

# Standards and Quality Report

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2022/23

**Golspie High School**

HIGHLAND COUNCIL | MAIN STREET, GOLSPIE, KW10 6RF

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

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

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

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

### Our School

- **Following our HMIE visit looking at our curriculum**, they commented favourably on:
  - Our bespoke offer in S4-S6 and how we find ways to make pupils' choices work
  - Our work on progressions for pupils (year on year etc)
  - The school's progress on introducing new coursesThey agree with our next steps being the development of the S1 to S3 curriculum, particularly increasing the emphasis on skills
  
- **Expected grades for 2023**
  - **S4:** If our predictions are accurate, we are on target to beat our targets of numbers gaining at least 1+ L5 by 6.5% and our 5+ L5s by 4.35%
  - **S5:** If our predictions are accurate, we are on target to achieve our target of number of pupils achieving 1+ L6 and beat our targets of numbers gaining at least 3+ L6 by 11%.  
For 5+ L6s we will not reach our target but should still have a better figure than in 2022.
  - **S6:** If our predictions are accurate, we are on target to improve on our targets for this year at each of the levels of 1+, 3+ and 5+ L6s.
  
- **Staffing the school**
  - We had issues finding permanent English teachers and needed to use E-Sgoil in one of our Higher classes
  - During the Summer Term we did have absences amongst the Maths Department
  
- **Attendance:**

Parents and carers will be aware that GHS has had a good deal of contact with parents concerning attendance. The figures below for the year (18/08/22 to 28/06/23) do show that as an average for the school, we collectively need to work further with parents to ensure pupils have the best chance of success in their courses. *A pupil with 90% attendance misses 3 weeks and 4 days in the school year.*

  - S1 – 88.9%
  - S2 – 89.5%
  - S3 87.5%

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- S4: 89.7%
- S5: 89%
- S6: 87.8%

## Our School's Vision, Values and Aims

Values:

**Trust; Respect; Continuous Improvement; Excellence in Achievement**



Vision:

**At Golspie High School, we learn from the past. We provide a range of teaching methods for pupils to move on with a sense of self-achievement while providing a variety of unique courses to suit all aspirations, creating positive relationships with all pupils. We push all our pupils to achieve the highest that they possibly can while embracing individuality and striving to work closely in partnership with the community and parents. At Golspie High School, we aim for the future.**

## Pupil Voice: what is working well in our school?

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

- Pupils believe a considerable number of teachers are practising to a good / high level have expressed this (pupil focus groups; SMT surveys; faculty surveys)
- The Practical and Creative Faculty are clear on attained levels, targets, progress and give good feedback. Some other teachers do as well (feedback to faculties when they gathered pupil voice)
- The help that teachers give them for their schoolwork (SMT surveys of pupils) – this includes Study Support and the transport laid on (Easter and after school)
- A high % of pupils believe staff treat them with respect (SMT surveys of pupils)
- The increased extensive subject / course offer in the Senior Phase – including new additions for 23-24 (pupil focus groups and SMT surveys of pupils)
- The BGE year groups believe there is a good number of activities available for them at lunch time and after school (SMT surveys of pupils)
- The new introduction of the Drama Club with 2 productions this session
- The visitors that deliver sessions in PSE (Pupil feedback to Pastoral on PSE)

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- The rugby courses set up to improve school engagement – overwhelmingly popular and some benefits recognised by other staff.
- The Community Group that has organised a Poppy Day Tea Party; visited the Brora Hub to teach IT skills to older people; participated in a Beach Clean

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

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

- Improvements to ensure that learning & teaching is of a high standard across school – this to include improvement on learning conversations to ensure levels and targets are understood by pupils (currently approx. 65% of pupils feel that these areas are good). Pupils suggest a booklet or electronic programme records all targets, levels and progress in one place for them individually
  - Challenge and differentiation are developed so that it is not just extension work given in some subjects
- Find ways to increase enjoyment of learning across all subject areas – currently only approx. 48% strongly agree or agree that they are enjoying learning across the school
- Pupils would like more of a say in their class learning through more pupil voice in classes (currently approx. 55% believe they are able to input in such ways)
- Better advice for non-school course choices
- Improved careers advice through a more developed system of feedback to pupils after meetings etc (& after SDS meetings with individuals). Currently 48% either strongly agree or agree that this is good
- Continue to look at make up of columns for SP choices (30% unsure whether currently this suits them)
- Pupils would prefer not to have triple periods in the SP (only 41% felt they managed to catch up / keep up in subject periods missed as a result)
- BGE pupils would like to understand how their progress and levels translate to Senior Phase courses and possibilities
- Improve the school culture so that
  - There is less bullying
  - All young people treat each other with respect so all feel safe in coming to school (approx. 30 to 40% of pupils feel this is not currently the case)
  - Class behaviour is improved through all teachers consistently sticking to school expectations of pupils
  - School to be more high profile on being against bullying – even though they know that school cannot give details of outcomes from particular incidents
- A full return to the House system and rewards from it
- A full return to pupil leadership opportunities across the school

### Our Improvement Journey Headlines Session 2022/23

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

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## Improvement Project 1: Learning & Teaching

**Primary focus:** Teacher and practitioner professionalism

**Year of Project:** 2

**Purpose:** To further develop learning and teaching (L&T) across the school and bring consistency through faculty based Teaching Sprints (TS); an additional programme for faculty L&T; a L&T working group and a concentration on faculty head support for PDR development by individuals

### Progress and impact:

- A majority of teachers believe that TS has positively developed their teaching. Most teachers used evaluative measures to discover this (i.e. pupil surveys, discussions and focus groups).
  - Nearly all teachers want to continue this form of professional development
  - All faculty heads saw positive evidence of a sustained approach to developing methodologies such as Retrieval, Spaced Review and Feedback. This included pupil feedback and SMT feedback
  - Teachers report back that pupils have seen benefits of the TSs in the class teaching
- Other faculty work has produced stronger lesson structures (including learning intentions and success criteria, starters, plenaries). This has been confirmed by pupils, SMT and from a visit by Gavin MacLean (Highland Council)
- A L&T working group met and developed a system of teacher trio groups to observe each other on certain themes. They also set up a L&T reading group that met to discuss certain papers. There is greater openness to research based professional development amongst the teaching staff
- Teachers are more aware now of the need for variety and activity in classes in all classes (not just practical classes) and work towards achieving this within their lessons

### Next steps:

Our aim is to work on the following (recognised by pupils, SMT, FHs and teachers as main priorities):

- Overcome the lack of challenge and differentiation for groups of learners of all abilities (pupils see the work as being the same for all – pupil focus groups, May 23)
- Increase the % of pupils who enjoy learning (currently S2 = 55%, S3 = 52%, S4,5,6 = 34%)
- Increase the amount of pupil voice being taken in classes: from this, extend its analysis, the changes such analysis then bring and measure the impact of improvements (pupil focus groups see little opportunity for pupil voice in classes – currently only 45% in S2 & S3 and 24.5% in S4, S5, S6 believe pupil voice is used to improve their experiences)
- Increase the consistency of high-quality teaching in all key methodologies needed for good learning in classrooms (currently 58.5% in S4, S5, S6 and 68.5% in S2 & S3 are happy in the quality of teaching)

### To be Achieved by:

- TSs to be organised on a whole school basis for 2023-24 (not faculty). There will be 2 TSs through the year based on differentiation and challenge. There will be increased support for teachers to plan and carry out evaluations for impact, hence, developing teachers' capacity for this skill. There will be more time given to each TS so that the methodology worked on can have greater impact on teaching in classrooms.

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- Each faculty will have a clear plan for more specific development of L&T & Assessment, supported by SMT. This may be specific to a department.
- Middle leaders and teachers will regularly discuss the clear purpose of an individual's PDR and through supportive collaboration, enable teachers to improve as L&T practitioners
- From the above the aim is to develop a system for all teachers' development – and this will include a Sharepoint folder for 'good practice' files. Also, known colleagues who have excellent practice in certain methodologies. This will help overcome the current issue of inconsistencies in methodologies such as pupils knowing their levels, their next steps and targets in which currently pupils do know where such things are done well

### Improvement Project 2: BGE Assessment & Moderation

**Primary focus:** Teacher and practitioner professionalism

**Year of Project:** 1

**Purpose:** Teachers understand the process through QAMSO training and practice; they build confidence in their assessment(levelling) judgements; they collaborate with fellow professionals within and out with GHS; a bank of assessments is built for future subject use; assessment approaches match the learning needs of individuals

**Progress and impact:**

- A number of SLT / SMT were trained within the QAMSO system and the key points were then explained in workshops for all teachers in Sept Inset
- A majority of teachers undertook 2 pilots in assessment and moderation practices within their own subject area (some did one on literacy).
  - GHS Teacher confidence in moderation of assessments now stands at 78%
  - GHS Teacher confidence in levelling a piece of work now stands at 68%
- The ASG did a sharing session on Writing and subject specific assessment and moderations. GHS teachers found this to be useful for discussing levelling and use of benchmarks. A high % of GHS teachers want to undertake more in the coming years and see it as essential for pupil academic progress between P6/7 and S1.
- The re-consideration of our levelling processes has brought a new approach to assessing Literacy and Numeracy – so our S3 ACEL levels are actually lower than previous years

**Next steps:**

- Build further the confidence in our teachers through faculty heads ensuring that further assessment and moderation projects are carried out in 23-24 through a collaborative approach both with ASG primaries and subject specialists (within or out-with GHS)
- FHs ensure that L&T is closely linked into the approach for set up assessments (as per QAMSO system) – i.e. success criteria etc
- Assessment approaches match the learning needs of all pupils – i.e. work on things such as scaffolding as appropriate
- At the same time of developing greater accuracy in levelling, we will ensure that pupils get more information on how assessments tasks are modified and then assessed (and verified). From this, ensure that pupils understand how the BGE levels link directly into senior phase courses and levels pupils are entered for. This will enable pupils to understand progress they have to make.

### Improvement Project 3: Tracking & Monitoring

**Primary focus:** Performance Information

**Year of Project:** 3

**Purpose:**

**Teachers** using data to plan learning; targets set for BGE pupils by teachers through SNA, previous BGE level, Lit & Num levels as relevant, taking 20/60/20 data into account.

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Learning Conversations regularly held close to full / progress reports & post assessments etc. **Pupils** knowing their levels and next steps to improve through excellent feedback  
Monitoring of progress in both BGE and SP through embedding of developed system – and interventions introduced at appropriate stage by relevant person

**Parents** have clear knowledge & understanding of their child's progress. Also, they clearly understand BGE levels and progress through these and how they link to SP and level of courses

**Outcomes** – increased attainment

#### **Progress and impact:**

- All teachers are using the Electronic Mark-books and most link to their own more in-depth tracking system (as indicated by teacher surveys and FH confirmation). SNA and other data being used by teachers to help set targets
- The above enables most teachers to liaise and work closely with their faculty head in monitoring pupil progress (as indicated by teacher surveys and FH confirmation)
- Pupil focus groups in all year groups explain that the Practical & Creative Faculty are good at learning conversations, explaining targets and current levels with what next steps are (some other departments as well). These link closely to Learning Logs
- Pupil focus groups indicated that feedback was good in most subjects

#### **Next steps:**

- Teachers' belief about their extent of use of data to help plan appropriate challenge in classrooms is not confirmed by pupil feedback – hence, challenge and differentiation is a key priority for 23-24
- Teacher feedback shows that they want all teachers to fill out the Electronic-Mark-books on time for best use by all (comparing progress in their subject with others)
- Teacher feedback shows that they want to have more input in initial interventions to help sort under-performance out
- Ensure that BGE concentrated on as much as SP as some teachers reported they were unclear
- Ensure that all faculty heads give the support and feedback needed to their faculty colleagues as a few teachers asked for this in surveys
- A number of pupils would like to have a notebook or electronic system in place to remind them of their levels and targets as a number forget or believe they have not been told (across the year groups over 30% are unclear of levels and targets). They would also like feedback to be recorded too. This will help connect pupils to their progress and where they should be  
This comes from further investigation after pupil survey was showing in S3 and SP that approx. 63% were happy with feedback / target setting and felt they received them – whereas vast majority of teachers believe they are doing this
- SMT need to do more to ensure all parents understand the progression in BGE and what is recognised as good progress. Also, how the BGE and progress relates to the likely levels their child will be taking in the SP.
- A number of teachers asked for information relating to attendance and lates to be more easily available

#### **Improvement Project 4: Pupil Voice**

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** Increase and improve pupil voice through various initiatives: a working group that develops a plan of action and calendar as well as re-establishing a pupil council that we have struggled to get back up and running since Covid 19

**Progress and impact:**

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- Teacher surveys suggest that pupil voice is taken by class teachers through a variety of methods including class discussions, google forms, self-assessment sheets, Fist of 5, focus groups (the latter more by faculty heads) in their evaluations of faculty progress
- As a result, most of the teachers who do take pupil voice say they do adapt and change plans and teaching – some for next lesson but more for the following session. Some say they adapt for individuals or small groups of pupils
- Through Practical & Creative Faculty discussions, they jointly devised a generic questionnaire to use – this helped faculty discussions during sharing sessions
- Pupil Voice in English helped the Department decide to move to setting in S3
- The Pupil Well-being Questionnaire in March 23 was able to make comparisons with June 22 and has partly led to the GHS decision to work on the Rights Respecting School Agenda and award scheme
- The Working Group had initial discussions in Sept 22 in which lists were taken on what GHS currently does and what are the suggestions for next steps. They produced a clarify Canvas in Spring 23. These are being used in the planning for the Rights Respecting School agenda

### Next steps:

The perception of the above comments around teachers taking regular pupil voice is not shared by a majority of pupils.

- In focus groups most pupils did not feel that they had been asked for their views through any format – if they were, pupils did not think that things were then followed through
- In terms of pupil views being listened to, in the Senior Phase, only 45% agreed or strongly agreed that they were
- In terms of views being taken into account: only 34.5% of Senior Phase pupils and it was only slightly better in S2 and S3

- The Rights Respecting School Action Plan in the SIP for 2023-24 which has as one of its central themes the development of pupil voice
- Aspects to consider by the working groups are to include:
  - Develop a school wide system, time structured through the session that plans classes, faculties and whole school pupil voice initiatives – and plans which pupils are involved in different focus groups etc
  - A sharing session for all teachers – on good practice and on how to evaluate feedback and how to take steps to have positive impact from this feedback. There is a need to see if the impact has been positive
  - Pupils need to be kept in touch throughout so they can see their views are having an impact
- The Pupil Council reintroduced and having a positive impact. Structure etc needs established
- The voice of ASL pupils needs to be clearly heard – through work by the ASL Department

### Improvement Project 5: Pupil Leadership

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** The working group to develop a plan for pupil leadership across the GHS, including in classrooms

#### Progress and impact:

- The working group had a session with Miriam MacDonald (HC) looking to take advice on best way forward – followed a couple of meetings with her by ME and HS
- The existing opportunities continued to develop:
  - School leader positions – including Christmas Carols / Show; Socials

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- buddying
- Community Group
- Sports Leaders and leadership positions within sporting activities
- pupils taking responsibilities for drama productions such as sound, lighting, stage management
- Leadership within Duke of Edinburgh Award expeditions
- In classrooms: co-operative tasks; pupils leading their own learning; able pupils helping others; some classes directing pupil learning through choices of learning

**Next steps:**

- The difficulty in getting things off the ground has helped make the decision to go down the route of the Rights Respecting School Agenda to be a priority for 2023-24
- Through various surveys and discussions, the following was seen to be important to ensure take place:
  - Get a full appreciation of what pupils want
  - Recognised leadership roles have definite and realistic remits – and all pupils know they exist
  - See through the new set up of S6 positions and House Captain positions
  - Pupils lead the Pupil Council (teachers only a supportive role)
- In classrooms: a staff session on sharing best practice
- A culture developed within the Rights Respecting School agenda in which pupils take better responsibility for their own actions within and out-with classrooms (i.e. behaviour)

### Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<b>Leadership of Change</b>	<b>1.3</b> Good
<b>Learning, teaching and assessment</b>	<b>2.3</b> Satisfactory
<b>Ensuring wellbeing, equality and inclusion</b>	<b>3.1</b> Good
<b>Raising attainment and achievement</b>	<b>3.2</b> Good

Quality Indicator	2022/23	2021/22	2020/21	2019/20	2018/19
<b>1.3 Leadership of Change</b>	Good	Good	Good	Good	Good
<b>2.3 Learning, teaching and assessment</b>	Satisfactory	Satisfactory	Good	Good	Good
<b>3.1</b>	Good	Good	Good	Very good	Good

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<b>Ensuring wellbeing, equality and inclusion</b>					
<b>3.2 Raising attainment and achievement</b>	Good	Satisfactory	Satisfactory	Weak	Satisfactory

Our children and young people believe we have made the following progress this session:

**Theme 1** Good  
**Our relationships**

**Theme 2** Satisfactory  
**Our learning and teaching**

**Theme 3** Satisfactory  
**Our school and community**

**Theme 4** Satisfactory  
**Our health and wellbeing**

**Theme 5** Satisfactory  
**Our successes and achievements**

Evidence supporting each theme:

**Our Relationships:**

- Approximately 66% of pupils feel safe in school and believe pupils treat each other with respect (though less in S2)
- Approximately 66% of pupils in BGE believe that a member of staff knows them well (though less in SP)
- Approx 80% of S2 and S3 believe school helps them learn how to build positive relationships (approx. 63% in SP)
- Approx 80% of pupils believe staff treat pupils with respect

However, relationships between pupils in the BGE levels is often not great – and pupils in these years are aware of bullying. Only approx. 40% of pupils feel the school deals well with bullying though in pupil focus groups they do know we do deal with issues and it appears more that pupils are not necessarily aware of outcomes

In addition, pupils do not believe they have enough pupil voice – this is at odds with staff views but there is room for improvement, as there also is regarding pupil leadership and involvement in decisions

**Learning & Teaching**

As conveyed in Improvement Project 1 above. Pupils would like full consistency of high-quality teaching across the school.

**Our School & Community**

The satisfactory only, is because we are aware, from pupils, that the toilets and changing facilities can have issues. This is partly down to vaping and the difficulty of monitoring these

areas throughout the day. Pupils do realise though what we have been and will be doing about such issues to bring improvements.

### **Our Health & Well-being**

Although there are many key characteristics which we score well on in this Theme, there is a need to improve on the following:

- Praise / Encouragement / Recognition / Rewards – we need to have our whole school systems back up and running and develop further. All teachers then need to buy into this. This came up in some pupil focus group sessions
- We need to increase the number of pupils believing as pupil body, that rights of others are respected by all (current figure is 2/3rds believe this)
- We also need to improve on all pupils having someone to talk to: S2 are positive on this with 90% agreement – older year groups it is at 2/3rds.

### **Our Successes & Achievements**

- BGE year groups believe we offer a wide range of activities for pupils to get involved with (87% agreement) – SP lower, closer to 60%
- As above on recognition and celebration of achievements
- Pupils feel we need to do more to have their views heard
- We have to increase accreditation around wider achievement (we see this simply in numbers involved)
- We have started on our journey of recognising skills and developing these for pupils' future – skills profiles need greater engagement by staff and pupils

Our overall evaluation of our **school's/cluster's** capacity for continuous improvement is:

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

*(Add further comment if required)*

## **Planning Ahead**

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website **ADD LINK** or by contacting the school office.

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