

Standards and Quality Report

2021/22

NORTH WEST SUTHERLAND SCHOOLS.



**Kinlochbervie High School, Kinlochbervie Primary School,
Durness Primary School and Scourie Primary School and
the associated ELCs.**

HIGHLAND COUNCIL

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)

We are a small ASG serving the communities of North West Sutherland. Each of Durness, Scourie and Kinlochbervie are served by primary schools with associated Nursery provision in Durness and Kinlochbervie and in Scourie. The nursery in Durness opened in August 2020. Kinlochbervie nursery was run by CALA until August of 2020 year when we took over. The nursery in Kinlochbervie also provides after school care until 5.00pm. Secondary pupils across the ASG attend Kinlochbervie High school which is a small six-year secondary school with a current roll of around 40 pupils. The area consists of small villages in largely crofting communities. Fishing, fish farming, sporting estates and tourism are the main industries and the schools are a significant employer in the area. Staffing across all sectors is fairly stable and although there are inevitable changes each year this is managed to ensure as much continuity as possible.

Our 3 - 18 Vision, Values and Aims

We learn through PLAY. We learn in SAFETY. We learn with RESPECT.

Pupil Voice: what is working well in our school?

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

- Good quality teaching in classes
- They feel "listened to" and able to influence what happens in school
- There is a good range of lunchtime activities
- The schools are a comfortable environment.

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.

- More active role for pupil council
- Social areas need up-grading

Our Improvement Journey Headlines

We learn through PLAY. We learn in SAFETY. We learn with RESPECT.

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:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Recovery from Covid-19 School Closures and disruption to education

Progress and impact:

- ✓ We have provided individualised support for pupils and staff whose health and wellbeing has been impacted by Covid-19.
- ✓ The appointment of a new Guidance teacher and re-organisation of support faculty has allowed an increased level of support for all pupils and in particular those identified as most in need.
- ✓ Our PSE programme is being further developed to reflect the issues raised by our young people and by parents.
- ✓ Staff have regular “nurture” conversations with young people to monitor their mental wellbeing.
- ✓ Counselling services have been brought in for those identified pupils who will engage with this and benefit from it.
- ✓ Our senior phase curriculum was revised to take account of changes in SQA arrangements.
- ✓ Outdoor learning played a prominent part in encouraging our young people to be active and to participate in activities which were new to them.
- ✓ P6 – S3 participated in two day sessions at a local outdoor centre
- ✓ We re-introduced our “all together days” across the ASG
- ✓ A city trip for S1 – 3 and a Goblin Car event for P7 provided residential opportunities for many pupils.
- ✓ Regular lunchtime clubs are in place for sport, chess, coding etc. This gives wider choice to pupils and take up is high.
- ✓ The provision of chromebooks for all pupils from P1 to S6 allowed for increased use and increased skills in technology.
- ✓ Targeted pupils where there is an identified attainment gap received individual support from ASN staff and PSA’s employed using PEF.
- ✓ A targeted literacy programme was used in BGE to support the recovery curriculum.
- ✓ An attendance monitoring programme and support for those whose attendance was low was used to target support and alternative timetables for those most affected by covid.
- ✓ A staff health and well being working group made considerable changes to staff areas and to social interactions.
- ✓ One inset day was devoted entirely to staff well being.
- ✓ We feel that we have made significant progress in this area with us responding well to the needs and wishes of our young people and their parents.

Next steps:

Develop the role of pupil council and head pupil team to ensure greater importance attached to pupil voice.

Continued provision of activities to support staff and pupil H&WB

Promote awareness of the different sources of support and help children and staff access these.

Improvement Project 2:

Primary focus: School and ELC Leadership

Year of Project: 2

Purpose: Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/school closure)

Progress and impact:

- The provision of chromebooks for all pupils from P1 to S6 allowed for increased use and increased skills in technology.
- Targeted pupils where there is an identified attainment gap received individual support from ASN staff and PSA's employed using PEF.
- A targeted literacy programme was used in BGE to support the recovery curriculum.
- An attendance monitoring programme and support for those whose attendance was low was used to target support and alternative timetables for those most affected by covid.
- A programme of Key Assessment tasks has been developed in literacy and numeracy for BGE pupils
- Teaching, learning and assessment is regularly shared with parents using an on-line platform
- Moderation activities take place in literacy across primary and secondary sectors
- New numeracy resources in the primaries are used to promote more independent learning

Next steps:

- **Continue to monitor pupils and identify resources to support those at risk of falling through the gap.**
- **Identify pupils eligible for additional arrangements and ensure appropriate support is in place.**

Evaluation of Progress

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	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	Good
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Good

Our overall evaluation of our 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 or by contacting the school office.