

# Standard & Quality Report

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2022/23



**Glen Urquhart High School**

HIGHLAND COUNCIL | DRUMNADROCHIT, INVERNESS, IV63 6XA

# 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%

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.

DR MacRae  
Head Teacher  
Glen Urquhart High School

# School Profile

## Pròifil na Sgoile

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.

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Teacher Numbers</b>	<b>Pupil Teacher Ratio</b>	<b>Meeting PE Target</b>
204	91%	27	7.6:1	Target Met

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
34	33	41	43	22	30

<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q4</b>	<b>SIMD Q5</b>	<b>Unknown</b>
1%	1%	42%	54%	1%	0

<b>ASN</b>	<b>No ASN</b>	<b>FSM</b>	<b>No FSM</b>	<b>EAL</b>	<b>No EAL</b>
55%	45%	18	188	0	206

### Attainment in literacy and numeracy:

#### Broad General Education

2022/23 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Almost all	Almost all	Almost all	Almost all

**Gaelic Medium** 2022/23 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Choose an item.	Choose an item.	Choose an item.

#### Senior Phase

2022

#### Literacy

##### S4

Most learners achieved SCQF level 4, with the majority achieving SCQF level 5, however this is below previous years.

##### S5 & S6

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Almost all learners achieved SCQF level 5 with most learners achieving SCQF level 6, which is above comparable schools.

## **Numeracy**

### S4

Almost all learners achieved SCQF level 4 with the majority achieving a SCQF level 5. This was above comparable schools but slightly less than previous years.

### S5 & S6

Almost all learners achieved SCQF level 4 with most achieving SCQF level 5. Less than half achieved SCQF level 6. This is above comparable schools but less than previous years.

## **School Leavers**

Almost all leavers achieved SCQF level 5 literacy with most achieving SCQF level 5 in numeracy.

### S4

Five students left in S4. In numeracy, all achieved level 4 with 3 achieving SCQF level 5. In Literacy, three achieved SCQF level 4 and three achieved SCQF level 5.

### S5

Six students left in S5. Five achieved SCQF level 4 numeracy and four achieved SCQF level 5. In literacy, all achieved SCQF level 5 with three achieving SCQF level 6.

## **Cohorts**

Attainment across S4-6 was broadly like 2019 though course take up showed a slight decline.

In 2022, the majority of those in S4 achieved five subjects at SCQF Level 5 which is above comparable schools but well below 2019. A few achieved one subject @ SCQF Level 6.

In S5, most achieved five subjects @ SCQF Level 5 with most achieving one subject @ SCQF Level 6. The majority achieved three subjects @ SCQF level 6 but less than half achieved 5 subjects @ SCQF Level 6. Whilst this is in line with comparable schools it is well below 2019 performance.

In S6, most students achieved five subjects @ SCQF Level 5. Most achieved one subject @ SCQF Level 6 and with a majority achieving five subjects @ SCQF Level 6. Less than half achieved one subject @ SCQF Level 7.

## **Breadth & Depth measures of leavers**

### **SCQF Level 6**

#### 2022

Most achieved one subject at SCQF Level 6  
Majority achieved three subjects at SCQF Level 6  
Majority achieved five subjects at SCQF Level 6

#### 2019

Most achieved one subject at SCQF Level 6  
Majority achieved three subjects at SCQF Level 6  
Less than half achieved five subjects at SCQF Level 6

### **SCQF Level 7**

2022

Less than half achieved one subject at SCQF Level 7

2019

Less than half achieved one subject at SCQF Level 7

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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Our school aims reflect the Highland Council Vision for Children.

We aim to ensure that all Children are:

**Safe** - be protected from abuse, neglect and harm by others at home, at school and in the community.

**Healthy** - having the highest attainable standards of physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices.

**Achieving** - being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

**Nurtured** - having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.

**Active** - having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.

**Respected and Responsible** - children, young people and their carers should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities.

**Included** - having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

Over Values are: Accepting, Achieving, Motivating, Nurturing Respecting Relationships

We aim:

- To provide a place of continuing education within which each pupil will participate in a range of learning opportunities designed to develop the basic skills, knowledge and understanding required by contemporary society.
  - To ensure that each child has an awareness of the possibilities available to him/her within society and the responsibilities required by society of him/her.
  - To develop an atmosphere in which self-discipline and awareness of, and responsibility to, others will flourish.
  - To develop a cohesive structure of courses and activities that will allow different needs, abilities and skills of pupils to develop to their fullest extent and encourage students to make reasoned decisions for themselves.
  - To maintain effective communication with parents concerning the progress of individual pupils and of the school.
  - To provide a secure and happy environment within which staff and pupils can work together to achieve their aims.
  - To maintain effective staff development for all staff working in Glen Urquhart High School.
- We aim to develop leadership and partnership at all levels in working collaboratively and

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collegiately.

- To actively promote a healthy approach to lifestyle for all persons involved with Glen Urquhart High School.
- To provide a high quality secondary education through fostering personal development and health and fitness, encouraging equal opportunities and seeking continuous improvement in academic attainment at all levels, whilst also recognising achievements in all areas.
- As part of our continuous improvement agenda, a quality assurance system based on self-evaluation is being further developed. Staff, parents and pupils will be asked to make significant contributions

## 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:

#### Improving Learning, Teaching & assessment

**Purpose:**

Quality and quantity of feedback and introduction of Teaching Sprints

**Progress:**

- ✓ Almost all staff engaged in the training around Teaching Sprints.
- ✓ Most staff engaged in the first Sprint with the area for improvement being identified by individual staff.
- ✓ Staff carried out research into feedback and shared this with faculties.
- ✓ Students were surveyed and the results shared with the SLT

**Impact:**

- ✓ Staff had the opportunity to reflect on their own practice.
- ✓ Some staff undertook some readings on research in their identified areas of development.
- ✓ Most staff took the opportunity to carry out professional discussion and observations
- ✓ Not all staff engaged with the Teaching Sprints approach

**Next steps:**

A Whole school approach needs to be developed.

School Priority:

#### To develop Aims & Vision for the school

**Purpose:** Following the embedding of values we now need to build our collegiate vision

**Progress:**

- ✓ Some discussions took place with student around the school values.
- ✓ Further discussions took place within faculties

**Impact:**

- ✓ No significant progress was made in creating a vision or aims for the whole school

**Next steps:**

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A whole school discussion and agreement is required to create a refreshed Vision and aims. With a new leadership, it is felt the need to refresh the school values

School Priority:

## Developing the Young Workforce (DYW)

### Purpose:

Continue to develop a DYW driven school.

### Progress:

- ✓ I can statement have been included in PSE classrooms.
- ✓ Events such as 'Week of Work' and 'Hill to Grill' have taken place.
- ✓ Careers Educational Standards were introduced to all staff.
- ✓ Work experience in hospitality
- ✓ Launch of YPI

### Impact:

- ✓ Greater opportunities for students to experience the world of work in a local context.
- ✓ Improved connections between school and local businesses.

### Next steps:

Continue to improve work experience. Offer greater feedback to staff around awareness of DYW. Strengthen connections between learning, achievements and work placements/opportunities. Improve apprenticeship routes.

School Priority:

## Tracking & Monitoring

### Purpose:

To review and update GUHS tracking and monitoring procedures to ensure they meet learners needs.

### Progress:

- Content:
- ✓ Progress towards NIF drivers and local priorities is communicated clearly and briefly
  - ✓ Rolled out Progress & achieve (P&A) to all BGE.
  - ✓ Surveyed all BGE regarding their levels
  - ✓ Carried out staff training sessions on tracking and Monitoring.
  - ✓ All staff now report through P&A

### Impact:

- ✓ All staff now consistently using P&A reporting
- ✓ Tracking has been streamlined and an SQA Dashboard has been created that has allowed for quicker data analysis leading to improved student attainment.
- ✓ Students report an improved understanding of levels.

### Next steps:

Improved use of reporting language and that this is consistent across the school. Whole school audit of Tracking and Monitoring.



School Priority:

## Equity & Diversity

### Purpose:

To review and improve diversity for all.

### Progress:

#### Content:

- ✓ Progress towards NIF drivers and local priorities is communicated clearly and briefly
- ✓ Surveyed students, staff and Parents/Carers
- ✓ Analyses the results and created a draft D&E Policy with staff.

### Impact:

- ✓ Survey results found that work is required to improve understanding of LGBTQ+
- ✓ Increased awareness of protected characteristics.

### Next steps:

Continue to develop school policy around D&E

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

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### Wider achievements Coileanaidhean nas fharsainghe

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Many students continue to achieve success outside school. Many students participate in sport, with shinty being the main sport. Some senior students have developed their sport interest into coaching and refereeing. Some students are involved in others sports and this allowed them to achieve success at a national level, such as in rugby and athletics. Flag football has been a new introduction for students, who formed a team this year and won the Scottish title.

The school is very much part of the community, with students supporting the community through work and volunteering for local charities.

### Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

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Student surveys and focus groups show that most students are happy with the quality of teaching in the school. All most all say that there are strong student-teacher relationships. Students enjoy activities outside the classroom but at times struggle to relate this to their learning. Almost all students felt that staff made it

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clear what they were learning, however most students felt that the pace and activities in classes engaged them in their learning.

Family surveys and focus groups suggest that almost all were happy with the teaching experience in the school. Families identified that most staff go above and beyond to support their children. Families believe that students voices need to be validated. Families felt that the school needs to better support the emotional wellbeing of students. Whilst almost all families feel they can approach the school for support, most do not feel the school includes them when making changes.

From a staff survey, almost all staff believe the school is well led. All staff feel that they are supported to engage in professional development with almost all being feeling that they can reflect on how to improve their practice. Less than half the staff feel they have leadership opportunities. Not all staff feel that the school deals effectively with bullying. Most staff feel that they work collaboratively in our improvement journey but less than half feel that they collaborate to shape the curriculum.

## 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	Choose an item.	Choose an item.	Good
<b>QI 2.3</b> Learning, teaching and assessment	Choose an item.	Choose an item.	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Choose an item.	Choose an item.	Satisfactory
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Choose an item.	Choose an item.	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We recognise the school has gone through a period of change in the Senior Leadership Team. This has had an impact on the direction of the school and the pace of change.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

The key priorities for session 23/24 are:

- *Learning, Teaching, Assessment – To collegiately develop a clear structured lesson plan that will deliver excellence and consistency*
- *Raising Attainment – To further develop with staff how data can drive up attainment. To better understand and apply learnt knowledge on curricular planning and learner pathways to improve the outcomes for all learners*
- *Curricular Review – to undertake a review of the school curriculum to provide better outcomes for all learners*

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- *Wellbeing – To improve inclusion by recognising the rights of every learner that come from the UNCRC. To use the Rights Respecting Award to help embed learners' rights. We will also further Promote Positive Relationships.*
- *Leadership – To offer leadership opportunities to all*

## 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 [www.glenurquharhigh.co.uk](http://www.glenurquharhigh.co.uk) or by contacting the school office