

# Standards and Quality Report

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2022/23



**Ard Sgoil Aird nam Murchan/Ardnamurchan High School**  
**Strontian Primary School 3-18 Campus**

HIGHLAND COUNCIL | RATHAD NA SGOILE, STRONTIAN, PH36 4JA

# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

## Our School/Cluster Vision, Values and Aims Lèirsinn, luachan agus amasan na sgoile

Ardnamurchan High School's vision/values was extensively reviewed in session 2017-18 through consultation with pupils, parent council and staff. The new design with core values and aims is shown below.

A similar process was conducted for Strontian primary school in 2019/20 with the Pupil Council adopting the same graphic as AHS in September 2020, following return from lockdown.



## *Strontian Primary School*



We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

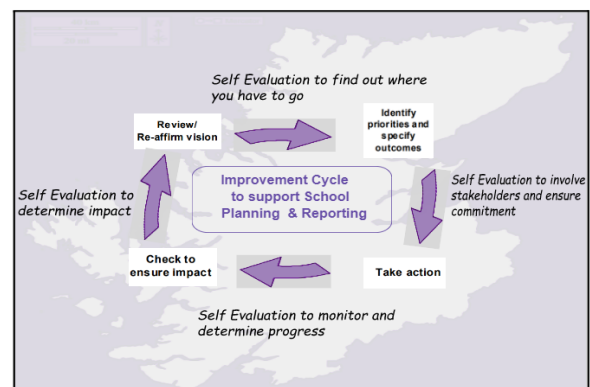
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Christopher Millar-Craig

Ardnamurchan High School and Strontian Primary School 3-18 Campus

## School Profile

### Pròifil na Sgoile

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Our 2-18 Campus consists of Strontian Primary School and ELC, and Ardnamurchan High School. We are situated in the small village of Strontian in the Sunart area are part of the Ardnamurchan ASG along with Acharacle, Ardgour, Kilchoan and Lochaline primaries. The nursery (now licenced for 2-year-olds) caters for 2 - 4 year olds, which now also offers the full 1140 hrs. The Roll in the Nursery is currently 12 children, in Strontian Primary, 21, and in Ardnamurchan High School, 140 pupils.

In October 2018, Strontian Primary School moved into a brand-new community built, and owned, building adjacent to Ardnamurchan High School. The former Head Teacher left the area shortly after, but not before a return visit from HMle (in September 2018) gave very positive feedback on the progress and improvement of the school. The Head Teacher of Ardnamurchan High School was asked to also take on of the primary school in November 2018 and has continued as 3-18 head of the campus (now 2-18) since then. The Local Authority followed this with a final report in December 2019, confirming ongoing satisfactory progress and improvement. The role of Administrative Team Leader (Schools) is now also in place and supports the Head Teacher and office functions across the 2-18 model.

The Primary school currently is staffed with 2.0 class-based FTE (+ CCR/Management Time complement) consisting of a full-time Principal Teacher with management responsibility (including ELC), and one further full-time member of staff. This allows separation of a P1-4 and P5-7 into 2 classes. The ELC currently is staffed with 2 EYP's.

The secondary school is currently staffed with approximately 18 FTE teachers who are supported by 2.5 Pupil Support Assistants, a full-time Team Leader (Schools) job-share and a Clerical Assistant in the school Office as well as catering staff, a Youth Development Officer, an Active Schools Coordinator, a DYW staff worker and a fully staffed library. The building is run by an FM team, MITIE, with at least one full-time janitor on duty at all times. The building is in excellent condition.

Ardnamurchan High School has had a period of long -term staffing stability until 2019 when a number of staff retired. All vacancies were filled for 2022/23.

Our provision in Gaelic and Gaelic Medium Education and our ongoing work promote parity with English medium education, remains one of our key duties to young people. Our successes have been recognised with the school winning the Scottish Education Awards prize in the Gaelic Education category in 2017. In 2019/20 and 2020/21 we employed additional Gaelic Medium primary teachers for BGE pupils on 0.3FTE short term, however, we have now made a permanent 0.5FTE additional appointment, giving us a compliment just under 2FTE for Gaelic/Gaelic Medium provision.

Our key partnership with all our associated primary schools continues to provide a complete 3-18 educational opportunity across the Ardnamurchan and Morvern areas. We work closely together to maximise the effectiveness of transition of all our pupils.

Our curriculum continues to broaden through the Highland Virtual Academy model and through partnership with the West Highland College. Subjects we continue to offer through this partnership are: Practical Cookery (currently in the BGE) and Computing Science on site. Courses offered through virtual delivery frequently include Psychology (N5 and H), Creative and Digital Media (FA) Business Management (H), Business Skills (FA) Social Services, Children and Young People (FA) and Social Services and Health Care (FA)

The Pupil Equity Fund (PEF) allocation to Ardnamurchan High School 3-18 campus is very small compared to larger schools or areas of higher deprivation, but our allocation is put towards a limited number of additional targeted PSA hours.

## Strontian Primary School

As the primary school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is **very good**. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. **Almost all** children who face barriers to learning are making **good** progress towards meeting their individual targets.

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 94%	Average Class Size 10.5	Meeting PE Target Target Met
Pupil Numbers 21	Teacher Numbers 3 ( 2.4 FTE)	Pupil Teacher Ratio 8.8

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Very good progress	Good progress	Very good progress	Good progress

We have had no exclusions in the primary this year.

## Ardnamurchan High School

Pupil Numbers	Attendance	Teacher Numbers	Pupil Teacher Ratio	Meeting PE Target
140	92%	18 (17.4 FTE) + UHI Tutors	8:1	Target Met

S1	S2	S3	S4	S5	S6
24	24	24	26	18	24

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0	0	99.29%	0.71%	0	0

ASN	No ASN	FSM	No FSM	EAL	No EAL
32.9%	67.1%	8.57%	91.43%	0%	100%

## Attainment in literacy and numeracy:

### Broad General Education

2021/22 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3 (i.e. Level 3 and above)

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

**Gaelic Medium** 2021/22 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3 (i.e. level 3 and above)

Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

### Senior Phase

Summary of high level messages

- For the *Improving Attainment for All* statistic in S4, the school's performance for the top 20% of pupils' attainment continues to be much greater than comparators and has been for the last 4 out of 5 years
- Data shows that for S4 pupils with *1 qualification or more at L5 (e.g. National 5)* and *5 qualifications or more at L5*, the school's performance sits above both Virtual and National Comparators. This shows improvement on 2020/21 data.
- For *3 qualifications or more at L6 (e.g. Higher)* our S5 performed 10% better than the national picture and for *5 qualifications or more at L6*, the cohort performed 4% better than the national picture. Overall, the year group has performed strongly.
- For the *Improving Attainment for All*, statistic, for S6, the school sits in line with comparators over the last 5 years.
- Our *partnership summary*, shows a wide range of courses studied successfully by our pupils in 2021/22 through the UHI which significantly broadens the curriculum offer for young people

### School Leavers

- The school shows a higher staying-on rate in S4 and S5 than compared to the national average
- There were no leavers in S4 in 2022, and for S5 and S6 all leavers went on to positive destinations

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

#### Improvement Project 1: Curriculum Model Revision (Secondary)

##### Purpose:

With an increasing emphasis on breadth and depth data, there is pressure on increasing the certification tariff for each pupil. Increasing the number of qualifications by the end of S4 is one way of addressing this. In addition, there is growing evidence that the original CfE model in Highland, with its reduction to 6 subjects in S4, may no longer be fit for purpose. The number of pupils taking a language has dropped and even the proportion of Gaidhlig pupils continuing to certification level is dropping and again, increasing the number of qualifications in S4 may help alleviate this. In doing so, we aim to support the Highland Council's GME Priority "Secondary: *Increasing immersion curriculum opportunities in BGE and Senior Phase*".

This project supports the Key Driver to raising attainment in the National Improvement Framework, "Curriculum and assessment".

##### Progress:

The work departments have been carrying out in preparing their curricula has focused on delivering an S3 model starting in June 2023 which better prepares young people for the senior phase in S4, by reducing the number of subject areas in S3 to 9 (plus a limited option for a tenth subject area) leading to 7 subjects in S4.

Based on Our Actions for this project outlined in our Improvement Plan for 2022/23 progress includes:

- We carried out consultations and surveys with parents, pupils and staff on curriculum model change.
- An initial consultation in September with staff, parents and pupils, which culminated with a full report in October 2022.
- The key message from this were that there was a clear openness for change, especially around choices in S3, and awareness of the need for raising attainment
- Based on our annual ethos questionnaire the related questions showed that:
  - Almost all feel their child is making good progress at school (Q11) and the majority feel their child is supported in making choices for the future (Q12).

##### Impact:

As this is an interim review of this project, the school is not yet in a position to evaluate the impact on outcomes for children and young people until the achievement of the current S2 (going into S3) by the end of their S4 curriculum experience can be reviewed. However, impact has included:



- The majority feel the school takes their views into account when making changes (Q18)
- We used INSET days and Collegiate Meeting time to work together on modelling and consultation parameters
- We involved the Pupil Council in discussing modelling exercise
- We held a Parental Engagement evening to share with parents the purpose of the changes to curriculum model and asked for feedback
- We carried out an early survey with pupils to see how effectively potential course choices can be accommodated – S3/4/5
- During this year staff began to prepare curriculum plans to accommodate new modelling
- The new Timetable was written to accommodate new model
- Under the NIF Key Priority “*Improvement in attainment, particularly in literacy and numeracy*”, we have been focusing on supporting pupils pass the Numeracy and Literacy units within the National courses for those who do gain an overall award.
- Also, we are now encouraging Maths Applications in place of Maths for those who will not be progressing to Higher Maths. This is a more equitable and accessible course and supports the Highland Council Priority, “*We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation*”
- Consequently, our 9/10-subject model for S3 streaming-ling to 7 subjects in S4 with alignment to S5/6 choices was developed.
- A final consultation with staff took place in November regarding the scheduling on the project with the agreement to change the S3 model for 2023/24 and the S4 model the following session in 2024/25.
- Further discussion and a presentation to parents took place in December 2022. At this point we gained agreement of all parties to move to our new model.
- Nearly all pupils have had all their S3 choices accommodated in the choice form, including Gaelic Medium social subjects. S3 curriculum plans are being finalised for the new session .
- Our timetable is now written incorporating the new S3 model.
- While it is too early to evaluate the impact on the 2023 exam diet, please note the section above, ‘Senior Phase high level messages’

Overall, we believe we have made very good progress in this project to date

### Next steps:

Our next steps will be:

- Delivery Phase of the new S3 Curriculum in 2023-24
- Planning phase for S4 with 7 subjects in 2024-25

School Priority:

## Improvement Project 2: Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

### Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks. This project depended on Highland Council and Education Scotland Support for all Highland Schools involved.

This project takes into scope the NIF Priority:

*'Improvement in attainment, particularly in literacy and numeracy' and the Highland Council Priority: 'We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation'*

### Progress:

- In order to establish staff confidence in giving informed ACEL judgements based on benchmarks, we met to discuss views prior to engaging with the project.
- Our project required planning and time to meet on the subject of moderating assessment judgements and training led by Education Scotland
- We set aside Collegiate Time led by Education Scotland to share the priority with Teaching Staff and refresh understanding of the Moderation Cycle.
- This training was paused by the Highland Council until discussions around the need of schools took place centrally. Illness of training staff resulted in these sessions not yet being resumed. However, staff have continued moderation discussions of assessments in schools and have used additional base-line assessment to inform assessment judgements
- Our ELC staff have been focusing on high quality observations and using these to track progress of individual learners.
- As an ASG we continue to meet to discuss Moderation and Writing across all schools in ASG.
- Our ELC staff are also continuing to meet and share good practice also to have their own group

### Impact:

- Staff indicated a willingness to interrogate this issue and ensure we are not being too hard with our assessment judgements.
- Our working time agreement clearly identified time in the calendar for Moderation and training.
- The impact of this first training session was limited as staff felt this was not meeting our needs or aimed at where we are already at in terms of our existing assessment and moderation practice.
- ACEL submissions to the council in June 2023 show nearly all pupils are at expected levels for age and stage for all elements of literacy and Numeracy across the 3-18 campus.
- Strontian Nursery was awarded a 'Very Good' overall by the care inspectorate, saying *'Personal Plans provided detailed information including strategies and next steps to support individual children. This information was used consistently and effectively by staff.'*

Overall we have made good progress in this area.

#### Next steps:

- As currently, we have no indication of future plans for central support, for this project, our QAMSO has planned a moderation programme for our ASG for 23/24. This will be rolled out with all ASG staff and AHS PTs and will be planned collegiately.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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#### Primary:

##### Intended Outcomes

- To raise attainment level to a confident reader, correct and consistent letter formation. Independent writing.
- To improve confidence in other areas, using social groups/eco teams.

##### Impact:

- All target pupils now show very good progress in all intended outcomes.
- Our data confirms that our interventions have ensured that all elements of attainment gaps under these measures have reduced significantly.
- All target pupils are now achieving appropriate levels for age and stage.

#### Secondary

##### Intended Outcomes:

- To raise attainment in targeted pupils to appropriate age target for Literacy
- To raise attainment of targeted pupils to appropriate age target for Numeracy

##### Impact:

- Most targeted pupils have increased their attainment to age target for Numeracy
- Most targeted pupils have increased their attainment to age target for Literacy.
- Where required additional support strategies are in place, e.g. the Highland Council's 'My Future, My Success' team. There has been good engagement with this team by targeted pupils.

## Wider achievements

### Coileanaidhean nas fharsainghe

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#### Primary

##### Wider Achievement School/Local Based/Organised Activities:

Our children take advantage of a very good range of activities and wider achievement opportunities. These include:

- Book Club 8x1hr sessions:
- Wild Swimming 3x2hr sessions:
- Swimming Lessons 10x1hr sessions: (100% uptake)
- Skiing 3hr session:
- Residential (3 day self catering in Edinburgh P5-7):
- Instrumental tuition, including, Wind, Strings, Piano, Guitar
- Cross Country Competition **P5-7** (HLH)

- Rugby Training Sessions (LRC): 5x 45 min sessions (100% uptake)
- Swimming Gala **P5-7** (HLH)
- Tag Rugby Tournament **P4-7** (LRC):
- UHI Shinty Tournament **P5-7** (Ardnamurchan Team) Inverness

In summary:

- All of pupils have engaged with extra-curricular and optional school based/organised activities.
- All senior pupils (P5-7) chose to take part in at least 1 extra inter-schools sports competition/tournament
- The majority of all eligible (age dependent) pupils learn 1 or 2 instruments weekly

### **Secondary:**

Again, pupil uptake of the range activities is very good. These include:

- **Young people in leadership programme/Volunteering:**
- **'Choose to lead' Level 5**
- **Lunchtime Activities including,**
  - Boccia, Handball, Volleyball, Table Tennis:
- Film G
- The Mod
- Music tuition
- Eco-Schools
- Digital Leaders
- Pupil Council
- House leadership
- **After School Activities including;**
  - Running Club, Football, U14 Shinty
- Local and national competitions,
  - e.g., Rotary Photography Competition, Deasbad na h-Alba, Fiolm G, Maths Challenge, Geography Quiz
- Sporting competitions/tournaments, including
  - Swimming, Touch Rugby (S1-3 Girls – overall winners!), Small schools football, Shinty/Camanachd

In summary:

- In addition to all the school-activities and opportunities, most pupils were involved with Active Schools activities between August 2022 and April 2023. This is spread over lunchtime activities such as Boccia, Table Tennis, Volleyball and Handball alongside after-school activities such as Football, Shinty and Running. This means that most are taking the opportunity to engage with sporting activity at the school.
- Currently, we are engaging twice as many young people HLH-oriented wider achievement at Ardnamurchan High School than the Highland the average.
- Less than half of the school role are actively volunteering through the HLH leadership program for Active Schools Activities, the majority of these being from the senior phase. However, this represents a very good level of engagement. Volunteering and leadership opportunities are present through youth clubs and after school clubs at each of the five local Primary Schools.

# Comments from learners, families, stakeholders and staff

## Beachdan bho luchd-ionnsachaidh, teaghaichean, luchd-ùidhe is luchd-obrach

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We have carried out a number of consultations amongst pupils, staff and parents this year and their voice is represented in this summary of key messages:

### Primary Parents:

Ethos consultation (November/December 2022)

- All parents responded that their child likes being in this school
- and all said their child felt safe in this school
- All said that staff treat their child fairly and with respect
- Almost all feel that the school helps their child to feel confident and most that staff really know their child as an individual
- Most feel that their child finds their learning hard enough and most feel that their child receives the help they need to do well
- The majority feel they receive helpful feedback on how their child is learning and developing and feel they receive this at the right time
- Less than half feel the school gives them advice on how to support their child's learning at home or say the school organises activities where they and their child can learn together.

This last point has led to a review and further consultation on our Homework policy. This has resulted in a simple model where :

1. Reading at home and being read to daily is encouraged
2. For P1-4 – no formal homework but suggestions for 'Learning at Home' will be shared
3. P5-7 have no weekly homework slot, but termly extended tasks involving the resource, 'The Day' are set which allows young people to follow own interests and to engage in family learning together with parents.

### Primary Pupils

- All pupils say they enjoy learning at school
- All pupils reported that they feel safe in school almost all say the school helps them to feel safe and the majority feel they have someone to speak to if they are worried or upset
- Almost all feel that staff treat them fairly and with respect and most feel that other learners treat them fairly and with respect
- Most feel the school helps them become more confident
- All feel that school work is hard enough and know who to ask to get help if it's too hard,
- almost all say staff help them understand how they are progressing
- and most say they can discuss their achievements out with school with an adult in school who knows them well.

### Secondary Parents:

- Most parents responded that their child likes being in this school
- and almost all said their child felt safe in this school
- Almost All said that staff treat their child fairly and with respect
- Most feel that the school helps their child to feel confident and the majority feel that staff really know their child as an individual
- Almost all feel that their child finds their learning hard enough and most feel that their child receives the help they need to do well
- The majority feel they receive helpful feedback on how their child is learning

- The majority feel the school takes their views into account when making changes and almost all feel comfortable approaching the school with questions/ suggestions/problems

This final point links to our further consultation on curriculum structure. Overall, the consultation showed an openness for change, especially around choices in S3, and awareness of the need for raising attainment. As a result of this the decision was taken and agreed by pupil council, parents and staff to move to the following:

- A 7 subject model in S4
- As much integration with S5/6 as possible
- A course choice form is drafted based on existing choices to model what is possible
- An S3 model based on course choice preference rather than major/minor
- An element of IDL or HWB in S3 (possibly through an NPA such as Scottish Studies ).

Secondary Pupils:

- The majority say they enjoy learning at school
- Almost all pupils reported that they feel safe in school
- and most feel they have someone to speak to if they are worried or upset

*While this last point was positive, the fact that a few didn't seem to know where to get help has resulted in a review by the Pupil Council of what support is available across the school and new posters signposting this are now up in all classes and corridors.*

- Most feel that staff treat them fairly and with respect and the majority feel that other learners treat them fairly and with respect
- The Majority feel the school helps them become more confident
- Almost all feel that school work is hard enough
- Almost All know who to ask to get help if it's too hard, most say staff help them understand how they are progressing and that the feedback they receive helps them their learning

*A review of mobile phone use is also under consultation. The pupil council have also completed their review of the praise system which is resulting in further discussion with staff.*

## Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
<b>QI 1.3</b> Leadership of change	Very good	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very good	Very good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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- Rights Respecting Schools (UNCRC)
- Learning, Teaching and Assessment (reviewing our Policy and practice)
- Raising Attainment through Continuing our new curriculum modelling (7 subjects in S4)
- Raising attainment through Moderation of High Quality Assessment judgements

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.