

KINLOCHLEVEN CAMPUS STANDARDS AND QUALITY REPORT 2022 - 23

Kinlochleven 3 – 18 Campus

HIGHLAND COUNCIL | 4 RIVERSIDE ROAD, KINLOCHLEVEN, PH504QH

Introduction: Local and National Context

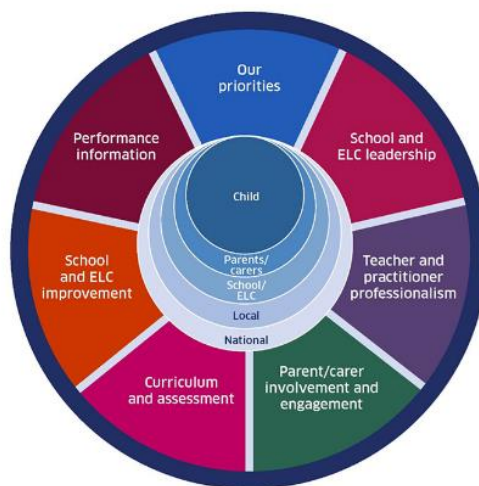
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

Respect

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Resilience

Equity

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

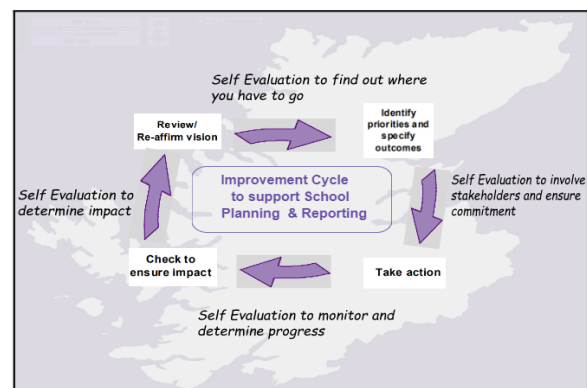
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Joseph A Hannaway

Head Teacher

Kinlochleven 3 - 18 Campus

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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.

Primary:

Attendance 95.2%		Average Class Size 17.7		Meeting PE Target Target Met				
Pupil Numbers 52		Teacher Numbers 5		Pupil Teacher Ratio 10.6				
N3 XX%	N4 XX%	P1 15.3%	P2 19.2%	P3 11.5%	P4 11.5%	P5 5.7%	P6 19.2%	P7 17.3%
SIMD Q1¹ 0-10%	SIMD Q2 90+%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 40-50%	No ASN 50-60%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Less than Half	Majority	Majority

We have had no exclusions this year.

Kinlochleven Primary School is located in a rural setting serving the local community of Kinlochleven. There are 53 children attending the school and 12 children in nursery, ranging from N3 - P7. The primary school is split into three classes as follows: P1&2, P3/4/5, P6&7. There is also a separate nursery for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Kinlochleven Primary School and is supported in the strategic and operational running of the school by the Depute Head Teacher (Primary). The Primary Depute has a 0.5fte teaching commitment and is also the nursery manager for the campus.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

Secondary:

Pupil Numbers	Attendance	Teacher Numbers	Pupil Teacher Ratio	Meeting PE Target
135	88.9	18	7.4	Target Met

S1	S2	S3	S4	S5	S6
17.8%	18.5%	23%	15.6%	16.3%	8.9%

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
0-10%	40-50%	20-30%	30-40%	0-10%	0-10%

ASN	No ASN	FSM	No FSM	EAL	No EAL
50-60%	40-50%	0-10%	90+%	0-10%	90+%

Attainment in literacy and numeracy:

Broad General Education

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

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

Senior Phase

VC	Virtual Comparator (School)
National	Average National Percentages for Scotland
SIMD	Scottish Index of Multiple Deprivation
N4	National 4
L5	Level 5 (eg National 5 or Equivalent)
CSW	Childrens' Services Worker
PEF	Pupil Equity Fund
SIP	School Improvement Plan
FIP	Faculty Improvement Plan
SLT	Senior leadership Team
ELT	Extended Leadership Team
PST	Pupil Support Team

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SFL	Support for Learning
ASN	Additional Support Needs
HGIOS	How Good is Our School
FSM	Free School Meals
BAE	Below Age Expectation
BGE	Broad General Education (S1 to S3)
SP	Senior Phase (S4 to S6)

Summary of high level messages

S4 Literacy Data (Insight)	S4 Literacy - Short to medium term actions
<ul style="list-style-type: none"> ● L3 Literacy - 6% below VC & 5% below National (2022) ● L4 Literacy - 2.5% below VC and in line with National (2022) ● L5 Literacy - 4.5% below VC & 3% below National (2022) ● L3/4 Literacy significantly below 2019 levels, although level 5 literacy levels have improved. ● Small schools can have significant fluctuations in data. ● During Covid times there has been a dip in literacy levels, which may be expected, due to disruption to schooling. ● Acute staff absences throughout 2022/23 impacted interventions. ● Absence impacted literacy interventions. ● PEF support negatively impacted by redeployment of PSAs. eg to primary/nursery. <p>English N5 Entries Resulted entries in line with National at Level 5 Resulted entries 6% lower than National at Level 4</p>	<ul style="list-style-type: none"> ● Implement targeted group intervention of both numeracy and literacy as strong overlap of the same pupils being below expected levels. ● Lowest SIMD (Decile 4) students are performing well. ● Room for improvement with middle 60% of students with whole school approaches. ● Reading/Writing interventions for those with a reading age of below 7 years. ● Aim to have 90% of students with L5 Literacy at S4 ● 'Drop it and read' initiatives now implemented. ● Working towards Reading Accreditation Award (Bronze) ● Begin teaching Level 5 content in S3. ● Introduction of paired reading. ● Tailored approach to interventions with student input. ● Professional Learning and Pedagogy approaches aimed at improving attainment at L4/5. ● Introduction of L5 literacy award for students taking N4 English in S4. ● Introduction of L5 literacy award for students in S5 that already have a N4 in English that may struggle to attain N5 English in S5. ● Improved use of assessment data. GL assessments are now used regularly to identify underachievement. ● All staff now involved in identifying 'at risk' students in each faculty meeting. ● New individual attainment meetings. PT to meet once per term with each member of faculty to discuss/support those pupils that are 'at risk' of not achieving in line with

	<p>expectations.</p> <ul style="list-style-type: none"> • New documentation to record strategies that are being employed at classroom level. • New Faculty Improvement Plans detailing measures that link to school improvement priorities. • Breakfast for All Club to improve attainment now established. This should support families who may struggle with the Cost of The School Day • More robust approach to attendance. Rigidly following Highland Attendance Policy. Letters home, meetings with parents, home visits. Appropriate support and interventions offered. • Recruit CSW to support with attendance.
<p>S4 Numeracy Data (Insight)</p>	<p>S4 Numeracy - Short to medium term actions</p>
<ul style="list-style-type: none"> • L3 Numeracy - 6% below VC & 4% below National (2022) • L4 Numeracy - In line with VC & slightly above National (2022) • L5 Numeracy - 16% below VC & 21% below National (2022) • Compared to 2019, Level 3 down by 8%, Level 4 in line and Level 5 down by 10%. <ul style="list-style-type: none"> • Small cohort of pupils causes significant fluctuation in data. During Covid times there has been a dip in numeracy levels, which may be expected, due to disruption to schooling. • Acute absences throughout 2022/23 negatively impacted interventions. <p><u>Maths N5 Entries</u></p> <p>Resulted entries - 8% lower than National (N5) Resulted entries - 5% lower than National (N5 Apps) Resulted entries - 10% above National (N4)</p>	<ul style="list-style-type: none"> • Lowest SIMD (Decile 4) students are performing well. • Two additional maths periods in S5 for those students taking maths. • Work on the whole campus Numeracy Strategy in 2023/24. • S1 screening during the transition process and early in S1 to identify students that will require additional support with numeracy. • Maths/SFL/SLT meet to review data to inform numeracy interventions • Catch up numeracy programme • Differentiated materials and teaching approaches are used in class to support numeracy following the ideas and methods detailed in the highland numeracy progression. • All S1s issued with scientific calculator • Subscription to mymaths for the entire campus – used in class and during interventions • Shared common approach to teaching numeracy document for all staff • Numeracy for all sessions for staff/parents will be reinstated • Dedicated (F/T) PSA for Numeracy interventions to support up to Level 5. • Tailored approach to interventions with student input. • Professional learning and pedagogy approaches aimed at improving attainment at L4/5. • Introduction of L5 numeracy award for students taking N4 Maths in S4. • Introduction of L5 numeracy award for students in S5 that already have a N4 in

	<p>maths that may struggle to attain N5 Maths in S5.</p> <ul style="list-style-type: none"> ● Improved use of assessment data. GL assessments used to identify underachievement. ● All staff now involved in identifying 'at risk' students in each faculty meeting. ● New individual attainment meetings. PT to meet once per term with each member of their faculty to discuss those pupils that are 'at risk' of not achieving in line with expectations. ● New documentation to record strategies that are being employed at classroom level. ● New Faculty Improvement Plans detailing measures that link to SIP priorities. ● Breakfast for All club to improve attainment, particularly for lowest 20% on SIMD. ● More robust approach to attendance. Rigidly follow The Highland Council Attendance Policy. Letters home, meetings with parents, home visits. Appropriate support and interventions offered. ● Maths Week Scotland Roadshow in school in conjunction with DYW. ● Recruit CSW to support with attendance.
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S5/6 Literacy Data (Insight)	S5/5 Literacy - Short to medium term actions
<ul style="list-style-type: none"> ● In S5, our Level 4 literacy is below both the VC and National levels, although this is offset by the fact that we have a higher percentage of Level 5 literacy than both VC and National. (2022) ● In S5 our level 4 literacy is 5% lower than 2019 ● In S5 our level 5 literacy is ~3% higher than 2019, which is fairly pleasing, given the pandemic. ● In S5 our Level 5 literacy is in line with our VC although 9% below national level. ● Resulted entries as percentage of base cohort is 10% lower than the national average in S5 for Higher English. ● At National 5 level in S5, we are significantly higher than the national average (18%), which could suggest that we are strong in ensuring that students achieve Level 5 by the end of S5. ● Our literacy figures for S5 are strong, although We need to focus on students 	<ul style="list-style-type: none"> ● All 5 SIMD (Decile 4) students achieved level 5 literacy. SIMD4 is our lowest decile. ● Read/Write interventions for those with a reading age of below 7 years. ● Aim to have 90% of students with L5 Literacy at S4 ● Working towards Reading Accreditation Award (Bronze) ● Dedicated PSA for Literacy interventions to support up to N5 level. ● Tailored approach to interventions with student input. ● Teaching sprints approaches aimed at improving attainment for all. ● Introduction of L5 literacy award for students taking N4 English in S4. ● Introduction of L5 literacy award for students in S5 that already have a N4 in English that may not attain N5 English in S5. ● Improved use of assessment data. GL assessments used to identify

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<p>achieving higher levels in S4.</p> <ul style="list-style-type: none"> • Work is required in all areas of literacy in S6 in comparison with VC and National, as we are lower in all measures. • Small cohort of pupils causes significant fluctuation in data. • During Covid times there has been a dip in literacy levels, which may be expected, due to disruption to schooling. • Acute absences throughout 2022/23 impacted interventions. • PEF support negatively impacted by redeployment of PSAs to cover staff absences. 	<p>underachievement.</p> <ul style="list-style-type: none"> • All staff now involved in identifying 'at risk' students in each faculty meeting. • New individual attainment meetings. PT to meet once per term with each member of faculty to discuss those pupils that are 'at risk' of not achieving in line with expectations. • New documentation to record strategies that are being employed at classroom level. • New Faculty Improvement Plans detailing measures that link to SIP priorities. • Breakfast for All club to improve attainment, particularly for lowest 20% on SIMD. • More robust approach to attendance. Letters home, meetings with parents, home visits. Appropriate support and interventions offered.
<p>S5/6 Numeracy Data (Insight)</p>	<p>S5/6 Numeracy - Short to medium term actions</p>
<ul style="list-style-type: none"> • S5 Level 4 numeracy currently in line with VC and National and higher than our 2019 figures. • S5 Level 5 numeracy - 9% below VC and National, although higher than our 2019 figure. • S5 Level 6 numeracy - 15-20% below VC, National and 2019 figure. • In S5, N5 Maths and N5 Apps significantly higher than National on Resulted entries as percentage of base cohort measure. • In S5, Higher roughly 10% lower than National on resulted entries as percentage of base cohort measure. • In S6 at Levels 4 and 5 we are below VC, National, and at Level 6 we are significantly below. We are down on Levels 4 and 6 vs KHS 2019, although we are 10% up at Level 5. • Resulted entries as percentage of base cohort is below National at Levels 5 and 6, which means that more students should be taking maths further in school. • Small cohort of pupils causes significant fluctuation in data. • During Covid times there has been a dip in numeracy levels, which may be expected, due to disruption to schooling. • PEF support negatively impacted by redeployment of PSAs. eg to primary/nursery. 	<ul style="list-style-type: none"> • PT Maths currently writing Numeracy Strategy. • Run whole school numeracy CPD in 2023/24 • S1 screening during the transition process and early in S1 to identify students that will require additional support with numeracy. • Maths/SFL/SLT meet to review data to inform numeracy interventions • Continue with Catch up Numeracy programme. • Differentiated materials and teaching approaches are used in class to support numeracy following the ideas and methods detailed in the Highland Numeracy Progression. • All S1s issued with scientific calculator • Subscription to mymaths for the entire campus – used in class and during interventions. • Shared common approach to teaching numeracy document for all staff. • Numeracy for all sessions for staff/parents will be reinstated. • Dedicated (full time) PSA for Numeracy interventions to support up to N5 level. • Tailored approach to interventions with student input. • Teaching sprints approaches aimed at improving attainment at L4/5. • Introduction of L5 numeracy award for students taking N4 Maths in S4. • Introduction of L5 Numeracy Award for students in S5 that already have a N4 in maths that may not attain N5 Maths in S5. • Improved use of assessment data. GL

	<p>assessments used to identify underachievement.</p> <ul style="list-style-type: none"> • All staff now involved in identifying 'at risk' students in terms of attainment. • New individual attainment meetings. PT to meet once per term with each member of faculty to discuss those pupils that are 'at risk' of not achieving in line with expectations. • New documentation to record strategies that are being employed at classroom level. • New Faculty Improvement Plans detailing measures that link to SIP priorities. • Breakfast for All club to improve attainment, particularly for lowest 20% on SIMD. • More robust approach to attendance. Letters home, meetings with parents, home visits. Appropriate support and interventions offered. • Maths Week Scotland Roadshow in school in conjunction with DYW.
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School Leavers

Overall, we have very strong positive destinations, although we must ensure that all students go to an appropriate positive destination.

Leaver Destinations by Year Group

<p>S4 Leavers</p>	<ul style="list-style-type: none"> • Very few students leave us in S4. Of those who do choose to leave, almost all have a positive destination.
<p>S5 Leavers</p>	<ul style="list-style-type: none"> • We are strong on positive destinations in S5 with 100% in 4 out of the last 5 years. • We are content that (almost) all of our S5 leavers are leaving to start on a positive destination. • Again, we are strong on positive destinations with 100% in 3 of the last 5 years. • Last year was 95.8%. Occasionally, a student is not ready for a positive destination due to factors outwith our control. Where this is the case, our Guidance teacher and SDS Advisor liaises with the student to create the conditions where a positive destination can be realised. • Occasionally, students leave to attend another high school, due to the courses available to them. • Generally speaking, almost all students consistently have positive destinations in terms of employment, education and/or

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	training.
S6 Leavers	<ul style="list-style-type: none"> • Almost all students in S6 leave to go on to a positive destination with the position being similar to our S5 cohort. • As an example, 100% of leavers went on to positive destinations in 3 of the last 5 years with the other two years being in the 95% range.

Strategies to Support Leavers in Achieving Positive Destinations

<ul style="list-style-type: none"> • Our students are discussed at least on a weekly basis at Pupil Support Team (PST) meetings. Leavers and destinations are a standing item on the agenda. • We have already agreed to run 16+ Positive Destinations Meetings in the cycle with our new Pupil Progress Meetings and Attainment Meetings, which means that there will be at least 3 opportunities for leavers to be discussed with all stakeholders. • We use our 16+ reports regularly and the system is continually updated to reflect the career aspirations of our students. • We have strong relationships with our partners in school, which has resulted in fantastic opportunities and destinations for our students with tailored support to bridge the gap between school and employment, training, or further and higher education We also organise bespoke work experience placements for students from S3 to S6. • The Head Teacher meets weekly with our DYW Coordinator to personally discuss and plan opportunities for our students. • The Headteacher meets with our SDS Adviser on a fortnightly basis to discuss the support on offer for our students, including positive destinations. • We also organise a number of events in partnership with DYW and SDS. • This year alone we have organised a Maths Employability Day where we had a dozen local employers come to the school. We suspended the timetable and students from S1 to S6 had free choice to attend two workshops with employers. This event was a great success, based on the feedback received from students, staff, parents and employers. • We had SDS run a professional development session for staff on embedding the Career Education Standards in school, including a self-evaluation of where we are at the moment and we will now focus on what is required to improve. • There have been visits/talks from numerous employers and we have also organised a trip to the Glasgow Science Centre in partnership with Lochaber Chamber of Commerce. • Our Opportunities for All Team (DYW & SDS) have presented on three occasions to students, staff and parents on how they work in partnership with the school to ensure that all of our students move on to positive destinations. • We are looking at ways to establish more vocational courses for our students • We have enjoyed more positive engagement with West Highland College to ensure that college is a viable option for our students. College day release courses provide a valuable bridge to further education and employment.

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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Kinlochleven 3-18 Campus we believe that a happy child is a successful child.

We work collectively and creatively with our whole school community to ensure positive and sustained success for every student. We believe that to ensure success for each of our students we need to provide a high quality education in a safe, respectful and inclusive environment with positive relationships as our foundation, which allows us to create the conditions required to foster a culture of life-long learning.

We encourage everyone on campus to embrace the following values:

Respect Aspiration Resilience Equity

As such, we feel that our school motto reflects how all of us view our school.

“Small school, big ideas”

Our aims is to produce:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Working collaboratively is hugely important to us and it is our aim to involve all stakeholders in the decision-making process, from parents and carers to local partners and businesses.

We considerate it to be a great privilege working with the young people in our charge and it is only through building positive relationships, mutual respect and trust that we can truly thrive as a school community. Through our creative approach, we firmly believe that we well equipped to build on what is already an incredible sense of team spirit to ensure that our young people benefit from the very best of opportunities, both during their time at school and beyond. Regardless of their chosen destination, we will work tirelessly to help our young people achieve their goals.

In addition to the school website, we also provide information for parents and carers through the following platforms:

Facebook

Twitter

Seesaw

Email

School Website

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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:

3.2 Raising Attainment and Achievement. Focus on the use of assessment and data to improve the attainment and achievement of all pupils.

Purpose:

The focus of this project is to involve all parties in the use of assessment data to improve attainment and achievement, while addressing issues highlighted by Insight data that places us lower than our virtual comparator in terms of literacy and numeracy in some areas. All staff to develop their data literacy and use of data to inform planning, teaching, learning and assessment.

Actions to secure improvement	Progress	Impact
Gather tangible evidence of the current position through surveys and self-evaluation exercises at the beginning of the session.	HGIOS Tasks completed together with staff discussions to establish our current use of assessment data.	Raising awareness of the importance of using a variety of data sources to support attainment in schools.
GL assessments timetabled for the year.	GL assessments now run twice per year for all students on campus. All students, staff and parents/carers are aware of the purpose of the assessments through assemblies/communications.	The intersection of GL data with the other sources of data in school is used to uncover hidden potential and target support in the correct areas. This has raised awareness among pupils, staff and parents.
Introductory session on the use of SNSA/Insight/ GL Assessment data/ Highland Literacy and Numeracy assessments.	Good progress has been made on the use of Insight Data/GL Assessments and our own Internal data. More work is required next year on NSA data and using Highland Literacy and Numeracy data and resources.	All staff now working toward supporting the Scottish Government and Highland Council Stretch aims through improved use of data and data driven dialogue.
Calendar of self evaluation activities relating to the improvement project.	Some of the key components were introduced part way through the year, which has delayed production of a whole year Self-Evaluation calendar, although all Self Evaluation and School Improvement activities were calendared at the beginning of the year.	Staff are aware of the various meetings, school improvement and self-evaluation activities that will take place. Work is ongoing to ensure that this will be in place for the beginning of 2023/24. It is pertinent to point out that a lot has been achieved from this action plan, although the calendaring of events requires improvement.
Assessment and moderation	This has taken place with the	A better, more consistent

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training with The Highland Council.	primary school and our ASG partners. There has also been moderation and assessment at authority level for secondary schools, although this has not been for all subject areas. Where all subject areas have been offered assessment and moderation training, they have taken part.	understanding of making level and grade judgements has been reached in most cases.
Staff training session on SNSA data with Fiona Jamieson. If Fiona is unable to accommodate, SLT will lead the training.	This training did not take place this year. The Senior Leadership Team planned to run the training. Unfortunately, at that time, the SNSA online platform was being updated.	This will be carried forward and training will take place early in the academic year 2023-24.
Insight training for staff. Request for Fiona Lawrence to support. If not, SLT to run (hands on!) training.	SLT ran whole school Insight training for all staff. Staff then completed tasks in groups to further develop their understanding of the data. Insight data is now discussed at all levels in school.	Early identification of areas where we are performing below National level and that of our Virtual Comparator School. This allows us to identify and address areas for improvement going forward. We are able to support ScotGov and THC in achieving our stretch aims.
Self Evaluation on use of assessment data.	All staff are regularly involved in tasks using HGIOS 4 questions. We also complete Red/Amber/Green tasks to assess our progress towards our school improvement priorities.	Self evaluation sessions have taken place throughout the course of the year. Clear successes highlighted and areas for development to take forward. Staff feedback on our improvement trajectory now means that all staff have a voice in our improvement journey. The information from these sessions is used to inform our school improvements.
Leadership Team to lead discussion on the use of Individual/Parental Reports from GL assessments.	This was taken forward by our Depute Head teacher (Secondary). Parents received a copy of the GL parental reports together with a supporting letter.	Parents/carers now have a better understanding of the abilities of their child and how to support them. We feel that this could be further embedded by inviting our parents/carers to a data/assessment evening to provide them with further information on how we use assessment data.
Assembly on the use of assessment data for S1-S4	This assembly took place for all students.	Students have a better understanding of how they are assessed, how that data is used

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students and how it can support them in making progress with their learning.		and what they can do to improve.
Pupil progress meetings based on assessment data.	<p>These assessments were not embedded due to other priorities being implemented, such as the implementation of our attainment meetings.</p> <p>In Primary, Pupil Progress meetings template created and agreed upon by Primary staff. Pupil progress meetings began in Term 3.</p>	<p>These meetings have been agreed with all staff and calendared for the year 2023-24.</p> <p>In Primary, in depth conversations between SLT and class teachers on pupils. Pupils identified for interventions and gaps identified. Attainment levels reached for the majority of pupils.</p>
GL Assessments presentation for parents.	This has not taken place, although parents/carers did receive the parental report and supporting letter.	All parents/carers have a better understanding of how we use assessment data and how they can support their child. The presentation evening is likely to incorporate all assessment data that we use in school and will be offered in 2023-24.
SIP Focus. Embed assessment opportunities in course and curriculum plans.	Principal Teachers have reported that regular formative and summative assessment takes place throughout their faculties, although we have not fully achieved this, as other school improvement priorities took precedence.	There has been a light touch audit of assessment opportunities this year that requires further development. In some cases, explicit assessment opportunities are identified in course plans.
Use of data to inform student pathways for the following academic year.	Data driven dialogue now happens at all levels in school.	There has been good progress in this area with all staff engaging with intersecting data.
Reintroduction of S3 Assessments	This was partly achieved by the introduction of Literacy and Numeracy assessments for all of our S3 Pupils in May 2023.	Students and staff now have a better understanding of
New tracking system introduced in Primary.	The new tracking system for Literacy, Numeracy and Health & Wellbeing was introduced in Term 3.	This should be fully implemented in August 2023 to have the full impact and to utilise through pupil progress meetings.
Survey of students on use of assessment data.	This has yet to take place and will be tackled in the academic year 2023-24. Students did have an assembly on how the use of data supports us in school.	N/A

Review of this action plan	Red/Amber/Green self evaluation activity completed in groups by all staff.	Good self-evaluation of our current position to identify areas of success and areas that we need to take forward next year.
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School judgement: We have made good progress in this area.

Next steps:

Our school improvement priorities form part of a 3 year Campus Improvement Priorities Plan that is updated on a yearly basis. It is important that we continually build on the progress we have made in that area rather than rush toward incorporating new initiatives. The next steps are clearly highlighted in the 3.2 Raising Attainment Action Plan in our School Improvement Plan 2023-24 that you will find on our school website here: [School Improvement Plan](#)

School Priority:

2.3 Learning, Teaching and Assessment

Purpose:

Use of current learning and teaching pedagogy to enhance learning and teaching across the campus with a particular focus on feedback, metacognition, self-regulation and homework.

Actions to secure improvement	Progress	Impact
School Improvement Priorities shared with all staff. Particular focus on teacher efficacy and learning and teaching pedagogy.	All priorities shared with all staff. We have worked well toward investing (ourselves) more in evidenced based research and teaching pedagogy. Head Teacher has attended workshops with Bruce Robertson, author of The Teaching Delusion and other highly rated educational texts.	All staff are aware of the improvement journey for the school.
Presentation/Workshop tasks for all staff based on what makes a fantastic lesson.	Task completed by all staff, although this was not widely referred to during the academic year.	We have revisited this element in a recent inservice day and extracted the elements that we believe make a 'good' lesson. This will be part of our consistent approach going forward that we expect to feature regularly during observations and learning visits.
Form Teaching Sprints Groups for 2022/23 to improve teacher efficacy and develop strong teaching pedagogy in school.	All staff allocated to Teaching Sprints groups with topics to research and trial decided.	Research on pedagogy begins in groups.
Teaching observations and sharing of good practice	In Primary, the teacher observations identified strengths that were shared across the staff and areas for development.	As a Primary team, we began to focus on Learning Interventions and Success Criteria and shared good practice during or reflection meetings. This needs to be continued next year.
SIP Focus Sessions	Our SIP focus sessions focused on a variety of areas, such as teaching sprints, What makes a good lesson and using our self-evaluation data to enhance teaching and learning.	We have agreed to produce a framework for what makes a good lesson to ensure that we reach a minimum standard of good overall for L&T. We have also agreed to compile a lesson evaluation toolkit.
SIP Focus Sessions (Teaching	Teachers worked in groups of 3/4	All staff were involved in the

Sprints)	to choose an area of pedagogy to research, trial and feedback. This got off to a slow start earlier in the year, although it gathered momentum later in the year.	system and there was some positive impact on our learners, although more work needs to be done in this regard.
Learning Walks	We invited our Collaborative Lead Officers and Education Scotland to the School to conduct learning visits.	Following the visits there was agreement between Senior Leadership, Collaborative LEad Officers and Education Scotland that overall our Learning and Teaching is satisfactory in terms of a HGIOS judgement. This confirms our self-evaluation score from last year's Standards and Quality Report.
Self-Evaluation Session (HGIOS)	There were regular HGIOS sessions where we answered key questions around Learning and Teaching and there were also tasks for staff to complete in relation to our own performance.	Feedback from HGIOS sessions have informed our improvement priorities for 2023/24 and beyond.
Self-evaluation (Students)	Self evaluation is currently captured from our students sporadically, although there has been some progress in this regard.	Students have fed information back from their peers through meetings with House Captains, School Captains and House Representatives. More is required on gaining feedback from all students in school. This is being taken forward in our School Improvement Plan for 2023-24.
Parental Feedback	Our parents/carers completed the full pre inspection questionnaire from Education Scotland on how we are performing as a school.	This provided us with valuable information in terms of our areas for strength and areas where our parents/carers feel we need to improve. This has informed our School Improvement Plan for 2023-24.
Parental School Improvement evening	We hosted a School Improvement evening for our parents where we presented the findings of the survey from all parents/carers.	Presentation in school followed by Q&A session for parents/carers. Fantastic feedback received on what we are doing well and what we can do to improve. Parents/carers also wish to support the school by offering their own time to support our students with tuition and clubs.
Staff response to parental feedback	Staff were presented with the information from our parents and	The staff response was presented to parents to allow

	asked to respond to the comments made by parents at a SIP Focus Session.	all voices to be heard in the process. This was a very valuable experience for all stakeholders.
13. RAG of improvement priorities/Next steps	In a self-evaluation session, we worked together as a staff in groups to rate each of our improvements Red/Amber/Green.	This provided valuable information on our current successes and has also informed our action plan for this year where we will be taking forward the items above that were not achieved.

School judgement:

We have made satisfactory progress in this area. We are aware that this is the key improvement priority for us going forward and we believe that we have an ambitious and achievable plan for 2023-24 to enhance our teaching and learning practice. We believe our learning and teaching to be satisfactory with some good elements and we are now aiming to be consistently good across the board.

Next steps:

Our school improvement priorities form part of a 3 year Campus Improvement Priorities Plan that is updated on a yearly basis. It is important that we continually build on the progress we have made in that area rather than rush toward incorporating new initiatives. The next steps are clearly highlighted in the 3.2 Raising Attainment Action Plan in our School Improvement Plan 2023-24 that you will find on our school website here: [School Improvement Plan](#)

School Priority:

3.1 Ensuring wellbeing, equality and inclusion

Action to secure improvement	Progress	Impact
Recruit CSW for the whole Campus (12 hours) PEF Funded.	We were unable to recruit for this role. We advertised twice this year and received no applicants on both occasions.	N/A We will be using part of our PEF hours this year to try and recruit a CSW for 25 hours, as this is likely to be a more attractive employment opportunity.
Breakfast for All (COTSD) - Cost of the School Day Initiative	<p>The Breakfast for All Club is fully operational. We have agreed an arrangement with the West Highland Region of the Scottish Episcopal Church.</p> <p>The Head Teacher has attended CPD on reducing the Cost of the School Day.</p> <p>The club is currently attended by 24 pupils on average, although we expect the number to grow.</p> <p>All stakeholders were consulted on the Breakfast for All initiative - students, staff, parents and partners.</p>	<p>This provides a positive start to the day for all pupils while reducing the Cost of the School Day for our families. Here are some student comments about BFA:</p> <ul style="list-style-type: none"> ● I like Breakfast Club as I do not get time to eat at home as mum has to be at work. LM (P6) ● I can now eat in the morning and have a better start to the day - RM (S1) ● You can talk to people from other classes - SL (S2) ● It's somewhere you can be if your parents work early. You've got something to do. - LM (P6) ● I like to drink tea - LL (P7) ● It's good to have food for people who haven't had breakfast in the morning - LC (S1) ● If you want to come to school early, you have something to do - AM (P6) ● I don't have time to eat in the morning - CM (S2) ● I like meeting up with my friends for breakfast - FC (S2)

Respect

Aspiration

Resilience

Equity

		<ul style="list-style-type: none"> • Breakfast club is a good idea. You have the chance to eat something before you go to class - KB. (S4) • I can sit with some of my friends who are in high school. - FB (P7)
No Questions Asked Equipment Store (COTSD) - Cost of the School Day	This initiative has not come to fruition this year, although it will be carried forward for next year. We will be implementing a No Questions Asked Equipment Store to further reduce the Cost of the School Day for our families. The Head Teacher has attended CPD on reducing the Cost of the School Day.	Carried forward to 2023/24.
Equally Safe at School Initiative (ESAS) to be rolled out across the school. The aim is to raise awareness and prevent gender based violence	This area has been partly achieved, due to this initiative being part of a 3 year plan. The school has signed up to the ESAS initiative. There have been assemblies and surveys for students and staff. Our Guidance Team have worked closely with ESAS as an organisation and ESAS have delivered lessons to our students remotely through PSE lessons	Students have an awareness of gender based violence and its impact on society, which supports our health and wellbeing agenda in school. This initiative will be further embedded throughout 2023-24.
Student Voice - How good is OUR school?	Students have a strong pupil voice through our School Captains, House Captains and House Reps Meetings, although significantly more work is required to capture student voice in a more structured way, particularly in relation to teaching and learning.	HGIOUS questions to be answered by students across the school on a regular basis. 5@5 will be our way of capturing student voice. On a Friday, 5 students per year group will be selected to answer 5 HGIOUS questions to improve our student voice.
Establish a 'You Said, We Did' board for students.	Technically, there is no board at the moment, which will be addressed in the coming weeks, although we have met several of the objectives set out in the plan this year. Hopefully, the impact will show that the objectives have largely been met despite the arbitrary absence of the board, which can be easily rectified.	<ul style="list-style-type: none"> • Pupils raised the issue of hoodies not being allowed in school. There was a whole school consultation involving staff, students and parents where all reached agreement on a Campus Branded Hoodie. Our students tested the samples and

		<p>decided on the style of the hoodies and the logo. We are currently awaiting delivery of the hoodies.</p> <ul style="list-style-type: none"> • Students wanted to have event days for House Competitions. There have been several this year. Our students planned and orchestrated the days with activities of their choosing. • Students asked to bring back school dances. They had a fantastic Christmas dance with a professional DJ. • There is a Hawaiian themed summer dance planned.
Establish regular student voice sessions	<p>These happened sporadically last year with some good impact, as demonstrated above. Nonetheless, we have agreed to calendar out student meetings to put them on a par with all other meetings this year.</p>	See above and below for examples.
Re-launch the House System	<p>House system relaunched during an assembly with shiny new game show merit tokens that students are awarded. The students deposit these in the slider in the Primary or Secondary foyer.</p>	<p>Increased sense of belonging and healthy competition, which is fantastic for fostering positive relationships and improving health and wellbeing. A better understanding of the school's core values.</p>
Each house to arrange 2 events per year (agreed with S6)	<p>This has progressed well, although we only managed three events so far this year. This was partly decided by our students, as many of our senior students cited a preference of preparing for their exams in the latter part of the academic year.</p>	<p>Students wanted to have event days for House Competitions. There have been several this year. Our students planned and orchestrated the days with activities of their choosing.</p>
Buy in new 'token system' for each house as visual representation of points.	<p>We have a shiny new game show merit tokens that students are awarded. The students deposit these in the slider in the Primary or Secondary foyer.</p>	<p>Increased sense of belonging and healthy competition, which is fantastic for fostering positive relationships and improving health and wellbeing.</p>
Reward (Cinema) Afternoon for	<p>These have been happening on a</p>	<p>This is fantastic for health and</p>

Respect

Aspiration

Resilience

Equity

winning house each term	termly basis for the winning House. They get to have a Cinema Afternoon with sweets, popcorn etc provided by the school.	wellbeing and fostering positive relationships.
Celebration of Success and Celebration Prize Giving Evenings	This item was not in our school improvement plan, although as a staff, we felt that it was important that this was a staple feature on an annual basis.	Celebrating success with our students and their families. Recognition of the fantastic efforts of our students throughout the course of the year. Bringing the whole school community together to celebrate achievements which also strengthens our aspirational agenda.

School judgement:

We have made good progress in this area. As a small school, we know our learners well and are responsive to their needs. We work closely with a range of partners to ensure that we have a wealth of opportunities on offer for all of our students. We have a strong pastoral team who meet weekly to discuss the needs of our pupils. Attendance and pupil matters are standing agenda items at our meetings. We invite guest speakers to speak to our students and we are currently developing more initiatives to support students with their mental health and wellbeing.

Next steps:

Our school improvement priorities form part of a 3 year Campus Improvement Priorities Plan that is updated on a yearly basis. It is important that we continually build on the progress we have made in that area rather than rush toward incorporating new initiatives. The next steps are clearly highlighted in the 3.1 Ensuring Wellbeing, Equality and Inclusion in our School Improvement Plan 2023-24 that you will find on our school website here: [School Improvement Plan](#)

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Pupil Information	Impact	Intervention Resource
Literacy Intervention	25 Pupils in total receiving literacy intervention How many SIMD lowest 40 = 11 FSM BAE = 7	Continue with Read Write Inc intervention in school. Pupils have two sessions per week supplemented by Read Theory once a week during class time.. Assessment ongoing throughout intervention to measure impact. Robust framework in place to ensure assessment ,recording of progress, attendance and pupil voice. Due to a change in staffing , training for new staff to be organised. Spreadsheet to record progress. Improved spelling age. Read/Write Inc was suspended part way through the year, due to staff absence/unable to recruit staff.	10 hours Per Week PSA Support
Numeracy Intervention	23 Pupils in total receiving numeracy Intervention How many SIMD lowest 40 = 10 FSM BAE = 8	Continue with Catch Up Numeracy. Assessment involves a detailed assessment of each pupil's current mathematical skills and knowledge. This assessment will inform the development of an individualised intervention programme that is tailored to meet the needs of the pupil and measure impact on numeracy also demonstrated in lessons. Pupils have two sessions per week. PSA Support for CAN PEF pupils. Robust framework in place to ensure assessment ,recording of progress, attendance and pupil voice. Spreadsheet to record progress. Target - 80% of demonstrate improvement in numeracy. Students continue to use mymaths to support numeracy across the campus. PSA support to continue in class. <ul style="list-style-type: none"> ● C.F - improved by 1 yr 2 months in a year (I didn't like it at first but I know I am getting better at maths) ● E.MI - improved by 1 yr 2 months in 6 months ● C.MM - improved by 2yrs (I understand a bit better in class now when I am doing maths) ● E.H - improved by 2 yrs 8 months in a year ● A.L - improved by 2 yrs 11 mths in a year 	10 Hours Per Week PSA Support
CSW	Initial estimate = 27 pupils. This will be constantly updated/reviewed	Not realised, as we were unable to recruit a CSW. Carry forward of funds authorised. <i>(To support and promote the raising attainment challenge and social inclusion for more</i>	N/A - Unable to appoint, due to recruitment issues. Carry

	based on need.	<i>vulnerable families affected by socio economic deprivation. To plan, develop and implement specific individual and group work interventions across the campus.)</i>	forward authorised. Will now recruit 25 hour CSW, as this is a more attractive employment opportunity.
Breakfast for All (COSD - Cost of the School Day)	Breakfast for All is all encompassing to reduce stigma by opening up the offering to all pupils, ensuring those pupils in the lowest SIMD categories benefit without being identified as being part of a group. (The average number of pupils attending daily is 24, although we are certain that this number will grow)	<p>We have now set up a Breakfast for All Club in school in Partnership with the West Region of the Scottish Episcopal Church. The club has been a great success to date and has been highly commended by students, parents and staff. You will find some of the feedback comments below:</p> <ul style="list-style-type: none"> ● I like Breakfast Club as I do not get time to eat at home as mum has to be at work. LM (P6) ● I can now eat in the morning and have a better start to the day - RM (S1) ● You can talk to people from other classes - SL (S2) ● It's somewhere you can be if your parents work early. You've got something to do. - LM (P6) ● I like to drink tea - LL (P7) ● It's good to have food for people who haven't had breakfast in the morning - LC (S1) ● If you want to come to school early, you have something to do - AM (P6) ● I don't have time to eat in the morning - CM (S2) ● I like meeting up with my friends for breakfast - FC (S2) ● Breakfast club is a good idea. You have the chance to eat something before you go to class - KB. (S4) ● I can sit with some of my friends who are in high school. - FB (P7) <p>Guidance Teacher BGE with parental feedback: "AN (RM's mother) and SF (CF's mother) both commented during Child Plan meetings that they are incredibly grateful that the boys attend the breakfast club. Cayden tends to get up at the last minute and rush out without eating, and Reuben does not feel hungry first thing when he wakes up, but is really hungry by the time he gets to school. The boys enjoy the food and the banter with friends, the mothers are extremely grateful and this has been noted as a positive on both Child Plans."</p>	

Wider achievements

Coileanaidhean nas fharsainghe

- SQA Level 5 Award in Mental Health and Wellbeing for senior phase students
- SQA Level 5 Award in Volunteering for senior phase students
- John Muir Award
- Saltire Awards
- Weekly Bronze/Silver/Gold Certificates for students delivered by Head Teacher
- Celebration of Success Evening for Prize Winners and Parents
- Celebration of Success Assembly for Prize Winners
- Lego Robotics Challenge Prize Winners
- Head Teacher Awards for School Values - Respect - Aspiration - Resilience - Equity
- Bespoke work experience arrangements for some pupils in partnership with DYW
- School Reward Merit/Token System for Learners
- Cinema Afternoons for Winners of House Competitions
- Kinlochleven High School Festival of the Arts Evening
- Dress Down Days to raise funds for local and national charities
- Participation in the Youth Philanthropy Initiative to win £3000 for a local charity. This year's winning students presented Ewan's Room with a cheque for £3000
- School Dances organised by students with staff support

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

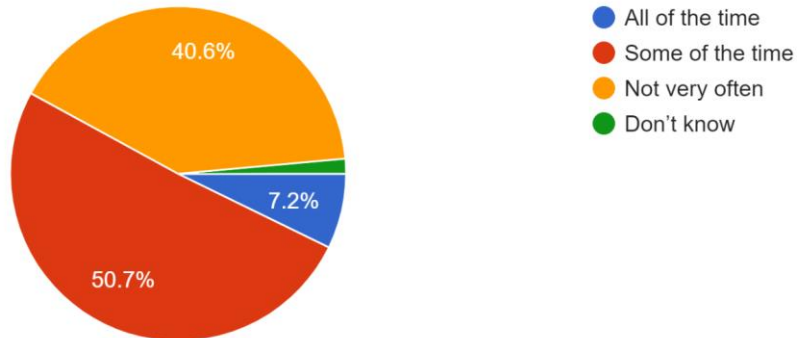
Learners (Focus Groups) Feedback

- Students generally feel positive about school and they feel safe in school and in the local community.
- The Breakfast for All club is a huge positive for the school.
- The introduction of school hoodies is fantastic.
- Students are delighted with the reintroduction of school trips.
- The local community is very generous in supporting fundraising activities.
- Students generally have good relationships with staff, although S1-S3 pupils feel that staff need to be more consistent in applying our Positive Relationships Policy.
- Senior students appreciate that the Head Teacher listens to them.
- Students are happy with opportunities for competitions and events.
- Having lunchtime clubs is a positive.
- Students would like more clubs that are not sport based.
- The Leven Centre is a great facility, although there are not enough activities for young people.
- Our PSE Programme needs more structure.
- More seating is required around school for social times.
- Not having a Home Economics Teacher is an issue for the school.

Learners Survey Responses

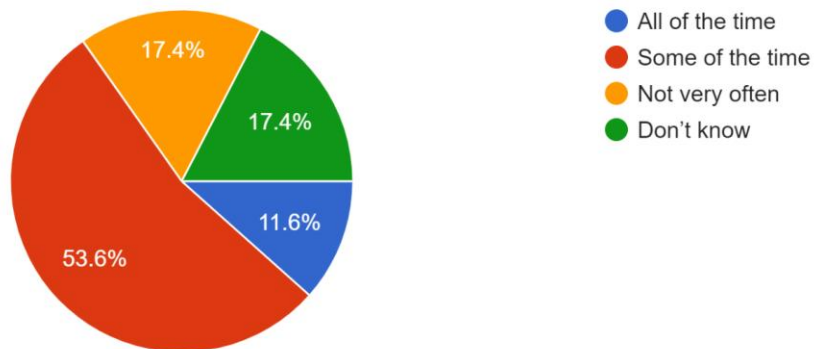
I enjoy learning at school

69 responses



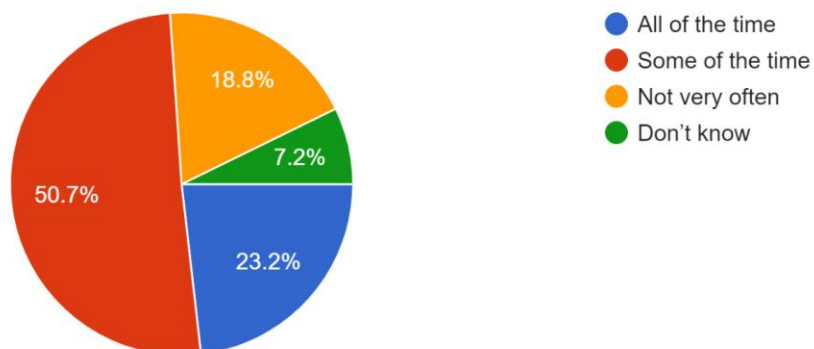
The feedback I receive on my learning helps me improve.

69 responses



I feel comfortable approaching staff with suggestions or questions.

69 responses



Respect

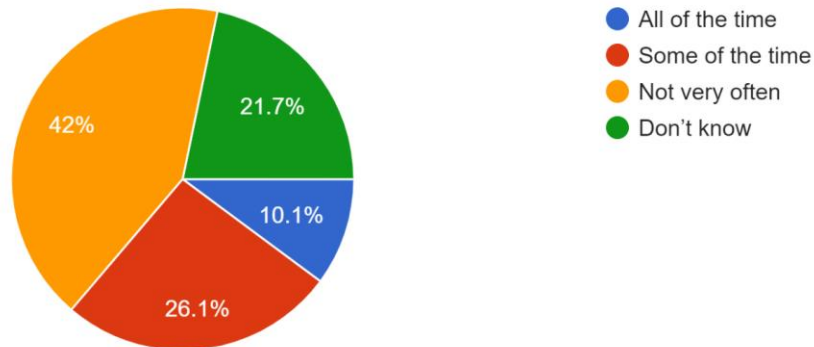
Aspiration

Resilience

Equity

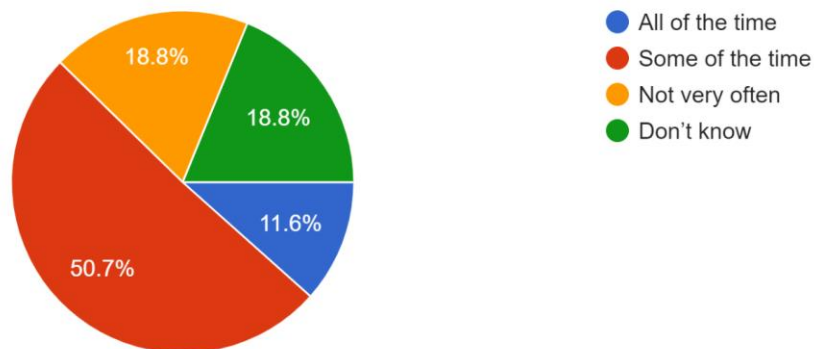
The school deals well with bullying.

69 responses



My school takes my views into account.

69 responses



Families Feedback

- On the whole KHS is a great school. I know it's out with the schools own power but the staffing issues concern me, the lack of an HE teacher for instance, as I know this is something R was looking forward to starting at high school. He's very creative in the kitchen.
- I think my kids are struggling a little at the moment with having few opportunities outside of school to join clubs or groups (maybe I'm just not hearing about what's on offer or am looking in the wrong places), but as far as I can see there's very little going on at the moment.
- I feel that more should be done to provide the children with extra curricular activities ie sport/practical
- More support required for children and parents experiencing bullying.
- Regarding how the overall campus is led and run I would say that there have been a lot of changes, particularly at the highest levels, in a very short period of time which creates uncertainty and inconsistency. I would say that the teachers have responded amazingly well under difficult circumstances.
- School leadership is great, but it would be good to have the permanent head teacher position filled.
- I know R is enjoying school life in S5 now and likes her school overall.
- We are really happy with the school, it seems to have excellent facilities
- I don't understand why sports day/similar is not a prominent feature.
- Following the recent parents evening, we were impressed how specific and detailed the feedback was on our daughter. Teachers seem to observe and know each individual child very well, one advantage of a small school. Thank you.

Respect

Aspiration

Resilience

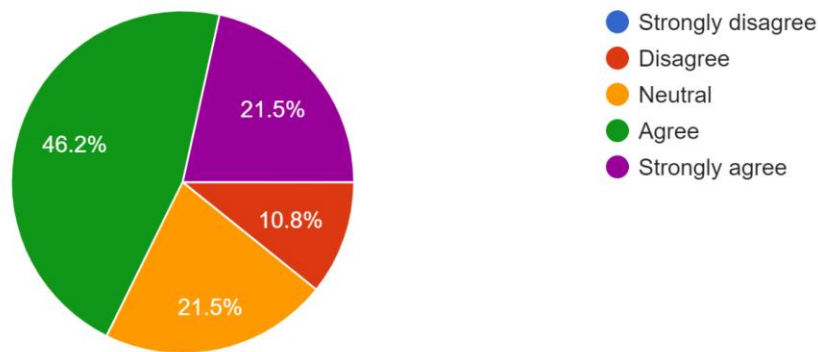
Equity

- I still think the outdoor learning needs to be explored .
- Not all kids thrive in an academic setting . I feel if you don't tick the boxes then you are effectively excluded or seem less worthy of a slightly different approach.
- Also not sure why there is such a high staff turnover ...this isn't great for kids when the last few years have been so difficult with COVID.
- I think it has been a difficult period for everyone and I know the school and staff have done their best in a bad situation. Staffing issues have been a problem for some time and I'm happy this seems to have settled a bit, though there still seems to be little give in the system if staff are off.
- I feel the management and care of the high school has gone from strength through strength in the past few years.
- I find the teachers approachable/helpful when there has been any reason/need to get in touch.
- DofE - would value to see reintroduction of this particularly at E's age. I feel it provides massive opportunities across the board.
- Campus website with relevant up to date info would be very useful.

Families Education Scotland Questionnaire Responses

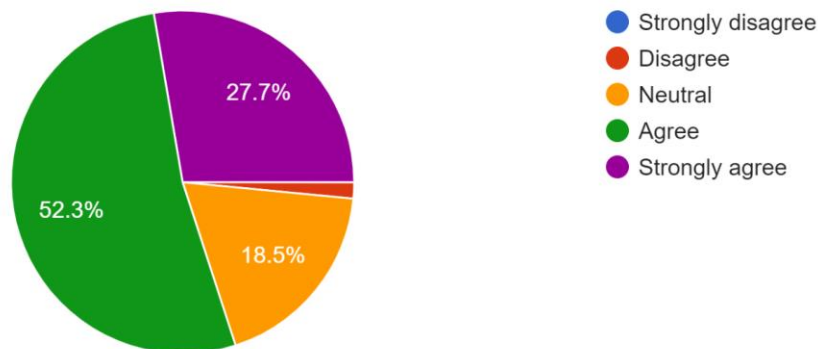
My child is happy at Kinlochleven Campus.

65 responses



My child feels safe at Kinlochleven Campus.

65 responses



Respect

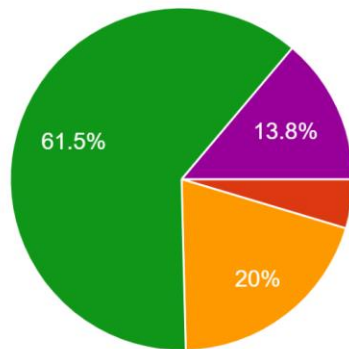
Aspiration

Resilience

Equity

My child makes good progress at Kinlochleven Campus.

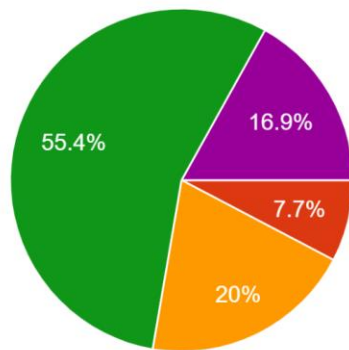
65 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

There is strong support for my child at Kinlochleven Campus.

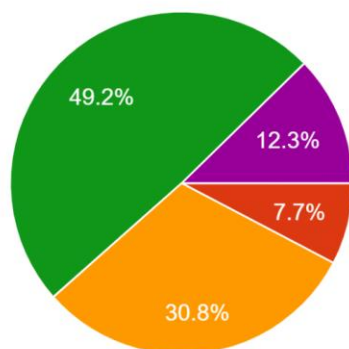
65 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

My child is taught well at Kinlochleven Campus.

65 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Respect

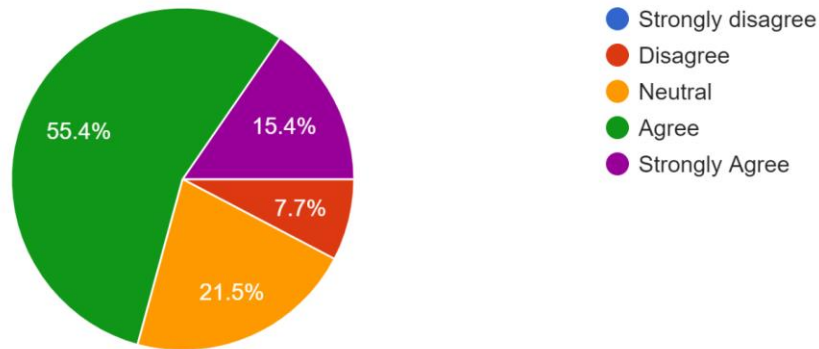
Aspiration

Resilience

Equity

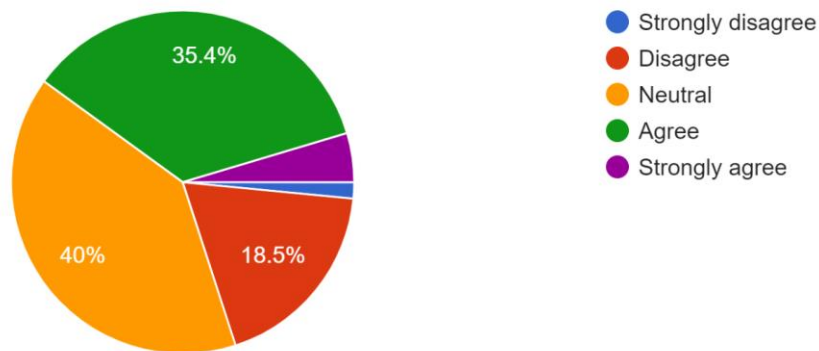
Kinlochleven Campus is a community that is invested in building positive relationships.

65 responses



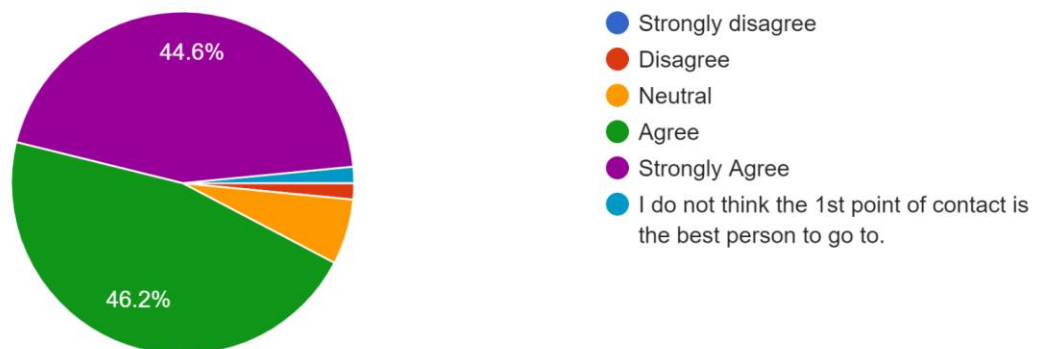
Kinlochleven Campus deals effectively with instances of bullying.

65 responses



I know who to contact if I have any concerns.

65 responses



Respect

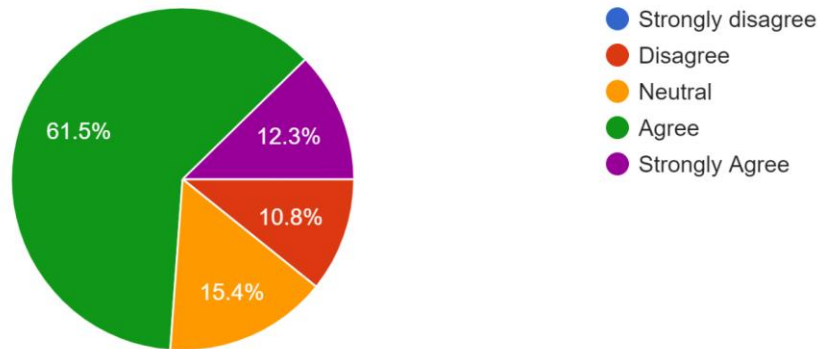
Aspiration

Resilience

Equity

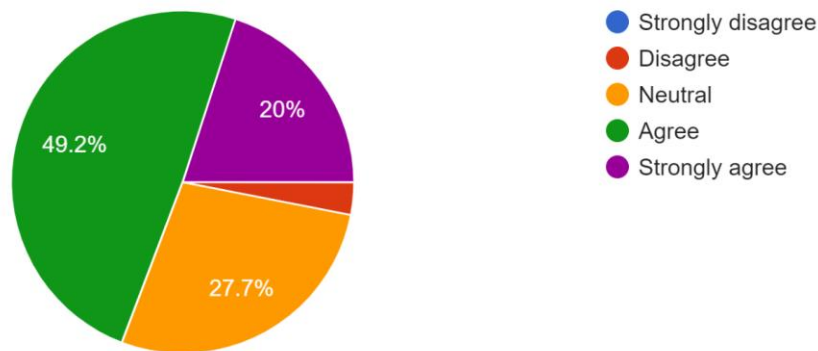
I receive valuable information from the school regarding my child's progress.

65 responses



Kinlochleven Campus is led and managed effectively.

65 responses



Staff Feedback

- I believe we are on a clear path to creating a school ethos which supports the wellbeing; resilience; academic achievement; emotional growth and safety of our pupils. We are gaining ground in the midst of huge challenges as our pupils (and staff) are battered and undermined by social media, economic challenges and swiftly unfolding global madness. But...love is the answer - and we keep going because we care.
- A quick reflection as a result of this survey has identified a gap in my practice. What I lack is not interaction and engagement with pupils, but rather I must increase focus on building relationships with colleagues - ensuring that my practice includes diligence in closing the loop when colleagues report a difficulty and then offer discussion and support going forward.
- A staff handbook with clearly documented processes and forms would be a massive help to ensure everyone follows the correct processes and make it as easy and efficient as possible to seek support for pupils etc.
- Communication , discussion , support and inclusion allow staff to feel valued and respected as a professional and enable them to do their job to the best of their ability.
- My senior level classes are engaged in their learning and work hard to complete portfolio work. In BGE the engagement in learning is varied, some individuals come to class ready to learn and take

Respect Aspiration Resilience Equity

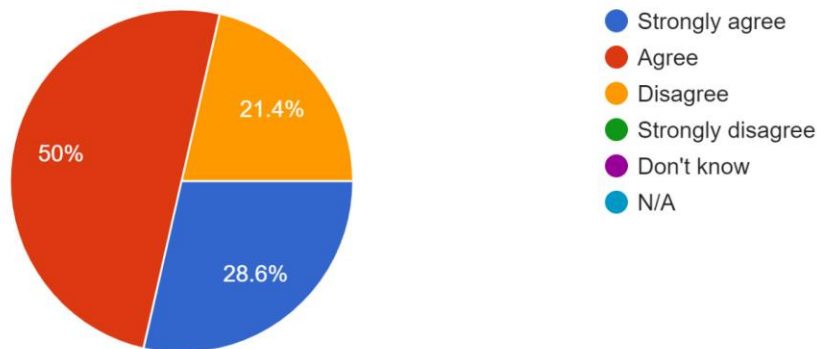
pride in their achievements however particularly in S1 and S3 this year, a number of individuals come unprepared to work when they enter the classroom - the mobile phone rule is helping enormously.

- Support for pupils (SFL) - recently this has become more targeted and is very helpful.
- The recent change in using phone hotels in class has been really helpful, especially with S1-3.
- Several colleagues told me that it was a shame that exciting opportunities and "fun stuff" is often handled only by management and not by the rest of staff. It looks as if always the same people get opportunities and the rest of the staff has to plan around it.

Staff Education Scotland Questionnaire Feedback (Selection of responses)

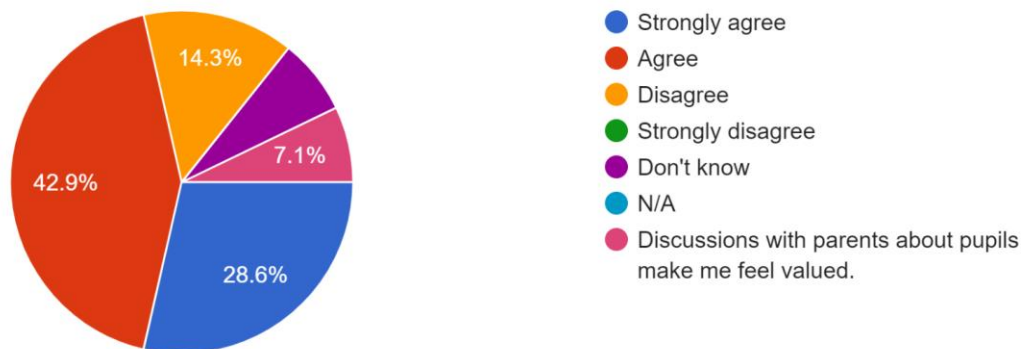
2. I find it rewarding to be a member of staff at this school

14 responses



3. I feel a valued part of the school's community

14 responses



Respect

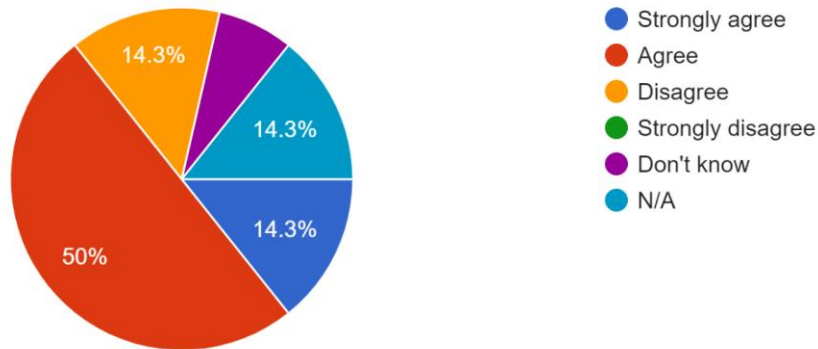
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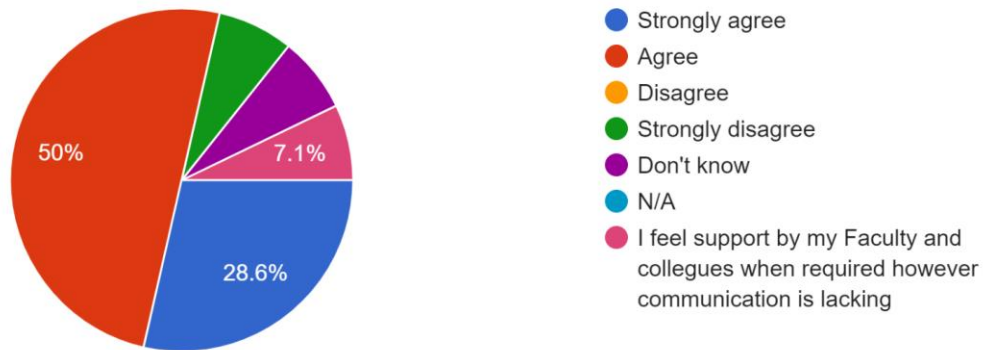
4. I am encouraged to learn and share practice with colleagues from other schools

14 responses



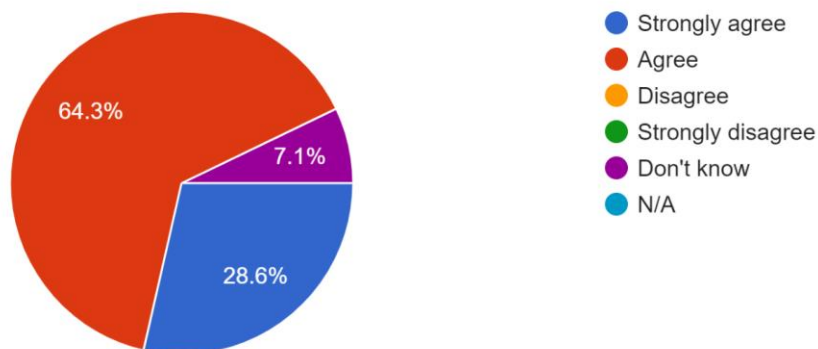
7. I feel appropriately supported by the school to undertake my role

14 responses



8. I am supported to engage in professional learning

14 responses



Respect

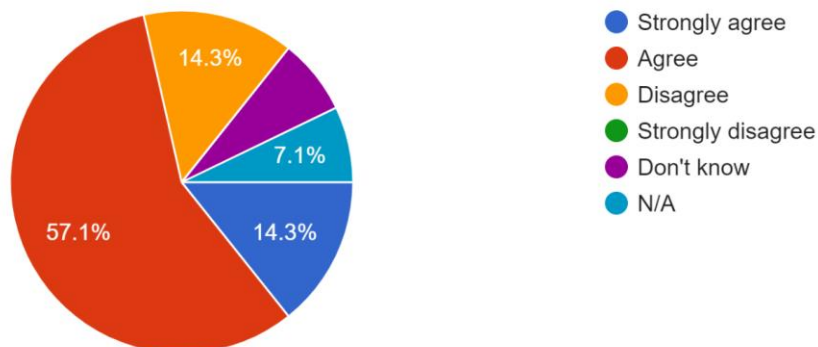
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Resilience

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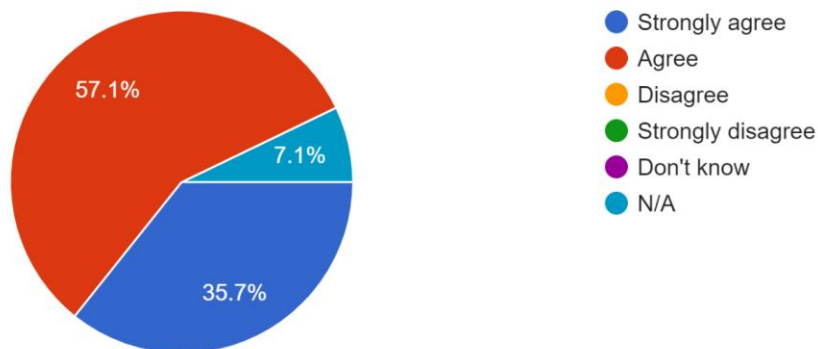
11. I have opportunities to be involved in agreeing priorities for the school

14 responses



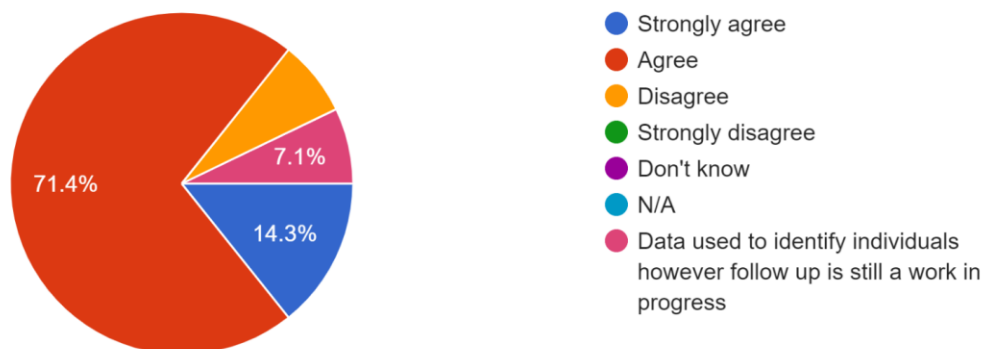
12. I am actively involved in the school's on-going self-evaluation

14 responses



14. I use information including data effectively to identify and reduce inequalities in children and young people's outcomes

14 responses



Respect

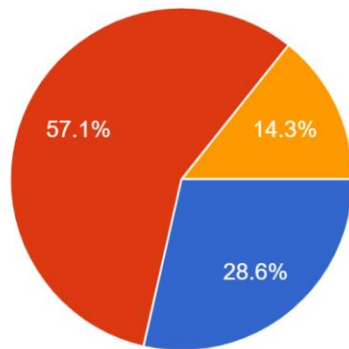
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18. Colleagues treat each other with respect

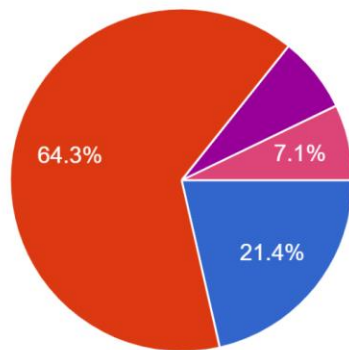
14 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A

19. Children and young people are encouraged and supported to treat others with respect

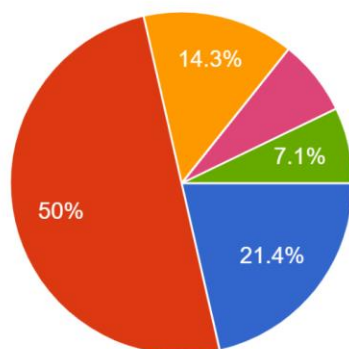
14 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A
- Faculty does

25. The school is well led and managed

14 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A
- Leadership is consistent and staff are more supported but a staff handbook...
- Changes over the years mean this is a work in progress

Respect

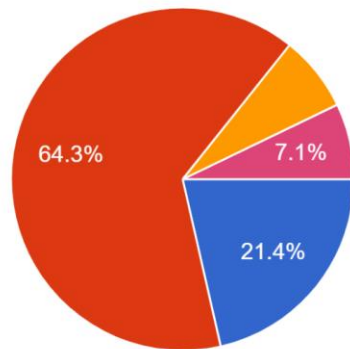
Aspiration

Resilience

Equity

29. Children and young people are provided with experiences which meet their learning needs

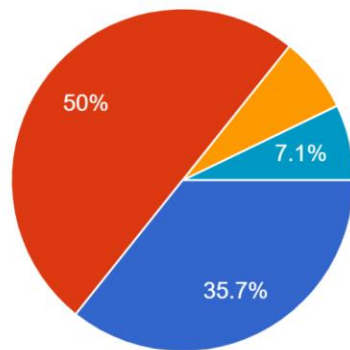
14 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A
- The seniors want to learn more about life skills in context eg during PSE. They say this doesn't currently happen. Mortgages, Student Loans etc.

38. I am aware of and involved in the school's strategies for raising attainment for all

14 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A

Partners Feedback

In the coming academic year, we will also begin asking our partners to complete a questionnaire. The questionnaire was devised this year, although it has not yet been distributed. Nonetheless, we are able to provide feedback based on our regular meetings with partners.

- DYW Coordinator - I feel like I am part of the fabric of the school community. I am supported to carry out my role effectively and I have worked closely with the Head Teacher and staff to develop a range of opportunities for the students of Kinlochleven Campus. It is a very positive and supportive community.
- SDS Advisor - Kinlochleven Campus is a very welcoming school community. The staff are very supportive and approachable, which is a huge help to me in carrying out my role. I also meet regularly with the Head Teacher who is receptive to suggestions and ideas that will support the school's improvement priorities.
- College Liaison - The school communicates well with the college and actively promotes the variety of courses that we offer. The Head Teacher is also a member of our Opportunities for All Group where we meet several times a year to discuss improvements to the system that will benefit our young people.
- Primary Mental Health worker - The school is strong in identifying students that require support with their Mental Health and Wellbeing. It is a welcoming community that accommodates me whenever I have occasion to visit.

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Equity

- Children’s Services Worker - I have a regular space in school where I can meet with students on my caseload. The staff in school are very supportive in ensuring that we work towards positive outcomes for our young people.

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
QI 1.3 Leadership of change	Very Good	Good	Good
QI 2.3 Learning, teaching and assessment	Very Good	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Very Good	Good	Good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Very Good	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

Satisfactory/Good

This is a very difficult judgement to make, as we feel strongly that an overall rating of good must contain a Learning and Teaching rating of good.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh



Kinlochleven Campus Improvement Priorities 2022 - 2025



Vision, Values and Aims		Promoting Positive Relationships		Raising Attainment and Achievement	
1 Vision, values and aims <ol style="list-style-type: none"> School Vision Statement (3-18) Shared School Values (3-18) Clear aims for the school and our learners House System (3-18) School Identity (3-18) <ul style="list-style-type: none"> Website Social Media Branding Campus Cohesion Policy (3-18) 	JAH All staff Staff/Students SLT/School Captains SLT JAH/LC JAH/LC	3 Positive Relationships <ol style="list-style-type: none"> Positive Relationships Policy (3-18) RRS Award - Campus Campus Equality Policy (3-18) Anti-bullying focus MHWP focus Registration in High School Build stronger House Identity (3-18) Rewards Support from partners to promote PR 	All staff JAH/LC SLT JAH/MdP/SR MdP/SR/JAH MMcN All Staff All Staff SLT/Partners	5 Raising Attainment and Achievement <ol style="list-style-type: none"> Shared Curriculum Rationale Shared Level/Course Plans 3-18 Literacy Focus (Read Write) 3-18 Numeracy Focus (MyMaths, Numeracy Catch Up) 3-18 Wellbeing Focus (Nurture, PSE) Interventions Data driven dialogue Enrichment Experiences Wider achievement Awards Cost of the School Day Aspiration 	SLT PTs/All staff DS GS MMcN SLT/MMcN All staff SLT SLT All staff
Delivery <ul style="list-style-type: none"> Updated vision statement from HT School values embedded across campus/assemblies etc Consult with students on aims Further development of House System. Area on website. Promotion of school values and events on website/social media Produce Campus Cohesion Policy Aligned Training Aligned Events Students mentors (High School support Primary School) 		Delivery <ul style="list-style-type: none"> Whole Campus Relationships Policy RRS (Bronze) Whole Campus Equality Policy Anti-bullying Policy Registration Consultation – Students/Parents/Staff/Partners House Events Student Leadership meetings with SLT – Shared agenda Postcards/Tokens/Cinema Afternoons/Vouchers etc Guest speakers/experiences to support PPR – ESAS/Kooth 		Delivery <ul style="list-style-type: none"> Campus/ASG Moderation Whole Campus Literacy Policy Whole Campus Numeracy Policy Whole campus MHWP Policy Breakfast for All/Free Equipment Store Lit/Num/MHWP Interventions Attainment Meetings/Pupil Progress Meetings/16+ Meetings Partnership working to deliver enrichment SQA Awards/Saltire etc Promote culture of aspiration through events/assemblies 	
How good is our Kinlochleven 3-18 Campus?		Delivering on Creativity and Employment		Enhancing Professional Learning	
2 Self Evaluation & School Improvement <ol style="list-style-type: none"> HGIOS 4 HGIORS How good is our ELC? Evidence/Measurement of Impact "You Said, We Did" launched SIP – input from whole school community 	SLT/All staff SLT/Captains/Students LC SLT/PT/All staff SLT JAH	4 Creativity for Employability <ol style="list-style-type: none"> Creative Timetabling Partnership working Skills for learning/life/work Learner Journeys Family Learning Innovation Room (Primary) Community support in delivery Work Experience 	SLT JAH All staff PTs SLT LC JAH JAH/DYWSDS	6 Policy, Research and Teacher Professional Development <ol style="list-style-type: none"> GTCS Standards Local/National Networks & Resources Policy Research CLPL Book Club Working Groups 	SLT/PTs All staff SLT All staff All staff All staff All staff
Delivery <ul style="list-style-type: none"> Timetabled self-evaluation sessions QIs revisited regularly HGIORS self-evaluation sessions run with students HGI/OELC self-evaluation led by LC Quality Assurance Calendar Focus on measurement of impact for SI priorities from SE You Said, We Did boards for staff/students/parents School Improvement input at SI sessions to ensure input from all students/staff/parents/carers/partners Survey everyone in school community SI Evenings to allow input for all stakeholders 		Delivery <ul style="list-style-type: none"> Timetable to maximise options for students Incorporate HVA/WHC options Work with DYWSDS on tailored outcomes for students Embed CES through whole staff training Focus on SFLWW Support individual learner journeys Whole Campus Homework Policy – input from all stakeholders Drop in sessions for parents Parents/Carers to support with after school clubs/revision sessions Tailored work experience opportunities for students 		Delivery <ul style="list-style-type: none"> GTCS standards discussed in observations/PRD meetings Middle Leaders Network opportunities Northern Alliance/EdScot training ScotGov/THC aims shared with all staff Regular digest on current education policy Use of research to enhance L&T. eg Edscot/EEF Support CLPL opportunities for staff Professional Library in Staffroom Professional Learning Groups 	

Planning ahead

A' planadh air adhart

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 ([Kinlochleven Campus - School Improvement](#)) or by contacting the school office

Respect

Aspiration

Resilience

Equity