-23 and running (so enough uptake: Photography Level 5; Health & Food Technology Nat 5; Music Technology level 6; Sports Leader Level 6; Creative Industries (National Certificate); Film & Media Level 5; Farmer Jones Hospitality (levels 4 and 5); Application of Maths Nat 5.</p> <p>Also started to use Communication Level 6 (as additional way of gaining English / Lit higher qualification).</p>
<p>BGE Curriculum (S1 to S3) Various staff meetings during session reflecting on our BGE (purpose; wow factor for young people; how well do courses link with Senior Phase; extent we develop the 4 Capacities and key skills) Discussions around IDL projects and how we can improve learning through this means</p>	<p>Timetable structure in S3 improved for 22-23 and includes pre-courses for new Senior Phase courses: hence, extending choice and specialisation - Engineering Science / Photography / Health & Food Technology German introduced through BGE and will eventually lead to SQA courses – 2 languages in BGE for 1st time. Modern Studies introduced into S3 (to then be followed in future years in Senior Phase with SQA courses) IDL projects carried out in 21-22 and more planned for 22-23. Transition IDLs praised by primary school staff. Positive pupil feedback for S1, S2 and S3 projects Some departments have started building specific skills for Senior Phase into the BGE subject areas (i.e. English and Social Subjects)</p>
<p>ASN 'Enterprise' Curriculum developed to raise engagement and attainment for ASN pupils From various awards such as Cycling Award Level 2 NPA to Personal Achievement Awards; Scottish Studies and Personal Development Award a wide range of activities including customer</p>	<p>All achieved at least 6 SCQF points and some achieved more than 18. Senior Phase ASN pupils taught in ASN Dep and achieved: Nat 4 Eng (X2) Nat 4 Maths (X2) Nat 4 Environmental Science (1) 2 units in Nat 5 History (1)</p>

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service, hospitality, Barista; ICT; horticulture; clay design – and linked to employability and leadership.
Also, increased number of SQA units taught within the ASN Dep

OVERALL EVALUATIVE STATEMENT:

Very good progress in Senior Phase curriculum

Next steps:

Senior Phase

- Support pupils on these new courses and teachers to deliver them (be aware of time for development)
- Explore how to develop more bi-course deliveries within some qualification classes – particularly those with lower numbers
- Explore how to achieve more bi-level courses to increase subject offer to pupils
- Re-form the SCQF Ambassadors programme – aim is for these to work with SMT, DYW and pupils to push SCQF courses and benefits and decide which other courses we should run to support pupils and our locality. Which partners can we use?
- On-line courses – needs a system of in-school mentoring / supervising

BGE Curriculum (S1 to S3)

- Support the development of IDL projects, skills awareness and delivery in classes
- Quality assure where all departments are with BGE development in line with GHS's key principles
- Literacy & Numeracy for All – follow the Highland Council training initiatives through staff signed up and then spread key messages across all staff.
- Improve links with primaries. Start with the Assessment & Moderation planned through Insets for ASG and the pilot Maths / Numeracy we are involved in as an ASG with Highland Council & Education Scotland. Aim is then to continue through with a better linked curriculum across curricular areas

ASN 'Enterprise' Curriculum

- Confirm plan for 22-23
 - Which awards are running and programmes to achieve them
 - Targets for individual Senior Phase pupils regarding attainment goals / SCQF points: extent of mainstream and Enterprise Curriculum (and this should consider progressions for 23-24
 - Similar targets for BGE pupils involved in alternatives
- Plan accordingly to supported those involved in Interrupted Learners Programme – what will they also work towards in school
- Support those involved in School of Rugby
- Plan to bring partners involvement to offer skills for the pupils – linking to SCQF courses
- Confirm roles of ASN teachers in the Enterprise Curriculum – leadership?

Evaluation of Progress

We believe we have made the following progress this session:

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

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

Theme 1 Our relationships	Good
Theme 2 Our learning and teaching	Good

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Theme 3 Good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

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 [ADD LINK](#) or by contacting the school office.

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