



Standards and Quality Report

School:	Gairloch High School
Head Teacher:	Wim Chalmet
Date submitted:	9th September 2022



Context of the school:

Gairloch High School is situated in the beautiful district of Wester Ross within Highland Region and pupils live either within the environs of Gairloch village or travel many miles from the outlying villages - having attended the associated Primary schools of Gairloch (English or Gaelic Medium), Shieldaig, Kinlochewe, Poolewe or Bualnaluib. A significant number of our pupils travel by bus each day to reach school.

At Gairloch High School we provide a full and comprehensive curriculum for pupils aged 11–18 (S1- S6) and offer the language of Gaelic (Learners) and Gàidhlig (Medium).

We take great pride in the positive relationships between staff and pupils and strive to raise achievement for all pupils. The school works closely with pupils, parents and the wider community to ensure that pupils could gain the qualifications they needed to progress beyond school.

In session 2021/2022 the role was 115 pupils which included some new starts during the session. The teaching staff was 15.0 Full Time Equivalent and 1 Full Time Equivalent associated support staff. There are three visiting instrumental instructors who visit the school to provide strings, piping and drumming. The school was significantly over-staffed and this in combination with a falling school roll, challenges remain in providing all aspects of a balanced curriculum. We continue to work with learning partners to provide further opportunities for pupils to access a wide range of course in our senior phase.

The school has a defined structure of a Senior Leadership Team (HT and DHT) and an Extended Leadership Team (4 PTs Curriculum and 2 PTs Pupil Support). This affords the school the opportunity to strengthen the remits of SLT and ELT and create an ethos which will consistently support improvement and quality.

School Vision, Values and Aims:



Listening
Èisteachd

Support
Taic

Lifeskills
Sgilean-beatha

Ambition
Miann

GAIRLOCH HIGH SCHOOL

ÀRD-SGOIL GHEÀRRLOCH

School Values

Learning and teaching is our core activity and striving to provide an excellent education will ensure all our pupils, staff, parents and partners have aspirations for lifelong learning. Our ambitions and beliefs for our pupils are to encourage them to become successful, confident adults. Regardless of their gender, race, sexual identity, disability, religious or political beliefs we will care for our pupils in a positive and supportive environment.

School Aims

We will provide a place of education which will:

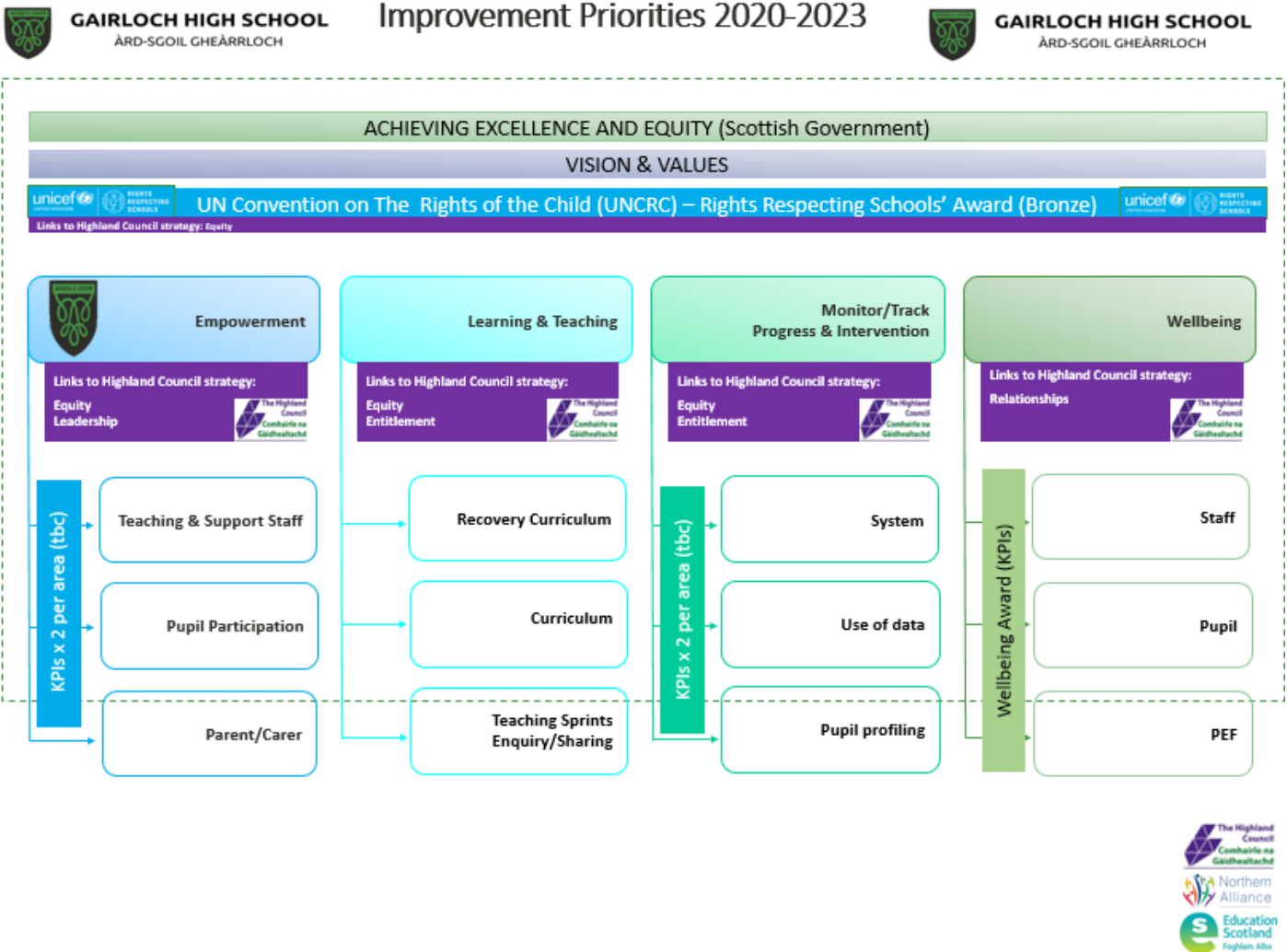
- *Create successful learners who are stimulated to think, learn and contribute to the life of the school and the wider community.
- *Provide a curriculum of excellence that supports and enables all pupils to achieve their full potential
- *Enable pupils to develop a knowledge and understanding of the world.
- *Create citizens who are informed about environmental, cultural and scientific matters.
- *Communicate and work in partnership with teachers, pupils, parents and other agencies.
- *Create a positive learning environment where everyone knows their views, talents, skills and opinions are valued and considered.
- *Be a positive workplace environment for staff, where everyone feels supported in their work, encouraged to engage in a professional culture of collaboration and provide career-long professional learning opportunities.

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

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

As part of the process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan, we seek the views of a wide range of people through a survey. Staff and pupils are consulted and involved in this process through pupil focus groups and staff meetings. We also give parents/carers and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

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.



Q1 1.3

Leadership of change

Themes

- Developing a shared vision, values and aims relevant to the school 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?

Vision and Values

- ✓ Reinvigorated the Vision and Values by active collaboration with pupils, staff, parents/carers, wider community and learning partners involved in the creation of our core values: Listening, Support, Lifeskills and Ambition.
- ✓ Encourage collective responsibility for change at all levels by inspiring others to sustain collective commitment to shared values through daily actions.

Empowerment

- ✓ Empowering pupils by actively exploring or creating opportunities for pupil participation and developing leadership amongst pupils in school and within community.
- ✓ Increased responsibility for school captains and senior pupils and participation and pupil voice.
- ✓ Empowering pupils to take on various leadership roles

- ✓ All staff are clear on school strengths and areas for development and staff contribute to and aware of School Improvement Plan.
- ✓ Clear rationale for future improvement shared and discussed with staff with distributed leadership across all levels, supporting a collaborative culture and ethos for improvement.
- ✓ Data shared and analysed to identify strengths, progress and areas for development (use of Insight).
- ✓ Collective responsibility through working groups Working groups led by staff taking the lead on one of our four improvements pillars or overarching themes. Working groups engaging with more in-depth research on the topic; identify Key Performance Indicators and produce and action plan.

- ✓ Clearer strategic direction and implementation of Gaelic across school.

- ✓ Very strong partner involvement – wide range. Strong development and implementation of DYW priorities across whole school.

Pace of change during Recovery period

- ✓ Strategic direction and pace has taken into consideration the pandemic circumstances, staff workload and social/economic context of the local community.
- ✓ Direction and realistic expectations after lockdown – starting to raise pace.
- ✓ Focus on recovery from the periods of remote learning and develop the four pillars of the School Improvement Plan if we have capacity to do so.

Question 2

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

Vision and Values

- School captains team leading the process of identification of core values followed by announcement to pupils, staff, parents and wider community at whole school assembly, social media channels and school newsletter.
- In-Service day training initiating exploration of school values with staff.

Empowerment

- Pupils taking ownership of change projects such as Wellbeing Ambassadors and Pupil Mentors.
- Pupils contributing to Health and Wellbeing framework and delivering presentations to all year groups. Recognised by national write-up from Education Scotland and published in National Improvement Framework.
- Continued contributions from pupils in school newsletter.
- Leadership opportunities and training for pupils across year groups: School Captains, School Prefects in class support, Sports Ambassador, House Captains (Junior and Senior), Duke of Edinburgh Award, Youth Philanthropy Initiative, S3 Sports Leaders, Mental Wellbeing ambassadors, Pupil Mentors, , Mikey's line Mental Wellbeing Ambassadors.
- In partnership with Active Schools Coordinator pupils trained to take up leadership roles during lunchtime, after school and in local communities: basketball, hockey, football, badminton.
- Increased collaboration in self-evaluation and strategic planning of staff team at staff meetings.
- Centralised system being developed with ongoing consultation by staff and consistent approach to reporting (MTI)
- Data gathering developed – Foresight- to monitor and track pupil progress over time and allows intervention at classroom, faculty or whole-school level.
- Numeracy and Literacy – tracking levels to ensure individuals achieve appropriate level by end of each session –and leave school with an appropriate numeracy and literacy qualification.
- Working groups going well with Key Performance Indicators identified.
- Pilot projects initiated; ie monitoring and tracking trials in some subjects, Wellbeing In-service day organized by staff, staff training on Teaching Sprints.
- Staff take active leadership roles, and this in turn supports students to take leadership roles within the student body. Ie. Digital learning, Duke of Edinburgh coordinator, Inter-house competitions, Practitioner Enquiry using research (Teaching sprints), Gaelic strategic development, Youth Dynamic Awards.
- Inspiring report on Gaelic implementation by national report written by Education Scotland and published in National Improvement Framework
- Engagement with DYW partners led by DYW coordinator by organizing workplace visits, work experience, guest speakers, interviews, business breakfast.

Question 3

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

- Implementing improvement and change for Improvement pillars as agreed linked with professional learning opportunities
- Continue to promote leadership at all levels by sharing opportunities and encourage/support individuals.
- Continue with working groups
- Vision and Values – giving meaning and embedded in lessons/whole school. le activity linked to school vision/values
- Collective commitment to vision and values
- Working groups getting pupils and parents involved
- Continue to develop approaches to empower staff and pupils to lead change in aspects of school improvement.
- Involve stakeholders more in contributing to and evaluating school improvement.
- Staff participation in Practitioner enquiry resulting in impact of changes on classroom practice to increase attainment and reduce **poverty** related attainment gaps.
- Review of impact from partners on change and improving outcomes for learners. DYW
- Practitioner enquiry as regular feature of approach to continuous improvement – pedagogical practice
- Encourage collective responsibility for change at all levels by inspiring others to sustain collective commitment to shared vision through daily actions.
- Re-engage with Young Leaders of Learning

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 periods of remote learning).

good

Q1 2.3

Learning, teaching and assessment

Themes

- Learning and engagement
- Quality of teaching
- 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?

- ✓ Positive relationships with staff, pupils and parents/carers leading to pupils as active participants and full engaged in learning.
- ✓ Pilot practitioner enquiry as part of School Improvement Plan focused on Learning and Teaching – Teaching Sprints.
- ✓ Digital Literacy – pupils highly skilled to select and use resources, enriched by effective use of digital technologies as learning environments offered by teachers.
- ✓ Learning for sustainability incorporated in BGE Science, Geography and SMART classes with quality outdoor learning opportunities using local context and community partnerships. Outdoor learning opportunities offered to Gaelic fluent speakers and learners.
- ✓ Gaelic offered to Gaelic fluent and learners encouraging the use of language, project based and extra-curricular along with learning partners as approach to immersion.
- ✓ Targeted support for individual pupils or small group, ie. improve numeracy and literacy skills and wellbeing
- ✓ Continued development of Learner pathways through review of curriculum design, extensive participation in DYW initiatives and liaising with local businesses.
- ✓ Pilot subject specific Tracking and monitoring system including a wide range of assessment information to support and intervene where necessary using national benchmarks.
- ✓ Uniform whole-school monitoring and tracking system linked to parental reporting.
- ✓ Planning, tracking and monitoring for pupils facing additional challenges ensuring support to reach best outcomes for learners within a positive nurturing environment. PEF – nurture groups to target individual needs – support worker for individuals.
- ✓ Initial raising awareness of UNCRC across the school

Question 2

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

- ✓ Positive relationships between staff and pupils resulting in very few referrals and zero exclusions for third year in a row.
- ✓ During lockdown and self-isolation periods, the ability of pupils to apply digital skills had a significant positive impact on the continuation of learning. The high level of engagement with the online learning has been extraordinary and was monitored throughout the lockdown.
- ✓ Staff have upskilled their personal digital skills to ensure consistency in quality of learning and teaching across classes.
- ✓ Majority of staff engaged with collaborative approach on practitioner enquiry using Teaching Sprints – Simon Breakspear, beginning to implement research in daily practice. This initiative is supported by our local authority.
- ✓ Learning for Sustainability offered through BGE through Science, Geography and SMART, complimented with DYW outdoor learning experiences and residential outdoor learning days. Outward Bound, Duke of Edinburgh Award, John Muir Award. Spòrs Gàidhlig and Comunn na Gàidhlig.
- ✓ Use of SNSA data used in numeracy to fill gaps (individuals) and for planning future lessons
- ✓ Targeted group S3 in (2020-2021), with majority reaching level 3 Numeracy and beyond. – have now all reached National 4 grade and beyond.
- ✓ Targeted group of pupils who were affected directly or indirectly from COVID continue to be identified and a programme of interventions put in place to recover learning and achieve their full potential. Progress monitored and evaluated on regular basis.

- ✓ Whole school Tracking and Monitoring system leading to more accurate estimates and less pupils dropped a level at later stages.
- ✓ Positive staff feedback on impact of pilot project on subject specific monitoring and tracking spreadsheets.
- ✓ Extensive evidence on engagement of local businesses, industries and charities.
- ✓ Excellent use of technology skills in YPI project and Film-G.
- ✓ Inspiring report on Gaelic implementation by national report written by Education Scotland and published in National Improvement Framework

Question 3

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

- Start full process of teaching sprints
- Subject specific T&M through whole school
- Integration of DYW in curriculum – staff need to develop a range of ways to enable learners to articulate their developing skills and value these in terms of future learning and career pathways
- Progression framework for Learning for Sustainability (including outdoor learning)
- Moderation – BGE
- Revitalise parents' evenings – connections staff/parents
- Feedback through learning conversations
- UNCRC – Learner participation

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 periods of remote learning).

good

Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes

- 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?

- ✓ School ethos of care, inclusion, supporting wellbeing of all and promoting positive relationships in a climate of mutual respect and strong sense of community.
- ✓ Clarity around whole school wellbeing approach – vision and values with core values mutually agreed by school and wider community including listening and support.
- ✓ More explicit use of Wellbeing indicators in PSHE, pupil portal and targeted pupils by support worker.
- ✓ Developing a Listening Culture in partnership with Listen Well Scotland charity.
- ✓ Engagement with Mikeysline Mental Wellbeing charity to support our young people.
- ✓ Support meetings by pupil support worker (PEF) – 2 days/week – building resilience.
- ✓ Provision of professional counselling to pupils in need 1/day (including school holidays).
- ✓ Time-Out (Nurture) Group groups set up (anger management, self-esteem, time out and young carers).
- ✓ Well planned and progressive PSHE curriculum with flexibility to respond to specific demands.
- ✓ SQA Mental Health and Well-being Award (Level 5).
- ✓ Guidance/pupil meetings timetabled.
- ✓ Range of activities spread over the year encouraging pupil participation and promote social inclusion.
- ✓ Set-up of Mental Wellbeing Ambassador group
- ✓ Wellbeing Framework for pupils shared with staff, pupils, parents and wider community, indicating the availability of universal and targeted support in school.
- ✓ Pupils actively involved in decisions and discussions which may affect their lives.
- ✓ Extensive professional learning during INSET to ensure staff are fully up to date.
- ✓ Broad range of activities offered as extra-curricular with high levels of pupil engagement.
- ✓ Transition programme for P7 pupils including wellbeing day and facilitates group dynamics.
- ✓ Wellbeing explicitly as Improvement pillar of our School Improvement Framework with a particular focus on pupil and staff.
- ✓ Family Learning sessions around wellbeing topics and how to support from home.
- ✓ Raise awareness of Children's rights across the school
- ✓ Further use of PEF budget to inclusion of pupil's in need and raise attainment.

Question 2

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

- ✓ Wellbeing framework distributed amongst pupils, staff, parents and wider community.
- ✓ Wellbeing framework used as good practice to other schools by Education Scotland in National Improvement Framework
- ✓ Impact report from Pupil Support worker indicating an increase of engagement of pupils and improvement in perceived outcomes. We have been able to increase the provision this year from 1 day to 2 days/week.
- ✓ Two members of staff qualified listener through partnership with Listen Well Scotland and part of our pilot project to embed a listening culture in school and beyond.
- ✓ Two pupils appointed as Mental Wellbeing Ambassadors linked to Mikey's Line charity.
- ✓ Positive feedback from pupils for Mental Wellbeing Ambassadors
- ✓ Delivery of four Family engagement session focusing on how to support wellbeing at home.
- ✓ INSET day focused on developing a listening culture, menopause awareness session and wellbeing activities for staff in the afternoon. All led by staff.
- ✓ Set-up of staff wellbeing information pages on staff portal, managed by staff.
- ✓ Child plans systematically reviewed with all stakeholders and pupil.

- ✓ Self-evaluation of whole-school approach to wellbeing against Education Scotland document: *'Whole School Approach Framework for Schools to Support Children and Young People's Mental Health and Wellbeing'*

Question 3

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

- ✓ Childrens' rights roll out – Bronze Rights Respecting School Award
- ✓ Wellbeing Award submission
- ✓ Pilot HC Wellbeing approach
- ✓ Diversity and equality – challenge stereotypes and discrimination – statutory duties

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 periods of remote learning).

good

QI 3.2

Raising attainment and achievement

Themes

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

Question 1

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

- ✓ Early intervention for Numeracy in S3 BGE year group started previous session have now moved in to separate S4 class with success.
- ✓ Literacy Interventions with additional English teacher for 2 days/week for 5 months
- ✓ Recovery teacher focusing on impact of COVID on pupils with literacy interventions.
- ✓ Ongoing school curriculum review maximizing opportunities for progression from S3 to S6.
- ✓ Further development of Learner pathways through learning partners, local businesses and further development of course offer wider achievement on SCQF framework.
- ✓ Pupil Support Worker (PEF), PT support and PT guidance working close together to support pupils who are at risk of disengaging with learning due to health or wellbeing concerns.

Question 2

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

Attainment SCQF level 4 in numeracy and literacy for school leavers

Literacy Levels are above Virtual Comparator on Level 4 and Level 5.
Numeracy Levels are above Virtual Comparator on Level 4

Numeracy and Literacy levels in BGE

Due to monitoring and tracking numeracy and literacy levels in BGE, increased confidence in use and analysis of data to plan for improvements and targeted interventions, all pupils in BGE are attaining and have reached BGE level 3 in numeracy and literacy (English and Gaelic medium) with a high percentage level 4 by the end of S3.

Positive Destinations for school leavers

Positive Destinations are 100% for two years in a row. Positive relationships by knowing individual circumstances of our young people and support to overcome any barriers to pupil's progress are significant contributors to this success. Pupils participate regularly in individual conversations with PT guidance or DHT (parents) with regards to decision-making about learning pathways and future career aspirations.

Attainment over time for school leavers

Attainment over time for school leavers is above Virtual Comparator, Highland and National measures on all levels (Lowest 20% - Middle 60% and Highest 20%). Confident teacher judgements together with knowledge of benchmarking and training in SQA understanding standards.

Wider achievement

Very high uptake on wider achievement courses:

- Duke of Edinburgh Award has been reinvigorated with 60% of the eligible pupils signing up for 7 groups. A variety of expedition activities have been offered at Bronze and Silver level: Kayak, hillwalking and mountain biking. All activities delivered in-house by qualified staff.
- Outward Bound SCQF Adventure and Challenge award offered at all our BGE pupils.
- John Muir award offered in our S1 SMART classes
- Youth Philanthropy Initiative for S3
- Sports Leader Award offered in S3
- Youth Achievement Award offered as alternative curriculum award
- SQA Mentoring Award for our S5/S6 pupils
- SQA Work Experience Award for S4-S5 and S6 pupils
- SQA Mental Wellbeing Award for S4-S5 and S6 pupils

Wider Achievement promoted and celebrated through our social media channels, newsletter, assemblies and daily notices

Breadth and Depth of course offering

Increase of accredited courses on offer within school, with learning partners and local businesses allowing more personalisation and choice.

All following measures are above Virtual comparator for school leavers:

6 or more courses achieved at SCQF level 5 (equivalent to National 5)

3 or more courses achieved at SCQF level 6 (equivalent to Higher)

5 or more courses achieved at SCQF level 6 (equivalent to Higher)

✓ Attendance levels high – exclusion rate 0%.

Question 3

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

- ✓ Have a robust monitoring and tracking system for numeracy, literacy and overall attainment in place to track progress over a period of time and allows intervention on individual or small group basis.
- ✓ Further explore curriculum offer with staff, DYW coordinator and learning partners.
- ✓ Tracking skills (metaskills)

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 periods of remote learning).

very good