

# Standards and Quality Report

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2023/24



**Supporting Interrupted Learning**

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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 progressing towards achieving these positive outcomes and changes.

### Our Provision

The Supporting Interrupted Learning (SIL) team supports young people from S1 to S6 who are unable to attend their base secondary school due health issues such as anxiety, stress and depression. This provision provides virtual support that pupils access through their Chromebook and is delivered through google meets and google classrooms following a standard school timetable.

Pupils are referred to the SIL team by the secondary base school. This is a pan Highland support and this session (22/23) we had have pupils from 21 out of the 29 secondary schools referred to us. The flexible nature of referrals meant that pupils were joining the SIL provision every couple of weeks. In session 23/24, this process will change to a Joint Admission Group process and pupils will join SIL at set times in the year. This will ensure a smoother and more effective transition procedure.

This session SIL enrolled 210 young pupils, the maximum we supported at one time was 140 pupils

The SIL team aim to equip the young people with the skills and knowledge that would enable them to return to their base school to continue with their education. If they are unable to return then we aim to ensure that the young people gain SQA qualifications from N4 to Higher that will enable them to transition onto positive destinations, such as college, apprenticeships, employment or to return to their base school.

The team deliver in the virtual world and have adapted teaching styles to engage non-attenders and provide a meaningful curriculum. Use of technology facilitates delivery, but it is the creative and innovative teaching that engages the young people that are referred to us. Alongside high-quality learning and teaching, the team use coaching and mentoring techniques plus nurture to build self-confidence and self-esteem.

The SIL team supports young people in a range of subjects and levels - English, Media, Maths, History, Geography, Modern Studies, Scottish Studies, Business, Languages (German, French and Mandarin), Biology, Science, PSE, Personal Development Awards, Practical Art, Practical cooking. Pupils follow a set timetable and access all resources on google classroom.

Pupils on average receive the following contact time:

S1 – 66% of full timetable

S2 – 50% of full timetable

S3 – 70% of full timetable

S4/S5/S6 – 50 to 80% of full timetable

This is not a full curriculum offering but the maximum we can offer with current staffing. All teachers at SIL are subject specialist teachers, there are no ASN teachers nor PSAs

Staffing levels for session 22/23 was 8.06FTE.

PT Guidance – 1.0FTE

English - 1.5FTE

Maths – 2.56FTE

Science – 1.0FTE

BGE literacy/numeracy/practical and senior phase languages – 1.0FTE

Social subjects – 1.0FTE

However, 1.0 FTE was long term absent and was replaced by 0.5FTE supply. Another 1.0FTE had significant periods of absence and we were unable to cover those periods with supply. These absences did affect course delivery, pupil engagement and improvement work.

SQA attainment has been good at National 4 level. There have been issues with pupils returning to their base school to sit examinations such as prelims and SQA assessments and this has impacted on attainment at N5 and Higher levels. In session 23/24 we will work with partners to continue to build pupil resilience and confidence and also with SQA on a pilot solar scheme that will facilitate more online assessments.

We understand that a blended approach may be in the young person's best interests and work with partners such as the Bridge, Home to Highland, My Future My success to provide the best package that will support their needs.

For session 22/23 average attendance was 71%. As SEEMiS is not option for recording attendance, further work needs to be done on refining our google attendance register to enable us to extract the relevant data that we require for analysis.

22 young people were referred to SIL but were not able to engage with online learning but transitioned onto another organisation such as different secondary school, MFMS, an alternative unit or were referred to the Children's panel for non-attendance with education.

## Our School Vision, Values and Aims

### **Vision:**

Supporting re-engagement to education via a nurturing and confidence building approach in a digital setting that allows young people to overcome their barriers to learning

### **Values:**

Empower, Nurture, Creative, Excellence

### **Aims:**

We aim to provide a learning environment where every young person is supported, engaged, happy and thriving

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

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

- 98.5% say that they always receive support that enables them to do their work
- 86.6% say that they are always/mostly comfortable and relaxed in class
- 92.5% say that they are always/mostly able to learn in a way that suits their needs
- 94.1% say that they always/mostly find the feedback they get from their teachers is useful
- 86.6% say that they always/mostly receive praise and encouragement
- 88.1% say that they are always/mostly learning new skills which will help them with their future
- 91.1% say that they always/mostly feel listened to and that their views are taken seriously
- 89.6% say that they always/mostly feel part of their class
- 97.0% say that they always/mostly know that they are responsible for their actions and that their actions have consequences
- Pupil focus feedback states that they have welcomed the challenge we have provided in their education and with life skills

### 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.

- 68.7% say they always/mostly have the ability to cope with new challenges
- 85.1% say they always/mostly know their learning targets
- 86.6% say that they always/mostly know what they need to do to improve
- 71.6% say that they are always/mostly learning to work on own and as part of a group
- 52.2% say that they always/mostly are able to cope when things go wrong
- 62.7% say that they are always/mostly confident in what they can achieve
- 71.6% say that they always/mostly have regular opportunities to choose how and what they learn
- Pupil focus feedback have requested more science options

### 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](#).

#### Improvement Project 1: Learning and Teaching

**Primary focus:** Teacher and practitioner professionalism

**Year of Project:** 1

**Purpose:**

Inconsistent staffing: 1 year teaching placements and new permanent staff with the SIL provision meant that there was a required focus on high quality learning and teaching and of sharing good practice to upskill teachers to teaching in the virtual world

**Progress and impact:**

A baseline measurement on quality of L&T was established through pupil questionnaires, focus groups and parental feedback and this has resulted in staff being aware of their strengths and areas for improvement. Learning targets was identified as an area for improvement and work has started on addressing this issue through increased learner feedback and coaching and mentoring sessions in the BGE. Impact on pupils has been

observed as increased dialogue around their learning and pupils are more actively engaged in this process.

Sharing good practice sessions has resulted in all staff being aware of strategies that are working to engage pupils. Training sessions on these strategies have given staff the confidence to use them in their teaching. Monitoring at staff meetings ensure that all staff are trailing these strategies and feeding back to the team. The impact on pupils has been improved engagement with learning.

Google training for staff has resulted in staff being kept up to date with google developments and this has stimulated professional discussion as to what would help to support and engage our young people with their learning.

M&T systems have been investigated and this has resulted in a google based SQA M&T being implemented. This has enabled smoother, more effective partnership working with the base secondary schools. Pupils have been impacted by the use of timely interventions being actioned at an earlier stage to keep pupils on track.

Staff have undergone CPD training throughout the session and this has resulted in good practice being routinely shared across the team and this impacts on pupils through improved learning and teaching and improved attainment.

Progress has been made to utilise the google tools and staff are empowered to use the full suite of all google tools available. This impacts on improved L&T and a more diverse learning experience for pupils, leading to improved engagement.

Introduction of hardware (tablets) to improve vocal engagement has been successful. Pupils no longer having touch screen on their chrome books has made L&T more challenging.

### **Some progress has been made in this area**

#### **Next steps:**

- To create an agreed framework that exemplifies what high quality L&T would look like in the virtual world to ensure consistency across the team.
- Improve differentiation – supporting the less able and challenge the more able
- To utilise digital support packages to allow teachers to create active lessons that engage learners
- Improve learner feedback through 1:1 learner conversation

### **Improvement Project 2: Supporting Health and Well-being**

**Primary focus:** School and ELC improvement

**Year of Project:** 1

#### **Purpose:**

To support young people who have been referred to the SIL provision due to mental health issues such as stress, depression, and anxiety. These young people are unable to enter a physical school building and have been out of education for on average 1 year.

The philosophy of the SIL service is that if pupils join us from BGE we will work on improving their skills and confidence that will enable them to return to their base school. We will achieve this through a nurturing, mentoring and supportive approach through

understanding a young persons' needs. If they are unable to return to their base school, they will continue with us into senior phase. Within senior phase, we aim to ensure that pupils gain qualifications that allow them to successfully transition, back either to their base school or onto a positive sustained destination.

**Progress and impact:**

All staff have undertaken trauma informed practice training level 1 and this has resulted in have a greater aware of ACEs and the impact this has on a young person. Staff are mindful not to use non-stigmatising language in conversation with pupils, parents/carers and partners as per the Promise. This has helped to strengthen and develop the relationships our young people have with their teachers.

Staff meetings have been used to share good practice on promoting positive relationships and this has resulted in some improvement to pupil engagement with their learning. This impact has not been across all areas, and this will continue to be an area for improvement next session.

Coaching and mentoring sessions have been successful in improving pupil engagement. However, issues with staffing have meant that this support is prioritised to an identified target group of pupils in BGE. This strategy would support all pupils but staffing constraints means a targeted approach will continue in session 23/24

Increased communication with base school over pupil progress has resulted in earlier interventions being implemented and greater involvement with the base school in supporting their young people. The impact is that transitions back to school have been smoother and more effective.

Face to face support has been provided for some pupils who have been out of education for a considerable period of time and there have been welfare concerns. This intensive support has proved effective in re-engaging and supporting young people and their families. However, due to staffing constraints this option can only be used in exceptional situations.

Social area classrooms have been set up for BGE and senior phase pupils which allows our young people to chat and mix with their peer group in the virtual world. This has had a positive impact in the young people attending as their confidence and esteem has improved. Pupil feedback has stated that they have started to make friends in these areas and some pupils have started to socialise in the physical world with the friends they have made in the virtual world. For some young people this is a significant improvement in their mental health

**Some progress has been made in this area**

**Next steps:**

- To further develop a Promoting Positive Relationships policy
- To review and further improve our attendance tracking system
- Continue to support pupil resilience and confidence through camera and microphone use

### Improvement Project 3: Curriculum

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:**

To develop curriculum pathways that meets the needs of all learners and engages with the dis-engaged. Young people join SIL at different times of the year and they need to be supported through a non-traditional course model. The picture is further complicated as pupils can join SIL with varying and diverse experiences.

Appropriate curricular pathways that meet the needs of the young people referred to SIL are crucial if we are to re-engage them with their learning. The principles are to 'plug the gaps' of BGE pupils and ensure that they gain the skills and confidence that will enable them to return to their base school. As Senior Phase young people are less likely to return to their base school so we will ensure that they leave with qualifications and work with partners to support their transition to achieve a positive destination.

**Progress and impact:**

Courses have been reviewed and in BGE, we introduced practical art and practical cookery. These courses have been very successful with high attendance and good pupil engagement. Due to the high pupil numbers attending these classes have had to split, and the courses operate on a rota. That has caused a decrease in attendance as they come every 2 weeks instead of every week. Further work will need to be done on how we can restructure, within staffing constraints, to maintain high engagement.

SQA courses in the senior phase have been reviewed but we have been unable to broaden the options due to staffing constraints.

The PSE programme has been reviewed and this has resulted in S2 pupils taking part in a pilot programme on anxiety that was run by a trainee psychologist. This programme meets the needs of the Tier 2 primary mental health programme.

Partnership working has improved, and pupils are better supported in transitions. The SDS provision has been made more robust. There is now one coordinator for all S4 SIL pupils and this has ensured that no pupil will be left out or lost.

S3 pupils accessed mandarin online teaching through the Confucius hub at Grantown Grammar and this has resulted in learners progressing to N4 level through Strathclyde university.

The mechanism was creating a pupil profile has been identified and staff have undergone google training. A profile will capture pupil's success and achievements and help to boost resilience, self-confidence and will support in transitions. This is an identified area for development for next session.

SQA procedures reverting to pre-covid arrangements will be a challenge for some pupils such as the talk element in English. To prepare for this we are reviewing our policy on use of cameras, microphones, and chat box. All pupils, with some medical exemptions, are required to use cameras for registration and in breakout rooms and we are strongly encouraging use of microphones and talk instead of purely the chat box. This will improve L&T, in particular with pace of learning. Initial analysis shows that most of the pupils are responding well to this change. We will continue to monitor throughout the session and strive to support our young people to continue to make progress.



**Some progress has been made in this area**

**Next steps:**

To develop and implement pupil profile that captures their strengths, achievements and next steps

**Evaluation of Progress**

We believe we have made the following progress this session:

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

Quality Indicator	2022/23	2021/22	2020/21	2019/20	2018/19
<b>1.3</b> <b>Leadership of Change</b>	Satisfactory	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>2.3</b> <b>Learning, teaching and assessment</b>	Satisfactory	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>3.1</b> <b>Ensuring wellbeing, equality and inclusion</b>	Good	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>3.2</b> <b>Raising attainment and achievement</b>	Satisfactory	Choose an item.	Choose an item.	Choose an item.	Choose an item.

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

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

**Theme 2** Good  
**Our learning and teaching**

**Theme 3** Good



## **Our school and community**

**Theme 4** Good  
**Our health and wellbeing**

**Theme 5** Good  
**Our successes and achievements**

Evidence supporting each theme:

Pupil questionnaires – 1 formal questionnaire

Pupil focus meetings – regular contact with pupils in coaching and mentoring sessions throughout session

Parental feedback – regular contact with parents/carers throughout session

Observations/learning walks

Attendance data

M&T engagement data

Attainment data

Our overall evaluation of our SIL's capacity for continuous improvement is:

**We have some concerns about our capacity for continuous improvement.**

Staffing constraints are our barrier to improvements

Ability to purchase resources

### **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.