



## PART ONE – Standards and Quality Report referencing your previous Improvement Plan and next steps

School: Kingussie High School (KHS)

Head Teacher: Ian Adamson

Date submitted: 2022/23 (working document)

### School Vision, Values and Aims

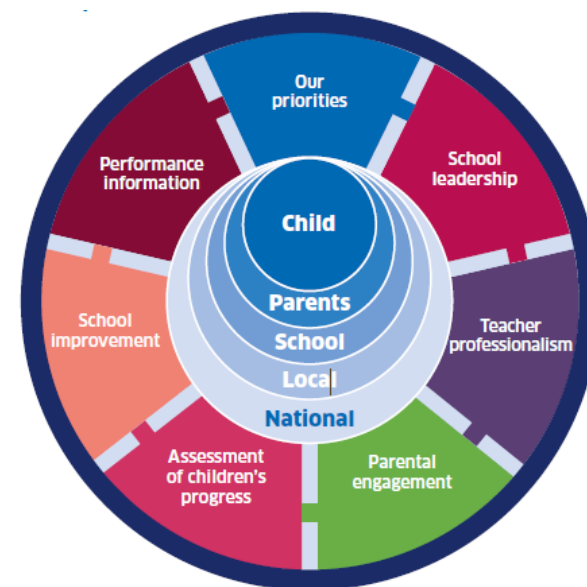


#### *Developed through:*

- Focus on Curriculum, Learning and Teaching.
- Focus on self-evaluation for improvement.
- Focus on developing leadership at all levels.
- Focus on developing the aspirations and skills of young people.
- Focus on unconditional positive regard.
- Focus on improved communication and engagement with parents and carers.
- Focus on building partnerships and community links.

## Summary of Improvement Report/Plan engagement process:

Participants	Engagement details
Teachers and other staff	<ul style="list-style-type: none"> <li>• Annual improvement meetings with more regular discussion</li> <li>• HoDs Development days - trios to be reintroduced</li> <li>• Ongoing whole school engagement with HGIOS 4 Middle Manager PRD and Departmental Priority meetings</li> <li>• School Improvement agreed standard Agenda item at Departmental meetings from November 2019 to focus on core QIs</li> <li>• Departmental Improvement Plans - June 2022.(add link to folder)</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Parent Council Meeting (23rd May 2022) - <i>School Improvement also standing Agenda item during HT Report</i></li> <li>• Annual parent survey</li> <li>• Year Head Structure established to support parents/carers</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• Junior &amp; Senior Assembly (May 2022)</li> <li>• Termly Pupil Forums for S1 - S6</li> <li>• S1 - S6 Learner Survey (October 2022)</li> <li>• S6 and School Leaver Interviews (June 2022)</li> </ul>
Volunteers working in school	<ul style="list-style-type: none"> <li>• School Improvement Priorities shared during HT up-date at termly Partners Meeting.</li> </ul>
Other partners	<ul style="list-style-type: none"> <li>• School Improvement Priorities shared with DYW Regional Hub and SDS (June 2022)</li> <li>• School Improvement Priorities Shared at Community Partnership Meeting (June 2022)</li> </ul>
Associated Schools Group	<ul style="list-style-type: none"> <li>• ASG meeting agreed that ACEL moderation of a level across ASG. (May 2022)</li> <li>• Three day transition programme for P7-S1 agreed with P7 teachers attending one day for planning. (May 2022)</li> </ul>



*Full details of engagement activities can be found in the school's self-evaluation records.*

## Context of the school:

Based in the heart of the Cairngorms National Park, **Kingussie High School is a school with traditional values (CARE community, attitude, respect & effort) with a modern approach.** Where possible we like to support our learners through the use of our local environment and appropriate technology.

Kingussie High School is part of the Kingussie Associated School Group (ASG) and extended learning community which includes partner Nurseries, Childminders, Feeder Primary Schools, Highlife Highland, Inverness College: UHI and other Third Sector Partners (including Caberfeidh Horizons).

Kingussie High School is a rural school with an **above average percentage of young people with additional support needs** (compared to the National Average) and **above average percentage of young people who are looked after and accommodated** (compared to the National Average). The school includes facilities for children who have severe & complex needs and we are the ASN provision for the South.

The predicted roll for **2022/23 is 420 pupils** with a predicted consistent school roll for the next five years. The majority of children are bused in to Kingussie High School from Aviemore (three double deckers), Kincaig, Newtonmore, Laggan, Dalwhinnie and Glenmore with some pupils attending from outside the catchment area to access our ASN provision.. There are a number of other unique features to Kingussie including the first School of Shinty in Scotland and the creative curriculum offered which prepares learners to work locally, nationally and globally.

The school includes households within the Scottish Index of Multiple Deprivation (**SIMD) 4 - 9. Rural poverty, lack of and cost of public transport, seasonal employment and zero-hours contracts** (*within a cash rich local economy*) present real challenges for the school and wider community.

The school is Gàidhlig medium.

The school was last inspected in September 2015 and the current Headteacher (Ian Adamson) has been in post since November 2018.

### **What have we done to close the attainment gap?**

In recent years the school has worked hard to **improve attainment and achievement for all**. We have transitioned from an underperforming school (in terms of attainment 2012) to an institution that now outperforms its virtual comparator, the Highland, Northern Alliance and the National Average in most measures. As stated below we believe we have the capacity to improve even more.

Interventions have included significant development of the Senior Phase Curriculum, restructuring of the Broad General Education ([KHS curriculum rationale here](#)), Improvements to tracking and monitoring, the introduction of pupil support time, investment in Middle Managers (including HODS trios), improved and more joined up working with partners to ensure young people move to positive destinations, investment in technology to provide improved options for both personalisation and collaboration ([Google case study here](#)) and a renewed focus on raising attainment and developing leadership through sport.

We have employed a Family Learning & Engagement Officer (FLEO) with our PEF money to support and target pupils with low attendance to ensure they attain as much as they can during school. We have also opened a HUB in Aviemore which supports young people who are struggling to attend school, flourish in school and as an alternative to exclusion.

Transport continues to be a barrier for some young people to access extra-curricular opportunities and also to complete work placements.

A full and up to date analysis of our attainment performance and recent trends can be seen in our Insight data.

### **What have we done to improve attainment, particularly in literacy and numeracy?**

**LITERACY:** Introduction of Reading for Pleasure (RfP) time to create whole school reading culture introduced in 2017/18 & reviewed in 2021 to focus on BGE.

**LITERACY:** Investment and refurbishment of school library.

**LITERACY:** Additional period of English allocated in S3 to better prepare young people for senior phase classes and to aspire towards **ALL** young people gaining a literacy qualification (L1 - L5) by the end of S4.

**LITERACY:** Robust literacy tracking system in place to ensure that we are aspiring towards **ALL** young people gaining a literacy qualification (L1 - L5) by the end of S4.

**LITERACY:** All departments received SNSA 'Awareness' Training to help support the understanding of how to best make use of the data across all curricular areas.

**LITERACY:** All staff have access to a holistic tracking document which allows them to be aware of the Literacy levels of all pupils in Senior Phase.

**LITERACY:** Pupils in S1 worked through Fresh Start - a literacy development programme. The success of this will be reviewed and where possible these periods will not overlap with English.

**LITERACY:** Hub in Aviemore set up to target non attenders to gain english/literacy qualifications.

**NUMERACY:** Robust numeracy tracking system in place to ensure that **ALL** young people as possible gain a numeracy qualification (L1 - L5) but the end of S4.

**NUMERACY:** BGE Numeracy Tracking Tool now in place.

**NUMERACY:** Investment in Hegarty Maths (links to Family Learning Agenda). Full evaluation done June 2020 with positive feedback.

**NUMERACY:** All departments received SNSA 'Awareness' Training to help support the understanding of how to best make use of the data across all curricular areas.

**NUMERACY:** All staff have access to a holistic tracking document which allows them to be aware of the Numeracy levels of all pupils in Senior Phase.

**NUMERACY:** Maths intervention now in place to target lowest ability pupils in S1.

**NUMERACY:** Mindset maths set up and running on a Thursday afternoon with identified S1 pupils.

**NUMERACY:** Accelerated Maths programme embedded into S3 to identify pupils who excel in Maths and prepare them for Higher Maths.

**NUMERACY:** Hub in Aviemore set up to target non attenders to gain maths/numeracy qualifications.

**ALL AREAS:** Staff have engaged in reviews of performance in relation to SQA, insight, prelim and estimate data.

**ALL AREAS:** Tracking happens regularly (4 times in the BGE and 3 in the Senior Phase). A tracking and monitoring working group has been established with a view to better tracking pupil progress.

**ALL AREAS:** The importance of meaningful learning conversations has been highlighted and these are encouraged by class teachers and also in personal support time to enhance pupil progress.

**ALL AREAS:** Staff have continued to consider where course changes should be made and existing work can be used as evidence in order to raise attainment and recognise achievement e.g. change to NPA Jewellery, introduction of units for S3 Art elective and Higher Politics.

**ALL AREAS:** Knowing our learners identifies how well staff know pupils in the middle 60%. Strategies are shared between staff and PTs guidance follow up to support staff and learners if required.

**ALL AREAS:** HUB set up in Aviemore to target non attenders and reduce temporary exclusions with focus on numeracy & literacy.

**ALL AREAS:** Pupils were encouraged to attend study classes and open study after school and transport home was provided. This allowed extra tuition from class teachers, a quiet and comfortable place to work and some further encouragement. This was particularly popular for senior phase pupils following prelim exams.

**ALL AREAS:** Course choice processes have been reviewed to ensure senior pupils get the most from their timetables. For example, by achieving accredited units on a Thursday afternoon and studying college courses in addition to six subjects.

### **What have we done to improve children and young people's health and wellbeing?**

Wider Achievement Activities now extensively tracked across the BGE and Senior Phase.

The PSHE Curriculum is currently being re-developed and re-vamped.

Personal Support Time has been relaunched and through teacher tutors proves an extra layer of support and help for our pupils.

Staff working group set up to focus on the health and wellbeing of all those involved in the life of the school.

Scottish Counselling Service working with identified pupils.

Nurture Hub introduced in school.

Health & Wellbeing questionnaires during and since Covid-19 school closure.

The impact of Knowing Our Learners has been evaluated and the response was overwhelmingly positive.

Growing Together Project is a successful tool in engaging pupils with low levels of confidence and self-esteem through their work in the local Primary Schools.

All pupils receive a health and well-being face to face check in with an appropriate member of staff and we are working to ensure this happens once a term (x4 per year).

FLEO funded through PEF; helping to identify Free School Meals pupils and supporting parents/carers through the process.

CSW linked to specific pupils.

Out of school tuition service (Julia Jones) counselling identified pupils.

Fortnightly multi-agency PSG meetings with focus on attendance and wellbeing. (social work, school nurse, PMHW, Police Scotland)

Appointment of new PT ASL who has started a range of new initiatives and support mechanisms including Pupil Passports,

Influx of Ukrainian pupils was supported by multiple visits to Aviemore hotels to support with new information, subject choices, giving uniform and meeting parents.

Appointment of new temporary PT Guidance to support our Ukrainian pupils.

**What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?**

Strong Departmental links with a range of partners and industries, which encourage partners to influence curriculum design and be involved in the planning and delivery of projects.

KHS skills now built into S1 with KHS class in S1 curriculum..

Wider Achievement Activities now extensively tracked across the BGE and Senior Phase.

Employability now built into the Senior Phase using Thursday afternoon 'Flexi' Time.

Established 'support' events throughout the school year to ensure young people get adequate support and a range of experiences eg: Fit 'for' Work, National Apprenticeship Week, Employability group, etc... (strong links with DYW coordinator, SDS & Guidance)

Robust procedures in place for study leave (particularly for those young people who do not have exams, or many exams)

Robust three year Learner Pathway Planning now in place for ALL young people moving into the senior phase

Staff trained in how to have learning conversations.

All staff ready to revisit Career Education Standard and roll out a new KHS E-profile - CAP session and support from Debbie Khadi

Positive Destinations for KHS in February 2022 was 100% and have been above the Insight Virtual Comparator for the last five years.

Business Breakfast now established at KHS and expanding to involve more local businesses.

Following HC procedures in terms of 16+ meetings, use of datahub and risk matrix to identify young people at risk of not achieving a positive destination.

Expanding our KHS alumni and offering opportunities to come back into school to speak to young people.

DYW co-ordinator working with guidance staff and departments to ensure strong DYW links.

**Our overall evaluation of the school's capacity for continuous improvement:**

**We are confident in our capacity for continuous improvement.**

**Comment:** AND, we are confident in our ability to help other schools with their improvement journey

How would we evaluate this QI using the HGIOS?4 six-point scale?  
Choose one evaluation from the six options.

**SATISFACTORY**

<h2 style="text-align: center;">QI 1.1 Self-evaluation for self-improvement</h2>	<h3 style="text-align: center;">How are we doing? What's working well for our learners? What are the features of effective practice in our school?</h3>	<h3 style="text-align: center;">How do we know? What evidence do we have of positive impact on our learners?</h3>	<h3 style="text-align: center;">What could we do now? What actions would move us forward?</h3>
<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>• <i>Collaborative approaches to self-evaluation</i></li> <li>• <i>Analysis and evaluation of intelligence and data</i></li> <li>• <i>Ensuring impact on learners' successes and achievements</i></li> </ul> <p style="text-align: center;"><i>(see HODS Response to Challenge Questions from this QI here - May 2018)</i></p>	<p>There is a strategic plan for improvement through self-evaluation with a clear focus on improved outcomes for learners but this plan now needs to be updated.</p> <p>A systematic approach to learning visits and other activities has been embedded by the Senior Leadership Team. However, staff need to be accountable and ensure these activities take place and the evidence is used to ensure steps to improvement are made.</p> <p>A number of strategies are used to collect pupils' and parents' views. Including surveys, learning conversations, pupil forums, parent's night surveys.</p> <p>Analysis of data is happening across all departments including the analysis of SQA data, insight trends and tracking and monitoring of pupil progress.</p> <p>Staff engage in the PRD process and take part in relevant PL activities.</p> <p>PTs have valued the opportunity to visit</p>	<p>Teachers are aware of the value and principles of self evaluation.</p> <p>Learning visits take place during the year. This provides a focus for staff and the opportunity to share good practice. Some staff say that the conversations in follow up to learning visits are valuable.</p> <p>Results of surveys are held centrally. Pupils value the format of pupil forums BUT more needs to be done to feed this information back to staff and ensure it is used as a tool for improvement.</p> <p>PTs meet with HT annually to discuss pupil performance based on insight data. SLT make use of tracking data but more can be done to promote use of this at all levels.</p> <p>Staff record their PRD meetings and CPD records which link to the GTCS Standards.</p> <p><b>(SOURCE: evidence gathered during HODS</b></p>	<p><b>Refresh our self evaluation strategy and calendar</b> and relaunch this with staff (including non teaching staff).</p> <p><b>Review and redevelop paperwork</b> for promoting and recording self evaluation activities to ensure it is efficient and focused on impact. e.g. Learning visit records, Verification records, departmental survey records. Finalise an electronic storage system.</p> <p><b>Promote the use of HGIOS 4</b> by incorporating Challenge questions and reflection on Quality Indicators into CAP sessions and DMs.</p> <p><b>Engage pupils &amp; parents</b> in the self evaluation process through focus groups, departmental projects and course evaluations.</p> <p><b>Work with partners</b> to evaluate our progress through surveys and regular consultation.</p>



	<p>other schools during previous sessions and changes have been implemented as a result.</p> <p>The transparency and accessibility of SLT allow staff, pupils, parents and partners to share their views readily and on a less formal basis.</p> <p>Successful VSE has taken place in the Maths department which allowed peer learning for staff.</p>	<p><u>HGIOS 4 Challenge Question Exercise presentation and overall response to Challenge Questions)</u></p>	<p><b>Develop a VSE program</b> for in depth analysis of departments across the school.</p> <p><b>Further involve learners</b> in self-evaluation to ensure young people influence school improvement. Make the results and impacts of these activities more visible to pupils to highlight their importance.</p> <p><b>Support and challenge all staff</b> to engage in the self evaluation process and encourage staff at all levels to lead in this process. Ensure all staff input their plans and records on the CPD manager site.</p> <p><b>Provide professional learning opportunities</b> for staff to increase their confidence in dealing with self-evaluation data.</p> <p><b>Further develop the quality assurance role</b> of PTs and all staff to ensure a consistent, rigorous and systematic approach to self-evaluation.</p> <p><b>Increase our capacity to look outwards and forwards</b> by encouraging more visits to schools, industry and engagement with up-to-date research from Scotland and beyond.</p>
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<p style="text-align: center;"><b>QI 1.3</b></p> <p style="text-align: center;"><b>Leadership of Change</b></p>	<p style="text-align: center;"><b>How would we evaluate this QI using the HGIOS?4 six-point scale?</b></p> <p style="text-align: center;"><b>Choose one evaluation from the six options.</b></p>		<b>Good</b>
	<p style="text-align: center;"><b>How are we doing? What's working well for our learners? What are the features of effective practice in our school?</b></p>	<p style="text-align: center;"><b>How do we know? What evidence do we have of positive impact on our learners?</b></p>	<p style="text-align: center;"><b>What could we do now? What actions would move us forward?</b></p>
<p><b><u>THEMES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Developing a shared vision, values and aims relevant to the school and its community</b></li> <li>• <b>Strategic planning for continuous improvement</b></li> <li>• <b>Implementing improvement and change</b></li> </ul> <p style="text-align: center;"><i>(see HODS Response to Challenge Questions from this QI here - May 2018)</i></p>	<p>Our vision, values and aims are communicated regularly to pupils in assemblies, restorative conversations and classes. Further to this we have developed key entitlements that we hope all pupils will achieve.</p> <p>Staff and pupil creativity is encouraged through the courses and extra curricular opportunities. For example on our Thursday afternoons where staff can choose what to offer for S1 and S2 and pupils have free choice of what to study.</p> <p>Working groups have been set up to drive improvement in key areas. These groups have had varying degrees of success and will be reviewed for next session.</p> <p>Departments produce their own Standards and Qualities reports and Improvement plans which informs</p>	<p>Staff are encouraged to play an active role in the ongoing review of our vision, values and aims. These are displayed around the school and staff are encouraged to refer to these in conversation with pupils.</p> <p>Pupils feedback about Thursday afternoons and personalisation is positive. Staff feel we nurture creativity to some extent with many being encouraged to consider what new courses they could offer e.g. Barista Skills, Hospitality, Higher Politics.</p> <p>DIPs and SQ reports are submitted annually and Departments work with these in mind throughout each session. More could be done to focus staff on the school's wider priorities.</p> <p><b><u>(SOURCE: evidence gathered during HODS HGIOS 4 Challenge Question Exercise</u></b></p>	<p><b>Developing a shared vision, values and aims relevant to the school and it's community</b></p> <ul style="list-style-type: none"> <li>● Keep our vision simple so that it is easier to translate into our daily practice</li> <li>● More consistency when instilling these visions and values across the school</li> <li>● Involve pupils, parents and staff in the creation and <b>ongoing review</b> of the vision, aims and values</li> </ul> <p><b>Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>● Ensure the school strengths and areas for development are a regular focus for all staff</li> <li>● Establish link meetings between PTs and SLT with improvement and change as the key focus</li> <li>● Establish a system of peer learning visits to stimulate discussion and</li> </ul>

	<p>whole school planning. School strengths and areas for development are outlined for all staff.</p> <p>Most staff have consistently high expectations of all learners.</p> <p>One of our key strengths is our staff understanding of our learners and the context of our wider community.</p> <p>The school invests in whole staff professional learning such as Insight, themes around learning and teaching and self-evaluation. Individual staff are also supported to access tailored professional learning.</p> <p>SLT have clear remits and priorities with regards to strategic direction. Any changes are managed carefully to ensure staff are heard and feel supported. e.g. changes to tutor time structure in January 2020.</p>	<p>presentation and <b><u>overall response to Challenge Questions</u></b></p>	<p>sharing best practice</p> <ul style="list-style-type: none"> <li>● Maximise our peer collaborative learning (learning lunches, sharing expertise) to embed opportunities for critical and creative thinking</li> <li>● Reintroduce HODs Trios to encourage positive change</li> </ul> <p><b>Nurturing creativity and innovation</b></p> <ul style="list-style-type: none"> <li>● Develop the Thursday afternoon experience and S2/3 electives so that there is a focus on creativity and innovation. Evaluate with staff and pupil feedback.</li> <li>● Continue to provide engaging activities for pupils in all classes and extra-curricular activities which promote creativity and innovation.</li> <li>● Highlight creativity and entrepreneurship as key skills within the KHS framework, making clear how they can be used in the world of work.</li> </ul> <p><b>Develop an ambitious vision</b> focusing on improvement for all as we look towards 2025. This will involve <b>partnerships with other schools</b>, including one in Highland Council.</p>
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<p style="text-align: center;"><b>QI 2.3</b></p> <p style="text-align: center;"><b>Learning, Teaching &amp; Assessment</b></p>	<p style="text-align: center;"><b>How would we evaluate this QI using the HGIOS?4 six-point scale?</b></p> <p style="text-align: center;"><b>Choose one evaluation from the six options.</b></p>		<p style="text-align: center;"><b>Good</b></p>
<p><b><u>THEMES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Learning and engagement</b></li> <li>• <b>Quality of teaching</b></li> <li>• <b>Effective use of assessment</b></li> <li>• <b>Planning, tracking and monitoring</b></li> </ul> <p style="text-align: center;"><a href="#"><u>(see HODS Response to Challenge Questions from this QI here - May 2018)</u></a></p>	<p><b>Learning &amp; engagement</b></p> <ul style="list-style-type: none"> <li>• Effective use of digital technologies (Chromebooks, EV3 kits)</li> <li>• Effective use of our community and spaces (DofE, Rural Skills, Activity Tourism, Regular field work etc)</li> <li>• Pupil voice / forums to ensure young people's views are heard</li> </ul> <p><b>Quality of Teaching</b></p> <ul style="list-style-type: none"> <li>• PT observations, peer observation and SLT to support classroom teachers and provide feedback for improvement.</li> </ul> <p><b>Effective use of assessment</b></p> <ul style="list-style-type: none"> <li>● Formative judgements using SPP's resulting in a summative mark. Strengths and next steps shared with young people as a result of this. BUT this could be stronger.</li> <li>● Use of assessment to</li> </ul>	<p>Feedback from whole school pupil learning survey's is mainly positive.</p> <p>Feedback from newly introduced <u>Senior Phase Curriculum exit survey</u> is mainly positive.</p> <p>Feedback from S6 and <u>Leaver Learning Pathway Reviews</u> is mainly positive.</p> <p>Staff engagement in learning &amp; teaching CAP sessions positive.</p> <p>Staff opting into professional reading group is good and feedback very positive.</p> <p style="text-align: center;"><b><u>(SOURCE: evidence gathered during HODS HGIOS 4 Challenge Question Exercise presentation and overall response to Challenge Questions)</u></b></p>	<p>What could we do now? What actions would move us forward?</p> <ul style="list-style-type: none"> <li>• Provide <b>ongoing professional learning</b> to all staff around all areas of KHS Expectations of an Excellent Lesson. This could be linked to Teaching Sprints.</li> <li>• Look to introduce subject <b>pupil ambassadors</b> to promote leadership opportunities with news leadership opportunities for pupils.</li> <li>• Provide training and CPD opportunities for staff to <b>develop learning conversations to ensure high quality feedback</b>, next steps for learning and supporting Tracking, Monitoring and Reporting.</li> <li>• <b>Use KHS E-Profiling</b> across the whole school with all pupils to ensure they can identify their key strengths, achievements and areas for improvement. This will be a key focus in Personal Support Time (PST).</li> </ul>

streamline classes to find appropriate pace for young people

**Planning Tracking & Monitoring**

- Pupil Reviews
- SPP's
- Log of Support used as an intervention system for pupils who are performing below target grade.
- S3 Interviews with Management/Guidance regarding option choices and learner pathways
- Tracking of wider achievement

- **Refresh KHS Planned Learning** to ensure clarity around learning and assessment including family learning tasks. This will be shared with parents/carers, partners and all school staff.
- **Tracking, Monitoring and Reporting (TMR) systems are being reviewed** and updated to ensure they are well understood and used effectively to secure improved outcomes for all learners.
- **Teaching Sprints** introduced to give staff and pupils a clear focus as to improve learning & teaching.

**We will continue to use the features of Highly effective practice within HGIOS4 to develop a more consistent approach to self-evaluation and self-improvement across the school.**

<p style="text-align: center;"><b>QI 3.1</b></p> <p style="text-align: center;"><b>Ensuring Wellbeing, Equality &amp; Inclusion</b></p>	<p style="text-align: center;"><b>How would we evaluate this QI using the HGIOS?4 six-point scale?</b></p> <p style="text-align: center;"><b>Choose one evaluation from the six options.</b></p>		<p style="text-align: center;"><b>GOOD</b></p>
	<p style="text-align: center;"><b>How are we doing? What's working well for our learners? What are the features of effective practice in our school?</b></p>	<p style="text-align: center;"><b>How do we know? What evidence do we have of positive impact on our learners?</b></p>	<p style="text-align: center;"><b>What could we do now? What actions would move us forward?</b></p>
<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>• <b>Wellbeing</b></li> <li>• <b>Fulfilment of statutory duties</b></li> <li>• <b>Inclusion and equality</b></li> </ul> <p style="text-align: center;"><i>(see <a href="#">HODS Response to Challenge Questions from this QI here - May 2018</a>)</i></p>	<p>All stakeholders promote a climate where children and young people feel safe and secure. Staff and partners model behaviour which promotes and supports the wellbeing of all. All Staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. Support staff have very positive relationships with young people and all are approachable.</p> <p>Mental health and well-being survey for whole school implemented to ensure pupils have appropriate support in place. Information collated through a variety of ways (google forms, attendance questions) done regularly.</p>	<ul style="list-style-type: none"> <li>- Parents Evening responses have been overwhelmingly positive about the support their child is receiving.</li> <li>- Strong attendance at S3 pathway meetings and excellent feedback received from parents.</li> <li>- Feedback from <u>Senior Phase Curriculum exit survey</u> is mainly positive about wellbeing, equality and inclusion.</li> <li>- Feedback from S6 and <u>Leaver Learning Pathway Reviews</u> is mainly positive about wellbeing, equality and inclusion.</li> <li>- <u>(SOURCE: evidence gathered during HODS HGIOS 4 Challenge Question Exercise presentation and overall response to Challenge Questions)</u></li> </ul>	<p><b>Ensure S1 - S3 Learner survey</b> in October is completed, which includes questions about well-being and mental health</p> <p><b>Develop an annual school survey</b> which enables staff to identify and support individuals and groups of young people who indicate that they require specific support with areas of wellbeing.</p> <p><b>Rights of a child</b> - look at rights respecting school awards and where this can be embedded across the curriculum - offered as a leadership activity to a group of staff.</p> <p><b>SHANARRI Indicators</b> to be built into S1 PSE curriculum and assemblies delivered by Guidance to whole school at the start of each year.</p> <p><b>House System led by Callum Carson</b> to be relaunched with opportunities for staff and pupils to have leadership roles.</p>

	<p>The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p> <p>Assemblies are delivered to whole year groups covering various themes including mental health, well-being, religious beliefs and attitudes.</p> <p>Provision for severe and complex needs pupils continues to evolve and develop. We offer a balanced and well-rounded curriculum for these individuals, which allows them to be successful and achieve. Our attainment for ASN is above our VC.</p> <p>Multi-agency approach through child plan and solution focussed meetings is established in the school and we have very positive relationships with a range of partners to provide the necessary support for our young people.</p> <p>Pupil Support &amp; Guidance Meeting (PSG) are a weekly occurrence, which aim to target individuals in need of support, review systems such as attendance and monitor any child protection concerns.</p>		<p><b>PSE curriculum to be refreshed</b> for BGE and senior phase. Guidance Department taking a lead on this.</p> <p><b>Calendar of well-being check ins</b> with Guidance Teacher for S1-6 to be developed.</p> <p><b>Continue to develop the ‘<u>Know our learners</u>’ Concept.</b> Guidance staff to select appropriate pupils fortnightly with discussion at Department level and PSG.</p> <p><b>Well-being Ambassadors</b> from senior phase to be identified appropriately, trained and begin to work with younger pupils in the school.</p> <p><b>Ensure all staff and partners take account of the legislation</b> framework related to wellbeing, equality and inclusion. GM to deliver CAP(s) sessions.</p> <p><b>Continue to develop leadership roles</b> across the school community. Including the development of Mentor &amp; Violence Prevention.</p> <p><b>Continue to develop peer support groups</b> LGBT, Dyslexia group, young carers, etc...</p> <p><b>Nurturing principles</b> embedded in the school with all staff embracing unconditional positive regard</p>
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	<p>Curriculum allows for inclusion for all learners - we have a wide repertoire of courses and qualifications in the senior phase which gives choice and personalisation.</p> <p>Layers of support from outside agencies are aimed at supporting pupils with any concern or problem they may have. Pupils are targeted, parental consent gained and work commences with Scottish Counselling Service, Julia Jones (Bridge).</p> <p>Growing Together Programme has been warmly received by pupils and staff, which targets pupils in S3 with low levels of self-esteem.</p> <p>Introduction of HUB in Aviemore to support non attenders with a focus on literacy &amp; numeracy attainment as well as health &amp; wellbeing. Temporary exclusions have reduced significantly because of this resource.</p> <p>Nurture hub opened in KHS to support pupils in need of emotional support.</p>		<p><b>Guidance teachers to deliver assemblies</b> more frequently to selected groups of pupils to celebrate success and achievement boosting school ethos and morale.</p> <p><b>Gifted and Talented programme</b> to be implemented highlighting P7 pupils through transition process and appropriate support put in place. Pupils studying outwith the school context, Advanced Higher students and any pupil identified as Gifted &amp; Talented to benefit from enhanced mentoring. Support and Guidance Departments to take a lead.</p> <p><b>Continue to develop an ASG approach</b> to ASL staffing and resources</p> <p><b>Safer schools App</b> to be launched during 2022-23 to pupils and staff.</p>
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<p style="text-align: center;"><b>QI 3.2</b></p> <p style="text-align: center;"><b>Raising Attainment &amp; Achievement</b></p>	<p style="text-align: center;"><b>How would we evaluate this QI using the HGIOS?4 six-point scale?</b></p> <p style="text-align: center;"><b>Choose one evaluation from the six options.</b></p>		<p style="text-align: center;"><b>VERY GOOD</b></p>
	<p style="text-align: center;"><b>How are we doing? What's working well for our learners? What are the features of effective practice in our school?</b></p>	<p style="text-align: center;"><b>How do we know? What evidence do we have of positive impact on our learners?</b></p>	<p style="text-align: center;"><b>What could we do now? What actions would move us forward?</b></p>
<p><b><u>THEMES</u></b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p style="text-align: center;"><a href="#"><i>(see HODS Response to Challenge Questions from this QI here - May 2018)</i></a></p>	<p>KHS has a strong positive trend in terms of attainment data.</p> <p>Consistently performing above its VC, the Highland average, the national average and the Northern Alliance average in the improving attainment for nearly all measures.</p> <p>KHS consistently performing above it's VC, the Highland average, the national average and the Northern Alliance average for pupils leaving KHS with Numeracy at SCQF L3, L4 &amp; L5 and Literacy at most levels.</p> <p>Positive destinations have been consistently high for last five years . There are good procedures in place for tracking &amp; Monitoring.</p>	<p>Insight Data over the last three years shows positive trends under improving attainment for all. The school is now in line with its virtual comparator and national averages. This includes pupils with ASN who outperform their comparators in some measures.</p> <p>Learner wider achievement in participation in extracurricular activities now tracked across the whole school.</p> <p>Feedback from parents on the BGE tracking system and associated termly report has been mainly positive. There could still be more consistency in how the BGE tracking is used across departments</p> <p>There has been discussion from parents/carers for us to revisit the BGE tracking reports to ensure they are clear to pupils, parents/carers.</p>	<ul style="list-style-type: none"> <li>• Ensure all staff understand how <b>THEIR CLASSROOM</b> and <b>THEIR DEPARTMENT</b> contributes to whole school attainment and achievement (inc: unit passes and multi department courses).</li> <li>• Continue to develop strategies for tracking literacy, numeracy &amp; HWB across the curriculum (HoDs Trios, etc.)</li> <li>• Develop a clear strategy to improve the amount of young people leaving Kingussie High School with Literacy at SCQF level 6 &amp; continue to develop numeracy at SCQF level 6. [eg: English BGE? Improved whole-school approach?]</li> <li>• Develop a more effective tracking, monitoring &amp; reporting system linked to learning conversations and the Log of Support in BGE</li> </ul>

Positive feedback from SportScotland on the school's approach to raising attainment through sport [[video link here](#)]. This feedback echoed by the Scottish Parliament Health and Sport Committee. Planned to host a festival of sport again this year.

**(SOURCE: evidence gathered during HODS HGIOS 4 Challenge Question Exercise presentation and overall response to Challenge Questions)**

phase.

- Continue with strategies such as the Maths Mindset programme and the accelerated maths programme.
- Work with staff to bank evidence S1 - S4 for learners most likely to disengage from education.
- Continue to work with staff to help them think differently about the courses that their subject can offer (yearly review with DHT)
- Review our change of level process
- Review our use of personal support time to ensure a focus on raising attainment
- Consider alternatives to exclusion (with HC) to keep the Hub in Aviemore.
- Mentoring programme created to support pupils sitting 5 Highers as led by insight data
- Mentoring focus for AH pupils with external mentors.
- Mentoring programme for S4 pupils at risk of underachieving

**We will continue to use the features of Highly effective practice within HGIOS4 to develop a more consistent approach to self-evaluation and self-improvement**

			across the school.
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<p style="text-align: center;"><b>QI 2.2 Curriculum</b></p>	<p style="text-align: center;"><b>How would we evaluate this QI using the HGIOS?4 six-point scale? Choose one evaluation from the six options.</b></p>		<p style="text-align: center;"><b>VERY GOOD</b></p>
	<p style="text-align: center;"><b>How are we doing? What's working well for our learners? What are the features of effective practice in our school?</b></p>	<p style="text-align: center;"><b>How do we know? What evidence do we have of positive impact on our learners?</b></p>	<p style="text-align: center;"><b>What could we do now? What actions would move us forward?</b></p>
<p><b><u>THEMES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Rationale and design</b></li> <li>• <b>Development of the curriculum</b></li> <li>• <b>Learning pathways</b></li> <li>• <b>Skills for learning, life and work</b></li> </ul>	<p>There is an acknowledgement that the curriculum we offer is very positive - particularly for the size/location of our school.</p> <p>We have a clear <a href="#">curriculum rationale</a> which is continually reviewed. This includes increased personalisation and choice for pupils in the BGE. Rationale can be found here.</p> <p>We work closely with a range of partners to allow our curriculum to be as broad as possible. This is reviewed annually. Better communication is needed from some providers e.g. the Bridge.</p> <p>We recognise the importance of Gaelic Medium as a key feature of our school and consider opportunities in this area.</p> <p>We are continually reviewing and adjusting the courses we offer in the BGE in order to reflect pupil voice and</p>	<p>The school continues to be approached by schools and organisations seeking advice on improving curriculum design.</p> <p>Pupils told us that they wanted more choice in S3 so this has been introduced for 2020/21. Elective subjects have been altered to reflect pupil demand with new courses such as Childcare being introduced for 22/23.</p> <p>We reintroduced Early Education and Childcare L5 for session 2020/21 . There is also a demand for Uniformed and Emergency Services which we are hopeful to run in the future.</p> <p>Gaelic Learners was added as an option for 20/21 S3 pupils. Flexible routes adopted to allow French and Gaelic to be studied in S1.</p> <p>We have added Computing to our S1 and S2 Curriculum and have introduced Outdoor</p>	<p><b>Continual Curricular review</b> - continue to have regular meetings to review all areas of the curriculum and survey and interview pupils to ascertain their thoughts.</p> <p><b>Make use of all stakeholder views</b> - ensure courses are relevant and engaging for our pupils. Continually investigate available courses and awards to add value for all learner pathways.</p> <p><b>Share curricular and subject info with staff</b> - ask teachers to present on their subjects and answer questions in order to promote connections and opportunities for IDL.</p> <p><b>Develop our understanding and use of pathways</b> - Familiarise all staff with the pathways process. Ask each subject to prepare a route map to illustrate pupil pathways. Ensure that pupils entering S5 and S6 revisit their initial pathways plans with Guidance teachers when making choices and planning destinations. Reintroduce exit survey for school leavers.</p>

	<p>national priorities.</p> <p>Our Senior Phase is reviewed annually to broaden pathways and create opportunities for learners working at a range of levels. In 2021/22 all PTs and sole teachers met with DHT Curriculum to review the curriculum.</p> <p>Our Flexible Thursday afternoons remains a key feature of our timetable</p> <p>Learning pathways meetings take place for all S3 onwards. Destinations are discussed and learners are supported in deciding which options are for them over 3 years.</p> <p>Skills for Learning, life &amp; work are built into our curriculum and we successfully developed at KHS skills framework to highlight key skills to learners. We have also successfully delivered Employability qualifications to learners in S3 with notable pieces of work such as the Visual CV.</p> <p><a href="#"><u>Full Evaluation of this indicator.</u></a></p>	<p>Learning to all stages of the BGE.</p> <p>Pupil uptake indicates that Computing subjects and Hospitality based courses are very popular. We have introduced Computer Games Development, Bakery and Barista skills for 20/21 and are considering which other NPAs may be suitable.</p> <p>By listening to the views of staff and pupils, we have redeveloped our Thursday afternoon for 2021/22. Seniors will now be encouraged to work on accredited units of their choice rather than studying for other subjects. BGE pupils will have the option to choose from a range of subjects under the umbrella of creativity and community.</p> <p>Over 90% of parents attended S3 Learning Pathway 1:1 Meetings with Guidance or SLT every year so far. Feedback from this proves to be positive and there are lower rates of subject change than in other year groups.</p> <p>Many pupils are able to articulate their key skills and how these will support them in future destinations. Skill logos are displayed in many classrooms around the school in order to provide a consistent message.</p>	<p><b>Focus on KHS Skills</b> - provide materials for every classroom. Ensure these are a feature of learning intentions, profiling and assembly.</p> <p><b>Interdisciplinary learning</b> - encourage more projects which promote links between subjects and develop skills. This will involve providing time for staff to plan.</p> <p><b>PSE and Tutor Time Curriculum</b> - support the development of this curriculum to ensure there is a consistent experience and all pupils have the experience of YPI and employability awards.</p> <p><b>Learning for Sustainability</b> - promote this entitlement across all subjects and review progress to ensure the entitlement for learners is being met.</p> <p><b>Outdoor learning</b> is embedded in all areas of the curriculum.</p> <p>Establish clear roles and responsibilities for partnership delivery - Activity Tourism and Rural Skills.</p>
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<p style="text-align: center;"><b>QI 2.7 Partnerships</b></p>	<p style="text-align: center;"><b>How would we evaluate this QI using the HGIOS?4 six-point scale? Choose one evaluation from the six options.</b></p>		<p style="text-align: center;"><b>VERY GOOD</b></p>
	<p style="text-align: center;"><b>How are we doing? What's working well for our learners? What are the features of effective practice in our school?</b></p>	<p style="text-align: center;"><b>How do we know? What evidence do we have of positive impact on our learners?</b></p>	<p style="text-align: center;"><b>What could we do now? What actions would move us forward?</b></p>
<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>• <b>The development and promotion of partnerships</b></li> <li>• <b>Collaborative learning and improvement</b></li> <li>• <b>Impact on learners</b></li> </ul> <p><a href="#"><u>(see HODS Response to Challenge Questions from this QI here - May 2018)</u></a></p>	<p>There are a substantial number of successful partnerships throughout the school that are reviewed regularly. These partnerships incorporate many different organisations and people all with the aspiration of improving the experience for our young people.</p> <p>We have a range of successful careers and social enterprise events, which link with many partners to our school. These events are very well received by pupils, parents and partners.</p> <p>All Parents Evenings have changed to an online booking system (Netmedia). We completed four parents evenings in 2021/22. This has given ownership to Parents &amp; Carers. This has helped to streamline appointments and gives tangible data to review.</p> <p>Some Departments are arranging Partnership Meetings and have established positive links with</p>	<ul style="list-style-type: none"> <li>- Feedback received from partners is always very positive after any involvement with the school.</li> <li>- Most Departments are working well with employers and Industry.</li> <li>- Exit Questionnaires at each Parents Evening have been very positive about the new online booking system and the support their child receives.</li> <li>- Sample groups of pupils have discussed the benefits and much prefer the new online booking system. General consensus amongst staff is that the new system is more efficient and less bureaucratic.</li> <li>- Meaningful discussions between teachers and employers have developed positive relationships and are providing more opportunities for our young people.</li> </ul>	<p><b>Continue to develop a register of local businesses</b> that are willing to work with us, with skills that they can share/develop. Work in collaboration with the DYW regional group to establish this list.</p> <p><b>Formalise communication about successful</b> partnerships (newsletters, Facebook/Twitter, Monday morning briefings, emails - develop platforms to bring this all together.</p> <p><b>Formalise the feedback</b> we are receiving from partners through a survey to be conducted in September 2022.</p> <p><b>Monitor attendance at Parents Evenings carefully</b> using the new system. Targeted interventions in the days coming up to Parents Evenings through Guidance &amp; Support Staff to increase and reach out to families where there are possible barriers to attending eg. rurality, internet problems, disinterested. Thorough feedback from all partners - exit</p>

	<p>Employers &amp; Industry, Inverness College UHI &amp; North Highland College.</p> <p>We continue to provide work experience opportunities for our young people and work hard to engage employers in the process.</p> <p>We are communicating consistently with Parents/Carers through a variety of means: - SPP in the BGE and senior phase; Planned Learning documents; Teach the parents; Log of Support; S3 Learning Pathways' Meetings; child's plan meetings; Solution Focussed Meetings.</p> <p>Learning pathways are very well linked to the local community and the curriculum offer to pupils allows collaboration and opportunity for partnership working.</p> <p>We offer a number of shared learning opportunities for partners to attend.</p>	<p>It can lead to more positive destinations being sustained, work based learning opportunities and work experience for our pupils. Insight data for positive destinations higher than VC year on year.</p> <ul style="list-style-type: none"> <li>- Feedback received from employers about our pupil's work experience is generally very positive, which helps to build sustainable and meaningful links with local businesses and employers.</li> <li>- <u>(SOURCE: evidence gathered during HODS HGIOS 4 Challenge Question Exercise presentation and overall response to Challenge Questions)</u></li> </ul>	<p>questionnaires, summaries of conversations, pupil sample group.</p> <p><b>Opportunities for Partners to attend CAP</b> training sessions with all members of staff and Departments to discuss collaboration and curriculum planning (x2 per year Oct &amp; May).</p> <p><b>Improve the tracking &amp; monitoring of work based learning</b> progress for each individual within each Department, which links neatly with profiling.</p> <p><b>Work with partners &amp; employers</b> to ensure effective feedback is received by individuals on how they performed in traditional work placements.</p> <p><b>Build on the offer of Level 3-6 Work Experience qualifications</b> to senior pupils and target pupils who could be working towards this qualification.</p> <p><b>Develop a calendar</b> of social enterprise and careers events that ensure good timing, appropriate planning is allowed and value is added for each pupil experience.</p> <p><b>Continue to co-create courses</b> and course work with a wide variety of local businesses.</p> <p><b>Develop an increased toolkit</b> of ways for students to become active citizens with</p>
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			<p>links to opportunities for intergenerational activities.</p> <p>Develop a website with links to tools for each subject at different levels to enable parents to support their kids in their learning.</p>
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## School Improvement Plan

Summary: Key School Improvement Priorities

Improvement Priority Title	Relevant QI(s) and Theme(s)
<b>Developing Teaching and Learning</b>	QI2.3
<b>Improving Self Evaluation</b>	QI1.1, QI1.3
<b>Developing Tracking and Monitoring</b>	QI2.3, QI3.2
<b>Developing the Curriculum (Focus on 10 KHS Skills)</b>	QI2.2

Detailed action plans for each of these agreed priorities can be found below.

**In depth action plan #1**

**Improvement Priority title:** [Developing Learning and Teaching](#)

**Linked to QI/Theme:** [2.3 Learning, Teaching and Assessment](#)

**Linked to National Improvement Framework Priority** (check any that apply):

- Improvement in attainment, particularly in literacy and numeracy [YES](#)
- Closing the attainment gap between the most and least disadvantaged children [YES](#)
- Improvement in children and young people's health and wellbeing [YES](#)
- Improvement in employability skills and sustained, positive school leaver destinations for all young people [YES](#)

**Linked to National Improvement Driver** (check any that apply):

- School Leadership [YES](#)    Teacher Professionalism     Parental Engagement     Assessment of Children's Progress [YES](#)

**What difference will it make for learners?** (what impact do we expect to see?):

Through a combination of re-visiting the expectations of an excellent lesson at Kingussie High School and appropriate professional learning opportunities we will ensure that all staff are developing and delivering [excellent](#) lessons at Kingussie High School.

**Success criteria** (how will we know if the change has been an improvement?):

- Increase in student engagement
- improved attainment for all with focus on literacy & numeracy through ASG moderation built into WTA.
- Staff feel confident in their understanding of what makes an excellent lesson.
- 3 year cycle of professional learning in place to support staff in the aspects of what makes an excellent lesson.
- 50% of staff have completed their Google Level One Educator Training.
- All staff participate in Differentiation training
- Sharing good practice is a feature of all departmental agendas.
- More lessons and learning activities to take place outside, off-site and away from the school.
- Teaching Sprints focus for departments

**Monitoring and evaluation procedures** (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- The outcomes of this in-depth action plan will be monitored through the normal KHS approaches to Self-Evaluation (including direct observation and pupil learning survey).

**Who will lead this?** (detail of responsibilities and timescales)

[Ian Adamson](#)

**Equity implications:** (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)

- This improvement project is designed to help further identify these young people (above and beyond the measure of FSM entitlement).
- PEF used to employ a Family Learning & Engagement Officer (FLEO) to ensure disadvantaged pupils and families are supported to engage.

**Staff wellbeing and pastoral support implications:** (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Development time built into CAP and In-service days (see working time agreement).
- CPD session provided and support provided from SLT.

**Creativity opportunities:** (how can opportunities be included in this project to address the development of creativity skills in pupils?)

- Creative approaches to learning and teaching will be monitored and shared through the 'KHS classroom tours'.
- Thursday afternoon flex timetable built around creativity in BGE.

**Expected resource needs** (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:

- Time.
- PEF role for FLEO

## In depth action plan #2

**Improvement Priority title: Self Evaluation**

**Linked to QI/Theme: 1.1 Self Evaluation for School Improvement, 1.3 Leadership of Change**

**Linked to National Improvement Framework Priority (check any that apply):**

- Improvement in attainment, particularly in literacy and numeracy **YES**
- Closing the attainment gap between the most and least disadvantaged children **YES**
- Improvement in children and young people's health and wellbeing **YES**
- Improvement in employability skills and sustained, positive school leaver destinations for all young people **YES**

**Linked to National Improvement Driver (check any that apply):**

- School Leadership **YES**    Teacher Professionalism **YES**    Parental Engagement **YES**    Assessment of Children's Progress **YES**

**What difference will it make for learners? (what impact do we expect to see?):**

A renewed sense of focus around self evaluation will bring direct benefit to many aspects of school life, particularly outcomes for all learners.

**Success criteria (how will we know if the change has been an improvement?):**

- KHS has an up-dated policy on self-evaluation (including an updated self evaluation calendar).
- All staff are familiar with and comfortable evaluating their progress and performance using HGIOS 4 and GTCS standards.
- At least one KHS department will be subject to validated self-evaluation during 2022/23 and plans will be in place for future VSE visits.
- Pupils, parents and partners have had the opportunity to share their views on the school and report that teaching & support staff have made changes to their practice based on their feedback.
- Staff feel they have been given opportunities to contribute to meaningful change in the school

<p><b>What exactly are we going to do? (detail of specific actions)</b></p> <ul style="list-style-type: none"> <li>• Relaunch our self evaluation strategy with calendar and redeveloped paperwork</li> <li>• Promote the use of HGIOS 4 with challenge questions and focus at staff meetings</li> <li>• Engage parents in the process through focus groups and departmental links</li> <li>• Obtain the views of our partners on a regular basis</li> <li>• Development of KHS Validated self-evaluation model</li> <li>• Reintroduction of HODs trios</li> <li>• Focus on the impact of all self evaluation activities and share this with all partners</li> <li>• Ensure all staff are recording their CPD Plans and records on CPD manager</li> <li>• Establish regular link meetings with PT and SLT to drive improvement</li> <li>• Make links with other schools (including one in Highland Council) who we can work with in partnership</li> <li>• Consultation around our vision, values and aims</li> <li>• Promote lesson observations for all staff and ensure these are meaningful</li> <li>• Establish learning lunches to promote creativity and share best practice</li> <li>• Develop an ambitious 2025 vision for Kingussie High School</li> <li>• Introduce and support staff move to new Highland Council Quality Improvement paperwork</li> </ul>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p> <ul style="list-style-type: none"> <li>• All staff led by Rhona Macaskill</li> </ul>
<p><b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b></p> <ul style="list-style-type: none"> <li>• All actions and success criteria will be tracked regularly on this <a href="#">document</a>.</li> </ul>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p> <p>Rhona Macaskill</p>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b></p>	

- Issues around equity are a regular feature of whole school discussion, SLT & Departmental minutes.
- The views of all pupils will be sought, ensuring that those who are experiencing disadvantage are able to access all self evaluation opportunities
- Much of the partnership work will centre around pupils who are experiencing disadvantage.

**Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)**

- This project and the development time associated with it has been carefully considered.
- Self evaluation activities will be built into existing activities such as DMs and staff meetings rather than in addition to working time.
- A key focus of this project is to create time for PTs to drive change and for all staff to develop and share creativity and innovation.

**Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils?)**

- Assessment of departmental progress with creativity specialisms
- Evaluation of Thursday afternoons and extra curricular activities to ensure creativity is being encouraged in pupils
- Development opportunities for staff to encourage their own creativity

**Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:**

- Time.
- Expenses for outside expertise to join validated self-evaluation teams
- Expenses for outside speakers to provide valuable and focused professional learning

**Links to Departmental Improvement Plans:**

- Improvements to departmental self-evaluation is a feature of all KHS Departmental Development Plans for 2022/23



## In depth action plan #3

**Improvement Priority title:** [Developing Tracking and Monitoring](#)

**Linked to QI/Theme:** [2.3 Learning, Teaching and Assessment & 3.2 Raising Attainment and Achievement](#)

**Linked to National Improvement Framework Priority** (check any that apply):

- Improvement in attainment, particularly in literacy and numeracy **YES**
- Closing the attainment gap between the most and least disadvantaged children **YES**
- Improvement in children and young people's health and wellbeing **YES**
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

**Linked to National Improvement Driver** (check any that apply):

- School Leadership **YES**    Teacher Professionalism **YES**    Parental Engagement **YES**    Assessment of Children's Progress **YES**

**What difference will it make for learners?** (what impact do we expect to see?):

[Development of robust tracking and monitoring procedures for Literacy, Numeracy, Health & Wellbeing, Parental Engagement, Wider Achievement and KHS Skills.](#)  
[Reflect and review on existing tracking and monitoring in the BGE \(SPP\) and the Senior Phase \(Tracking Reports\).](#)

**Success criteria (how will we know if the change has been an improvement?):**

- Through robust tracking and monitoring all school staff will be aware of where young people are in their learning in relation to both literacy and numeracy. This will include having a suite of strategies in place to help support them to progress with their learning. (Log of Support System, Personal Support Time)
- By the end of 2022/23 there will be a clear methodology in place for tracking and monitoring the wellbeing of young people, with a clear strategy of intervention (when required).
- By the end of 2022/23 there will be a clear methodology in place to track wider achievement (linked to KHS E-Profile).
- By the end of 2022/23 there will be a clear methodology in place to track parent engagement with both the school and their child's learning.
- Working with the Cairngorm Business Partnership and other partners by the end of 2022/23 there will be a clear methodology in place to track skills.
- SPP success criteria continues to be reviewed to take into account the new Scottish Government Curriculum Benchmarks (August each year).
- Within the BGE student **engagement** will be tracked (joining effort, behaviour and home learning)
- BGE tracking reports reviewed (taking into account Education Scotland Guidance on Reporting to Parents and Carers) -
- Senior Phase Tracking reports reviewed

<p><b>What exactly are we going to do?</b> (detail of specific actions)</p> <ul style="list-style-type: none"> <li>• Continue to develop strategies for the tracking and monitoring of literacy and numeracy.</li> <li>• Consider new strategy for the tracking and monitoring of HWB.</li> <li>• Develop strategy for tracking wider achievement.</li> <li>• Develop strategy for tracking parent engagement.</li> <li>• Develop strategy in partnership with the cairngorm Business Partnership (CBP) to track skills.</li> <li>• All departments up-date and quality assure their SPP success criteria.</li> <li>• BGE and Senior Phase Reports Reviewed and updated to take into account new guidance.</li> <li>• Engagement is tracked using Leuvens scale of active engagement</li> </ul>	<p><b>Who will lead this?</b> (detail of responsibilities and timescales)</p> <ul style="list-style-type: none"> <li>• Numeracy - L Nagle + D Nisbet + R Richards (STEM Trio)</li> <li>• Literacy - I MacIntosh + A Avenel + A Woodrow (Literacy Trio)</li> <li>• Creative - C Carson + L Hodes + Art</li> <li>• HWB Trio - F Munro + W Adamson + A Amran</li> <li>• Wider Achievement - I Adamson + G Murphy</li> <li>• Skills - R Macaskill/ M Tate (CBP)</li> <li>• Parent Engagement - G Murphy</li> <li>• SPP Success Criteria - All HoDs (QA by R Macaskill)</li> <li>• Review of reports - R Macaskill / I Adamson</li> </ul>
<p><b>Monitoring and evaluation procedures</b> (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</p> <ul style="list-style-type: none"> <li>• All aspects of the success criteria will be evaluated for impact through questionnaire.</li> </ul>	<p><b>Who will lead this?</b> (detail of responsibilities and timescales)</p> <ul style="list-style-type: none"> <li>• I Adamson / G Murphy/ R Macaskill</li> </ul>
<p><b>Equity implications:</b> (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</p> <ul style="list-style-type: none"> <li>• This improvement project is designed to help further identify these young people (above and beyond the measure of FSM entitlement).</li> </ul>	
<p><b>Staff wellbeing and pastoral support implications:</b> (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</p>	

- Development time built into CAP, Flexi Time and In-service days (see working time agreement).

**Creativity opportunities:** (how can opportunities be included in this project to address the development of creativity skills in pupils?)

- Creativity is one of the 10 Kingussie High School Skills - this project should further identify creativity across the existing and developing KHS Curriculum.

**Expected resource needs** (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:

- Time.
- Funding to develop and support creativity across the curriculum and specifically Thursday flex afternoons.

**Improvement Priority title:** Developing the Curriculum: BGE (KHS 10 Skills Focus)

**Linked to QI/Theme:** 2.2 Curriculum

**Linked to National Improvement Framework Priority** (check any that apply):

- Improvement in attainment, particularly in literacy and numeracy **YES**
- Closing the attainment gap between the most and least disadvantaged children **YES**
- Improvement in children and young people's health and wellbeing **YES**
- Improvement in employability skills and sustained, positive school leaver destinations for all young people **YES**

**Linked to National Improvement Driver** (check any that apply):

- School Leadership  Teacher Professionalism  Parental Engagement **YES** Assessment of Children's Progress **YES**

**What difference will it make for learners?** (what impact do we expect to see?):

A re-defined, re-developed and cohesive S1 - S3 BGE Curriculum flowing from P7 and better preparing young people for the Senior Phase.

**Success criteria** (how will we know if the change has been an improvement?):

- Increase in young people achieving level 3 and Level 4 outcomes in all curriculum areas by the end of the BGE.
- Increase in young people within the BGE participating in wider school achievement.
- Increase in young people meeting the majority of the 20 KHS ASG entitlements.
- Increase in the amount of young people developing the 10 KHS Skills by the end of S3.
- Most Young People gain their John Muir Discovery Award (19/20) and some young people gain their John Muir Explorer Award (20/21). The John Muir Award Framework is used as a vehicle to develop both literacy and numeracy.
- Development of the BGE Completion Certificate linked E-Profile and KHS Skills.
- Most young people at the end of S1, S2 and S3 will speak positively about their BGE Experience.
- Career Education Standard built into the BGE in each subject area.
- Outdoor learning built into the BGE in each subject area.
- Creativity specialisms built into BGE.
- Increase in the use of partners and off-site learning to provide a more personalised and specialised BGE for the young people needing the most support and challenge.
- Increase in range of IDL Activities though the 'flexi' afternoon - including an increase in off-site local activity.
- New curriculum meets the requirements of the 7 principles of Curriculum design.
- Pupils value 'reading for pleasure' time.

<p><b>What exactly are we going to do?</b> (detail of specific actions)</p> <ul style="list-style-type: none"> <li>• Full audit of current BGE (S1 completed in 17/18).</li> <li>• Unpicking of current 'flexi' afternoon and redevelop to include more partnership working.</li> <li>• Revisit and re-define what we mean by Interdisciplinary Learning (IDL)</li> <li>• Engagement with partners including risk assessment for off-site activities.</li> <li>• Staff working group and HoDs Trios to re-establish IDL links</li> <li>• Continue to build in 'Reading for Pleasure' time into the BGE.</li> <li>• Development of pupil evaluation and tracking their skills through E-Profile.</li> <li>• Establish the 10 KHS Skills into Lessons. Look at generic lesson introductions with LIs, SC and identified skills.</li> </ul>	<p><b>Who will lead this?</b> (detail of responsibilities and timescales)</p> <p>Rhona Macaskill with PTs</p>
<p><b>Monitoring and evaluation procedures</b> (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</p> <ul style="list-style-type: none"> <li>• All aspects of the success criteria will be tracked over three years.</li> </ul>	<p><b>Who will lead this?</b> (detail of responsibilities and timescales)</p> <p>Rhona Macaskill (with Ian Adamson)</p>
<p><b>Equity implications:</b> (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</p> <ul style="list-style-type: none"> <li>• Young people who may be experiencing disadvantage will be closely monitored and their engagement reviewed termly.</li> <li>• Two year transport plan to be developed to ensure all young people can access experiences in the local area.</li> <li>• Ensure that all pupils in BGE have a visual CV highlighting the skills they have developed.</li> </ul>	
<p><b>Staff wellbeing and pastoral support implications:</b> (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</p> <ul style="list-style-type: none"> <li>• This project and the development time associated with it has been built into the working time agreement for 2017/2018. However, we expect this project to be developed organically over the next three years - progress will be reviewed annually.</li> </ul>	
<p><b>Creativity opportunities:</b> (how can opportunities be included in this project to address the development of creativity skills in pupils?)</p> <ul style="list-style-type: none"> <li>• Development of departmental specialisms in the creative use of digital technology.</li> <li>• Increase in off-site learning opportunities will lead to more creative opportunities to timetabling.</li> </ul>	
<p><b>Expected resource needs</b> (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:</p> <ul style="list-style-type: none"> <li>• Time.</li> <li>• Funding to develop transport strategy.</li> </ul>	
<p><b>Links to Departmental Improvement Plans:</b></p> <ul style="list-style-type: none"> <li>• The development of the curriculum features in all KHS Departmental Development Plans for 2019/2020. <a href="#">[link]</a></li> </ul>	

**Linked to QI/Theme: 2.3 Learning, Teaching and Assessment & 3.2 Raising Attainment and Achievement**

**Linked to National Improvement Framework Priority (check any that apply):**

- Improvement in attainment, particularly in literacy and numeracy **YES**
- Closing the attainment gap between the most and least disadvantaged children **YES**
- Improvement in children and young people's health and wellbeing **YES**
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

**Linked to National Improvement Driver (check any that apply):**

- School Leadership **YES**    Teacher Professionalism **YES**    Parental Engagement **YES**    Assessment of Children's Progress **YES**

**What difference will it make for learners? (what impact do we expect to see?):**

Development of robust tracking and monitoring procedures for Literacy, Numeracy, Health & Wellbeing, Parental Engagement, Wider Achievement and KHS Skills. Reflect and review on existing tracking and monitoring in the BGE (SPP) and the Senior Phase (Tracking Reports).

**Success criteria (how will we know if the change has been an improvement?):**

- Through robust tracking and monitoring all school staff will be aware of where young people are in their learning in relation to both literacy and numeracy. This will include having a suite of strategies in place to help support them to progress with their learning. (Log of Support System)
- By the end of 19/20 there will be a clear methodology in place for tracking and monitoring the wellbeing of young people, along with a clear strategy of intervention (when required).
- By the end of 19/20 there will be a clear methodology in place to track wider achievement (linked to ePortfolio).
- By the end of 19/20 there will be a clear methodology in place to track parent engagement with both the school and their child's learning.
- Working with the Cairngorm Business Partnership and other partners by the end of 19/20 there will be a clear methodology in place to track skills.
- SPP success criteria continues to be reviewed to take into account the new Scottish Government Curriculum Benchmarks (August each year).
- Within the BGE student **engagement** will be tracked (joining effort, behaviour and home learning)
- BGE tracking reports and full report reviewed (taking into account new Education Scotland Guidance on Reporting to Parents and Carers) -
- Senior Phase Tracking reports reviewed



<p><b>What exactly are we going to do? (detail of specific actions)</b></p> <ul style="list-style-type: none"> <li>• Continue to develop strategies for the tracking and monitoring of literacy and numeracy.</li> <li>• Consider new strategy for the tracking and monitoring of HWB.</li> <li>• Develop strategy for tracking wider achievement.</li> <li>• Develop strategy for tracking parent engagement.</li> <li>• Develop strategy in partnership with the cairngorm Business Partnership (CBP) to track skills.</li> <li>• All departments up-date and quality assure their SPP success criteria.</li> <li>• BGE and Senior Phase Reports Reviewed and updated to take into account new guidance.</li> <li>• Engagement is tracked using Leuvens scale of active engagement</li> <li>• Introduce teaching sprints into our school calendar and self evaluation framework.</li> </ul>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p> <ul style="list-style-type: none"> <li>• Numeracy - L Nagle + D Nisbet + R Richards (STEM Trio)</li> <li>• Literacy - I MacIntosh + A Avenel + A Woodrow (Literacy Trio)</li> <li>• Creative - C Carson + L Hodes</li> <li>• HWB - F Munro + W Adamson + A Amran</li> <li>• Wider Achievement - I Adamson + G Murphy</li> <li>• Skills - R Macaskill/ M Tate (CBP)</li> <li>• Parent Engagement - G Murphy</li> <li>• SPP Success Criteria - All HoDs (QA by R Macaskill)</li> <li>• Review of reports - R Macaskill / I Adamson</li> </ul>
<p><b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b></p> <ul style="list-style-type: none"> <li>• All aspects of the success criteria will be evaluated for impact through questionnaire.</li> </ul>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p> <ul style="list-style-type: none"> <li>• I Adamson / G Murphy/ R Macaskill</li> </ul>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b></p> <ul style="list-style-type: none"> <li>• This improvement project is designed to help further identify these young people (above and beyond the measure of FSM entitlement).</li> </ul>	
<p><b>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</b></p> <ul style="list-style-type: none"> <li>• Development time built into CAP, Flexi Time and In-service days (see working time agreement).</li> </ul>	
<p><b>Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils?)</b></p> <ul style="list-style-type: none"> <li>• Creativity is one of the 10 Kingussie High School Skills - this project should further identify creativity across the existing and developing KHS Curriculum.</li> </ul>	
<p><b>Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:</b></p> <ul style="list-style-type: none"> <li>• Time.</li> <li>• Funding to develop transport strategy.</li> </ul>	



## In depth action plan #4

**Improvement Priority title: [Developing the Curriculum with focus on KHS Skills](#)**

**Linked to QI/Theme: [2.2 Curriculum](#)**

**Linked to National Improvement Framework Priority (check any that apply):**

- Improvement in attainment, particularly in literacy and numeracy [YES](#)
- Closing the attainment gap between the most and least disadvantaged children [YES](#)
- Improvement in children and young people's health and wellbeing [YES](#)
- Improvement in employability skills and sustained, positive school leaver destinations for all young people [YES](#)

**Linked to National Improvement Driver (check any that apply):**

- School Leadership [YES](#)    Teacher Professionalism [YES](#)    Parental Engagement [YES](#)    Assessment of Children's Progress [YES](#)

**What difference will it make for learners? (what impact do we expect to see?):**

[Learners will have access to an enjoyable, meaningful and sector leading curriculum which prepares them for the world of work](#)

**Success criteria (how will we know if the change has been an improvement?):**

- [Development of the BGE Completion Certificate \(link\).](#)
- [Most young people will speak positively about their BGE Experience.](#)
- [Career Education Standard built into the BGE in each subject area.](#)
- [Outdoor learning built into the BGE in each subject area with most young people in S1 achieving a John Muir Award](#)
- [Increase in range of IDL Activities](#)
- [New curriculum meets the requirements of the 7 principles of Curriculum design.](#)
- [We will have a robust PSE Curriculum which includes YPI and Employability awards.](#)
- [A meaningful tutor time curriculum will be in place](#)
- [Staff will have an understanding of Learning for Sustainability and learning and teaching will reflect this](#)
- [Increase in the amount of Senior Phase Units at SCQF level 2.](#)
- [Increase in the amount of Senior Phase Courses / Units at SCQF levels 3 - 7 \(including NCs and NPAs\).](#)
- [Increase in the amount of Senior Phase Courses being delivered off-site through partnership.](#)
- [Nearly all young people will transition to a positive destination achieving Literacy and Numeracy at SCQF Level 3](#)
- [Most young people will transition to a positive destination achieving Literacy and Numeracy at SCQF Level 4](#)
- [Over 75% of young people will transition to a positive destination achieving Literacy and Numeracy at SCQF Level 5](#)
- [Increase in young people transitioning to a positive destination achieve literacy at SCQF Level 6.](#)

<p><b>What exactly are we going to do? (detail of specific actions)</b></p> <ul style="list-style-type: none"> <li>• Evaluate recent curricular changes with staff and pupils e.g. S3 choices, Thursday afternoon</li> <li>• Revisit and re-define what we mean by Interdisciplinary Learning (IDL)</li> <li>• Provide staff training for Career Education Standard</li> <li>• Support departments to create and utilise relevant industry links</li> <li>• Development of BGE completion certificate</li> <li>• Relaunch KHS Skills with staff and pupils</li> <li>• Review the qualifications being offer and achieved by pupils working in the SfL department</li> <li>• Conduct annual curricular review meetings with each department</li> <li>• Develop a curricular plan as part of the KHS 2025 vision</li> <li>• Share curricular and subject info with all partners (Planned Learning)</li> <li>• Reintroduce exit survey for leavers</li> <li>• Encourage and provide time for more IDL projects</li> <li>• Develop a robust PSE Curriulum</li> <li>• Develop a meaningful Personal Support Time Curriculum</li> </ul>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p> <p>PT Outdoor Learning (TBC)</p> <p>PSE Curriculum - Fraser Munro (PT Guidance)</p> <p>SfL Qualifications - Atheer Amtan (PT ASL)</p> <p>PST - <u>Suman Sharma-Mulgrew</u></p> <p>CES &amp; DYW - Gavin Murphy (DHT)</p> <p>DYW &amp; Skills - Working Group</p> <p>Other elements - Rhona Macaskill (DHT)</p>
<p><b>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</b></p> <ul style="list-style-type: none"> <li>• All actions and success criteria will be tracked regularly on this <a href="#">document</a>.</li> </ul>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p> <p>SLT, Variety of staff</p>
<p><b>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</b></p> <ul style="list-style-type: none"> <li>• Issues will be addressed through PSE and Tutor time which promote equity and other key issues</li> <li>• Curricular choices in the senior phase are appropriate and accessible to all learners, including those who are experiencing disadvantage.</li> <li>• Ensure that all pupils in BGE have a visual CV highlighting the skills they have developed.</li> </ul>	
<p><b>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</b></p> <ul style="list-style-type: none"> <li>• Ongoing training will be built into the working time agreement and will form a core element of staff training.</li> <li>• Staff will be supported to adopt new themes into their practice</li> <li>• Staff views will be considered through regular informal conversations and formal audits and reviews</li> </ul>	
<p><b>Creativity opportunities: (how can opportunities be included in this project to address the development of creativity skills in pupils?)</b></p> <ul style="list-style-type: none"> <li>• Development of departmental specialisms in the creative use of digital technology.</li> <li>• Increase in off-site learning opportunities will lead to more creative opportunities to timetabling.</li> </ul>	

**Expected resource needs** (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:

- Staff time.
- Costs of staff cover and transport to share practice with other establishments and industry.

**Links to Departmental Improvement Plans:**

- Improvements to curriculum and a focus on KHS skills is a feature of all KHS Departmental Development Plans for 2020/21.