

Standards and Quality Report

2021/22

Plockton High School



Plockton High School
Plockton
IV52 8TU
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

Plockton High School forms part of the Plockton 3-18 Campus which also includes Plockton Primary School and Sgoil Araich. Plockton High School is the local high school for the area with pupils joining us from eight primary schools, including Plockton Primary. Our associated primaries include schools where pupils are taught through the medium of Gaelic. We support both fluent speakers and learners to continue their studies in Gaelic at Plockton High School and encourage all pupils to appreciate and enjoy the language and culture of this area.

The current school roll is 225 and we have twenty-six teachers and a team of Pupil Support Assistants supporting our pupils in their learning and wellbeing. The school serves all pupils living in the area including pupils requiring additional support and we have a dedicated space and staff to support their learning and lifeskills. We have close to a full complement of staff as session 2022-23 begins with two part-time vacancies in teaching and Pupil Support Assistant staffing currently advertised.

In addition to daily work during lessons in school, staff use creative approaches and make use of partnerships both within the local community and with organisations and educational institutions further afield to enhance pupils' learning experiences. We have a dynamic approach to fostering employability skills and this includes working with Developing the Young Workforce and Skills Development Scotland to support our young people in to positive destinations post-school.

Plockton High School includes the highly regarded National Centre of Excellence in Traditional Music. Pupils attending the Music School follow a programme of study in music and also undertake qualifications in other subjects within school. We support pupils to gain experience and expertise in specialist areas through projects such as the Am Bàta boatbuilding project within the Technology department. We also link with college campuses in Portree and Inverness where pupils undertake studies both face-to-face and through virtual learning.

The school has a large geographical catchment area and a significant proportion of pupils travel in daily by bus. We have a hostel residence for pupils from Applecross and Arnisdale who live too far away to travel in each day and also for pupils who live elsewhere in Scotland and are attending the National Centre of Excellence in Traditional Music.

Our attendance rate last year was 88% and there were three short-term exclusions.

There is good participation in clubs and activities, both within school and in the local area, and pupils welcomed the return of these in session 2021-22.

Our School Vision, Values and Aims

Our vision for Plockton High School is for it to be a community in which all of our young people have the opportunity to fulfil their potential.

Our Values: Community, Opportunity, Responsibility, Kindness, Integrity and Excellence Plockton High School

Aims:

- To provide all pupils with an education in a safe, healthy and disciplined environment in which pupils enjoy learning, which meets their needs, furthers an understanding of the local Gaelic culture and prepares them for future life.
- To value and treat everyone with fairness and respect so that they feel included and take a pride in being part of our school community.
- To work effectively in partnership with parents and the wider community.
- To encourage all pupils to participate in extra-curricular activities, the wider life of the school, to take responsibility and to have fun! We wish Plockton High School to be a school in which pupils are happy to learn, staff are happy to work and to which parents are happy to send their children.

Pupil Voice: what is working well in our school?

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

Our Pupil Council includes representatives from all year groups and from the Prefect Leadership Team. Twenty-eight members of the Pupil Council met to discuss their learning and the wider life of the school. In their own words, they identified the following strengths:

Learning

Pupils were positive about their learning and the support they receive in school:

Teachers: they help us when we are stuck and have a problem and it could be a problem with our work or an outside of school problem.

Teachers adapt well for different learning styles.

Teachers are supportive and help you whenever you need it.

Teachers give support with UCAS, homework and are always a listening ear.

We have loads of PSE and Learning Support

Learning support and after school support is good

Pupils appreciate their access to technology to support their learning:

Learning on Google Classroom and knowing all your work will be somewhere – good for revision.

Chromebooks and online resources.

The wider life of the school - strengths

Pupils' responses highlighted the importance of clubs, events and social opportunities as part of their school experience:

Clubs starting up again

Sports clubs at lunchtime – shinty and football

After school clubs and other clubs tied into the school bring students closer together and bonds them (example, sailing trip)

Sports day events

House events

School trips

Good fundraisers and school events

Breakfast Club is good

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

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

The Pupil Council identified the changes they would like to see made:

Learning

*A productive supervised study area separate from the library**

Lunchtime study opportunities to be promoted more

More after-school study sessions

More study books in the library organised into subjects

*Our library has not been staffed for some time and HighLife Highland is currently (September 2022) recruiting for a Library Assistant.

The wider life of the school

There were a number of responses about improvement which could be made regarding how lunch is organised and the availability of different options.

We could have a board where it says the order of the lunch bells for different year groups

More gluten-free options

Have the tuck shop/snack bar open

More lunchtime activities and access to different equipment

Better behaviour on buses

To add something to the recce (recreation area) to make it more fun and entertaining and so it brings people together.

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:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose:

Recovery from Covid-19 School Closures - Health and Wellbeing

Progress and impact:

Health and Wellbeing

- Update the Behaviour Management Policy to move to a policy which actively promotes positive relationships.

Progress: A Positive Relationships Working Party was created and priorities were identified.

Impact: The group agreed upon a clear vision to underpin the promotion of positive relationships in school. There was a particular focus on pupils in BGE who missed out on both time in school and on nurturing activities, including transition activities, which contribute to wellbeing and positive relationships in school.

Next steps: Promoting Positive Relationships will continue to be an improvement priority in the 2022-23 School Improvement Plan.

- Review the PSE Programme

Progress: PSE programme, outline and materials were reviewed and new plans written for each year group to improve consistency and develop progression. Materials were updated incorporating up-to-date links to the Relationships, Sexual Health and Parenthood resources and the Highland substance awareness resources.

Consultation with S4/S5/S6 pupil focus groups highlighted a request for more LGBTQ+ awareness in PSE and wider school. There is now an Equalities Group of pupils and staff which meets regularly to discuss how this might be taken forward, and how we might use Rights Respecting School to support this.

Impact: Colleagues delivering PSE now have updated resources and plans to support pupils' learning and engagement.

Next steps: Surveys will be carried out at the end of each term by both teachers and pupils to evaluate the new programmes.

The Equalities Group will explore the Rights Respecting Schools approach and resources.

- Explore opportunities for seniors to gain accreditation in Mental Health Awareness

Progress: Staff reviewed the Understanding Mental Health Issues National Unit Specification which would lead to accreditation and concluded that it would require a considerable amount of time in PSE focused on this one area in order to ensure a whole year group could get this

qualification. Colleagues felt that other essential areas of the programme would then have less time. Pupils clearly expressed that there has been a good level of focus on mental health. They felt the priority was for the updated PSE programme to be able to incorporate a range of areas (see above) which would be more difficult if an accredited course was covered within PSE time. Mikeysline, an organisation which supports people who are in emotional distress and struggling with their mental health, came in to present to S1-S3 and pupils have signed up to be Mikeysline Ambassadors.

Impact: Pupils were consulted on this and the approach was adjusted following staff and pupil consultation.

Next steps: Mikeysline Ambassadors will be supported by Pupil Support colleagues to take forward their roles.

- Reintroduce enrichment activities for some pupils with Additional Support Needs (ASN).

Progress: Swimming, horse-riding and lifeskills cookery were reintroduced when this became possible in session 2021-22.

Impact: Pupils with ASN continue to engage with these activities which form an important part of their week in school. In some cases, these activities provide 'low-key' way of re-engaging with school after periods of absence. Swimming and horse-riding create opportunities for pupils to be physically active and to achieve success in a small-group environment with specialist support. They are also a good way for pupils to link with a small number of peers when engaging with a larger group might be challenging.

Next steps: enrichment activities to continue to be included in the programme for some pupils with ASN. This forms part of our Pupil Equity Funding plans for session 2022-23.

- Build in more Buddy events to support S1 pupils who have missed out on P7 activities

Progress: This was hampered by continuing Covid-19 restrictions and instances of concern around numbers of cases in the area which prevented pupils in different year groups from mixing in the earlier part of the year.

Impact and Next steps: The Prefect Leadership Team this year have identified this as an area they would like to take forward in session 2022-23.

- Ensure all staff are offered additional CP Training if required

Progress: Staff took part in Annual Child Protection training at the beginning of the year and also have access to support within school from colleagues who have undertaken enhanced training. There is regular online training which is available to staff throughout the year

Impact: Support from colleagues in school and opportunities for additional online training continue to be made available for staff.

Good progress was made in this area

Next steps (summary):

Promoting Positive Relationships will continue to be an improvement priority in the 2022-23 School Improvement Plan.

Surveys will be carried out at the end of each term by both teachers and pupils to evaluate the new PSE programmes.

The Equalities Group will explore Rights Respecting Schools approach and resources.

Mikeysline Ambassadors will be supported by Pupil Support colleagues to take forward their roles in school.

Enrichment activities will continue to be included in the programme for some pupils with ASN using our Pupil Equity Funding (PEF) for session 2022-23.

The Prefect Leadership Team this year have identified Buddy activities between S6 and S1 pupils as an area they would like to take forward in session 2022-23. There is support from trained colleagues within school and access to online Child Protection training for staff as required.

Improvement Project 2:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose:

Recovery from Covid-19 School Closures – Recovery of learning, teaching and assessment

Progress and impact:

- Add further accreditation for ASL pupils through units and courses.

Progress: Pupils received SQA qualifications at appropriate levels for courses in Food Hygiene, Food Preparation, Creative Arts, and Independent Living Skills in addition to Literacy and Numeracy.

Impact: Pupils have a range of learning opportunities within the Support for Learning department and receiving accreditation for their work is an important way of recognising their achievements in school. These qualifications also form part of the transition process as pupils can evidence what they have achieved in learning and in lifeskills.

Next Steps: Colleagues continue to identify opportunities for pupils with Additional Support Needs to gain qualifications. In session 2022-23, these will include Music, Cycling Awards and Home Economics.

- Continue to work to support all pupils into positive destinations.

Progress: The percentage of pupils moving to positive destinations post-school is generally high but this has been affected by the pandemic so was recognised as an area for improvement. The school continues to offer an Employability course for pupils to provide guidance and support for pupils who are preparing to leave school and need to explore their post-school options. The course includes support with identifying opportunities; applying and preparing for interview and also includes regular engagement with employers and businesses.

Impact: The percentage of pupils moving to positive destinations post-school has increased and has been restored to pre-pandemic levels.

- Offer workshops to staff to develop digital learning and teaching tools.

Progress: We have a member of staff who is a Digital Leader and he continues to offer advice, support and training about digital learning and teaching tools. Colleagues also use time at Faculty meetings and more informally to share resources and approaches they have found useful. Parents and carers received information about accessing Google Classroom to support pupils' learning and many parents are making regular use of this.

Impact: Colleagues are making purposeful use of digital learning and teaching schools including linking with parents and carers to support pupils' learning.

- Consideration of and reflection on what we have learned with regard to the recent assessment diet will be completed by all staff and the positives will be consolidated and built into regular practice.

Progress: Departments are gathering more robust evidence throughout the year. Moderation, verification and Quality Assurance activities have improved understanding of standards and

developed more sustained networks, particularly for sole practitioners. Many departments are implementing enhanced exam preparation with extended feedback.

Impact: Evidence is being accepted by SQA, for example in successful appeals as the instruments of assessment are better designed and marking better reflects SQA required standards. Practitioners are able to access colleagues' advice to improve judgements. Pupils report that they feel well prepared for the exams.

Next steps: Colleagues will continue to implement approaches which were developed when exams were cancelled in order to maintain standards in quality assurance, evidence gathering and moderation and support progression for pupils. Our School Improvement Plan in 2022-23 includes further implementation of moderation approaches for pupils in Broad General Education.

- Introduce a joined up system for tracking, monitoring and reporting

Progress: Colleagues continue to use SEEMiS Progress and Achievement for S1-S3 pupils and Tracking and Reporting for pupils in S4-S6. Additional tracking points were included in session 2021-2022 as a way of identifying pupils at risk of not making progress or not meeting agreed targets.

Impact: Staff are identifying pupils requiring further support in specific areas, including targeted interventions for skills or content which may have been affected by lockdowns and pandemic restrictions. This is an on-going process as pupils whose attendance has been affected continue to move through their school years.

Next Steps: Colleagues will use the Highland system of Tracking and Monitoring when this becomes available.

Next steps (summary):

Colleagues continue to identify opportunities for pupils with Additional Support Needs to gain qualifications. This year, these will include Music, Cycling Awards and Home Economics.

Colleagues will continue to implement procedures which were developed when exams were cancelled to support on-going quality assurance, evidence gathering and moderation. This is also a priority for pupils in S1-S3 and this is reflected in our School Improvement Plan in 2022-23.

Colleagues will use the Highland system of Tracking and Monitoring when this becomes available.

Improvement Project 3:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose:

Recovery from Covid-19 School Closures – Attainment in session 2021-2022

Progress and impact:

- Continue to embed literacy in all curricular areas.

Progress: Colleagues continue to include a focus on literacy in addition to skills relevant to specific subject areas. We used Pupil Equity Funding to provide the Fresh Start programme for pupils identified as requiring additional support with literacy.

Impact: The Fresh Start programme is now embedded within the work of the Additional Support Needs department.

Next Steps: Ensuring that literacy is embedded in all curricular areas is an on-going process as pupils whose attendance has been affected continue to move through their school years.

- Work with Primary on identified literacy targets in English and Gaelic and on a 3-18 Numeracy Strategy.

Progress: Progress in these areas was affected by continuing pandemic restrictions in the early part of 2021-22.

Impact and Next Steps: Our School Improvement Plan includes a focus on improving literacy and numeracy through moderation activities amongst staff in both primary and secondary schools. Our Pupil Equity Funding spending for 2022-23 includes Numeracy interventions for pupils in S1-S3.

- Insert at Sept. INSET from Literacy Coordinator – practical exercise/sharing good practice across all subject areas.

Progress: A Literacy Leader from the English department delivered CPD at the September INSET and there were a further two drop-in sessions about literacy and accessing the curriculum. These focused on reading and, in particular, strategies to help on a day to day basis to support students with poor literacy skills.

Impact: Staff engaged with literacy CPD (Continuing Professional Development) and this opened up a continuing dialogue around the school about methods and strategies to improve literacy.

- Staff identifying pupils working at different levels in their classes and ensuring that the needs of these groupings are being met.

Progress: Staff work with the Support for Learning to provide adapted materials where appropriate. The order of thinking skills required by questions is targeted to specific pupils. Many subjects differentiate by outcome whereas tasks may have extension elements or are varied through the challenge offered. All departments provide a range of exemplification to meet needs and scaffolding, for example to produce essays, is provided. Multi-representations are used in various subjects to address learning styles e.g. maths; algebraic, diagrams/graphs or numeric, RMPS uses more active approaches to exemplify 2-sided arguments. French uses peer support, buddying more able with pupils who are struggling; the pupils need to be taught how to apply this approach successfully. Gaelic uses retrieval practises to allow pupils to progress at appropriate rates; these are then used to diagnose next steps and feedback; games are also used for language development. Music provides challenge to the top 20% through extension tasks and context e.g. activities around jazz music where pupils are predominantly focussed on traditional styles; some pupils receive targeted 1:1 support and feedback. Maths have implemented an S2 intervention class to raise the confidence of pupils with significant gaps in their numeracy. Science subjects have improved accessibility by introducing a number of digital assessments to gain a better understanding of where pupils are in their learning.

Impact: A range of learning styles and needs are supported through a variety of adaptable differentiation. Teachers are also aware that the needs of pupils change with the context of the learning. The maths S2 intervention resulted in pupils progressing on to N4 up to H Applications. Science assessment material is now more accessible for all pupils without the need for human readers or scribes. This allows pupils to demonstrate their understanding and helps teachers to identify specific areas for targeted support.

- Use our tracking system to identify potential underachievement at all stages and to intervene appropriately.

Progress: This was a focus of session 2021-2 to ensure that we were responding quickly to pupils at risk of underachievement. Additional tracking points were included in 2021-2022 and interventions were made by individual teachers and departments to address areas of difficulty.

Impact: Pupils in their senior years at school were well-prepared to undertake exams when these resumed this year and exam results showed that pupils were mostly achieving at or better than estimated.

- S6 to mentor S2/3 pupils at Options time

Progress: S6 pupils met with S2/3 pupils at Options time and used their experience of the process to support younger pupils and offer advice.

Impact: Pupils in S2/3 benefitted from further sources of advice around making choices. Specifically, pupils valued the opportunity to talk with each other about choices and about thinking ahead to post-school plans.

Next steps: Ensure this successful approach is continued in session 2022-23 to support the embedding of advice to younger pupils around option choices. Explore options such as the My World of Work Ambassadors programme for senior pupils which offers an opportunity for seniors to gain recognition for this work.

- Continue to seek opportunities to add accreditation/broaden the range of subjects and qualifications

Progress: The RPMS teacher is delivering the Sociology course at both N5 and H. The same teacher is also introducing the Religious Beliefs and Values Award at Levels 3 and 4. This links with YPI. Gaelic are looking to introduce the Languages and Employability Award (SCILT). Teachers in English and Social Subjects are applying for verification to offer the qualification in Scottish Studies by including relevant content and skills within existing programmes of work.

Impact: Pupils have other pathways to gain accreditation and certification within the range of social subjects offered at PHS thus widening their portfolio of awards. The SCILT award links with existing school initiatives such as FilmG whilst additionally providing accreditation for pupils.

- Continue to try to identify appropriate qualifications for pupils for whom a N4/5 diet does not work

Progress: This is an on-going area for development. Colleagues are identifying opportunities to include qualifications which can be gained through existing coursework. The school has creative approaches to support pupils to achieve relevant qualifications at appropriate levels and there is currently a nationwide focus which includes examination of how we recognise the achievements of all learners.

Next steps (summary):

Ensuring that literacy is embedded in all curricular areas is an on-going process as pupils whose attendance has been affected continue to move through their school years.

Our School Improvement Plan includes a focus on improving literacy and numeracy through moderation activities at both primary and secondary levels. Our Pupil Equity Funding spending for 2022-23 includes Numeracy interventions for pupils in S1-S3.

Staff engaged with literacy CPD and this opened up a continuing dialogue around the school about methods and strategies to improve literacy.

Include senior pupils mentoring younger pupils around option choices in PSE for session 2022-23. Explore options such as the My World of Work Ambassadors programme for senior pupils.

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	Good
3.2 Raising attainment and achievement	Good

We have re-introduced a Pupil Council for session 2022-23 and plan to focus on these five themes by using the Education Scotland materials, 'How Good is OUR School?'. The Pupil Council, pupil focus groups and pupil surveys will be involved in this in session 2022-23.

Our overall evaluation of our Plockton High School's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We have identified the following area for improvement in the longer term:

- Working together with pupils, colleagues, parents and carers to create a shared Vision, Values and Aims for Plockton as a 3-18 Campus would be an effective way to demonstrate our shared vision and continue to support the connectedness of the schools.

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 <https://plocktonhighschool.wixsite.com/amploc/documentation> or by contacting the school office.

