
PLOCKTON HIGH SCHOOL

STANDARDS AND QUALITY REPORT

2022/23



Plockton High School

HIGHLAND COUNCIL | PLOCKTON, ROSS-SHIRE, IV52 8TU

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

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

Empowerment & Leadership:

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

Relationships:

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

Opportunity:

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

The key priorities outlined in the National Improvement Framework are:

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

Self-evaluation

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

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

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

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

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

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

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

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

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

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

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

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

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

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

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



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

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

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

Name
Head Teacher
School

School Profile

Pròifil na Sgoile

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

Pupil Numbers	Attendance	Teacher Numbers 26	Pupil Teacher Ratio 8.4	Meeting PE Target Target Met
224	89.3%			

S1 32	S2 40	S3 38	S4 40	S5 39	S6 27
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SIMD Q1 0-10%	SIMD Q2 10-20%	SIMD Q3 60-70%	SIMD Q4 20-30%	SIMD Q5 0-10%	Unknown 0-10%
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ASN 40-50%	No ASN 50-60%	FSM 0-10%	No FSM 90+%	EAL 0-10%	No EAL 90+%
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Plockton High School forms part of the Plockton 3-18 Campus which also includes Plockton Primary School and Sgoil Araich. Pupils join Plockton High School from eight primary schools, including Plockton Primary. Our associated primaries include schools where pupils are taught through the medium of Gaelic. We support both fluent speakers and learners to continue their studies in Gaelic at Plockton High School and encourage all pupils to appreciate and enjoy the language and culture of this area.

The current school roll is 216 and we have twenty-six teachers and a team of Pupil Support Assistants supporting our pupils in their learning and wellbeing. The school serves all pupils living in the area including pupils requiring additional support and we have a dedicated space and staff to support their learning and lifeskills. Our staffing allocation has recently been revised due to the reduction in the school roll. This means that in session 2023-24 although we will have a full complement of staff according to our revised allocation we will have fewer teacher hours available.

In addition to daily work during lessons in school, staff use creative approaches and make use of partnerships both within the local community and with organisations and educational institutions further afield to enhance pupils' learning experiences. We have a dynamic approach to fostering employability skills and this includes working with Developing the Young Workforce and Skills Development Scotland to support our young people into positive destinations post-school.

Plockton High School includes the highly regarded National Centre of Excellence in Traditional Music. Pupils attending the Music School follow a programme of study in music and also undertake qualifications in other subjects within school. We support pupils to gain experience and expertise in specialist areas through projects such as the Am Bàta boatbuilding project within the Technology department and the course in

Crofting available to pupils in S3. We also link with college campuses in Portree and Inverness where pupils undertake studies both face-to-face and through virtual learning.

The school has a large geographical catchment area and a significant proportion of pupils travel in daily by bus. We have a hostel residence for pupils from Applecross and Arnisdale who live too far away to travel in each day and also for pupils who live elsewhere in Scotland and are attending the National Centre of Excellence in Traditional Music.

Our attendance rate last year was 89%. 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.

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

Most learners achieved SCQF Level 5 in literacy and numeracy which is in line with our virtual comparator.

School Leavers

Almost all of our School Leavers in 2021-22 achieved a positive destination post-school. Most young people leaving school achieved SCQF level 4 or better in numeracy and literacy.

Cohorts

The performance of our highest attainers has improved and we are now more in line with our virtual comparator in this area.

Our middle attainers have improved slightly from last session and are performing better than the Highland figures although still slightly less well than the virtual comparator.

Our attainment for our lowest 20% of attainers is an improvement on the previous year and is better than both Highland and National figures although not as high as our virtual comparator.

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

Our vision for Plockton High School is for it to be a community in which all of our young people have the opportunity to fulfil their potential.

Our Values: Community, Opportunity, Responsibility, Kindness, Integrity and Excellence Plockton High School

Aims:

- To provide all pupils with an education in a safe, healthy and disciplined environment in which pupils enjoy learning, which meets their needs, furthers an understanding of the local Gaelic culture and prepares them for future life.
- To value and treat everyone with fairness and respect so that they feel included and take a pride in being part of our school community.
- To work effectively in partnership with parents and the wider community.
- To encourage all pupils to participate in extra-curricular activities, the wider life of the school, to take responsibility and to have fun! We wish Plockton High School to be a school in which pupils are happy to learn, staff are happy to work and to which parents are happy to send their children.

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: Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

To embed the sharing of standards, both in methods of assessment and in pupil work, for learners in Broad General Education, S1 – S3.

To improve attainment by focusing on the quality of learning and teaching.

Teachers worked on this priority in their Faculties – groups of three to five teachers led by a Principal Teacher (Faculty Head).

Progress:

All faculties shared examples of activities, assessments and pupil work and engaged in professional dialogue about standards and judgements about levels.

Impact:

Good progress was made in this area.

- All faculties shared and discussed approaches to assessing pupil work and making judgements about levels of attainment
- Teachers increased their knowledge of different approaches to generating evidence through sharing tasks and activities across different subject areas.

- Two faculties reported that this sharing has enabled a more refined understanding of levels.
- One faculty worked specifically on making self and peer assessment more accessible and purposeful. Teachers have now developed permanent visuals for pupils' reference to support understanding and self/peer assessment.
- This professional dialogue supports meaningful feedback to pupils about and next steps in their learning.
- As a consequence of moderation activities, the majority of teachers made improvements to the wording of assessments so learners could grasp what to do to achieve success
- Learners' ability to produce evidence of their knowledge and understanding was improved because the clarity of questions and instructions improved.
- As a consequence of moderation activities, the majority of teachers refined success criteria to make these more precise for learners.

Almost teachers engaged with research and in professional dialogue with faculty colleagues to support improvements in Learning, Teaching and Assessment.

- Faculties worked together using either the Teaching Sprints approach (Simon Breakspear) or Practitioner Enquiry (gtcs)
- Colleagues valued opportunities to observe specific research-based approaches being used and gained confidence in using these within their own lessons.
- Following the use of Retrieval Practice, Colleagues in lessons, teachers gathered evidence from subsequent assessments which demonstrated an improvement in learners' level of knowledge and in their ability to retrieve information.

A BGE pupil Focus Group focused on feedback

- Initial short survey created by the focus group and completed by pupils in S1-S3

- Most pupils (82%) agreed that the feedback they receive helps them to improve their work.
- Reflecting on their own learning, most pupils (87%) said that when they receive feedback they: *read it; think about it and try to improve their work*
- Pupil discussion of the purpose of feedback; effective forms and pupils' responses to feedback
- Pupil identification of helpful forms of feedback were shared with BGE pupils and staff.

Next steps:

Our School Improvement Plan for session 2023-24 will include Moderation activities with primary colleagues from Associated Primary Schools.

Faculties will continue to use Teaching Sprints or other research-based professional reflection approaches to improve learning and teaching.

There will continue to be pupil involvement in reflecting on learning and teaching through pupil focus group activities.

School Priority:

Promoting Positive Relationships and Enhancing Pupil Voice

Purpose:

This project has been developed to focus on positive relationships and the wellbeing of pupils and staff as a continuing priority following the impact of the pandemic and associated restrictions

This project builds on identified priorities from session 2021-22 when colleagues recognised that pupils had missed out on opportunities to socialise and on key transition activities and reported the impact this had on their ability to socialise; self-regulate and problem-solve.

The project also recognises that the past two years have seen a disruption to some regular events and pupil forums which were valued by pupils and which should be restored to support wellbeing and ensure that the pupil voice is valued.

Progress:

A Promoting Positive Relationships working group was created and met throughout the year.

Impact:

Good progress was made in this area.

- An interim policy was agreed which reflects our restorative and rights-based approach.
- Pupil engagement has been identified as a key next step in revising the policy.

The Pupil Council was restored and regular meetings (around twice a term) took place.

- It was agreed that the Promoting Positive Relationship approach and policy should be for Plockton as a 3-18 school and this should be taken forward as an improvement priority next session.

- All classes were represented in discussions with all pupils having the opportunity to contribute to agendas.

- Pupils took part in The National Discussion on Scottish Education and local consultations during the year.

- Pupil Reflection activities took place in September and June and informed School Improvement Planning regarding Promoting Positive Relationships

The Senior Prefect Team led on reintroducing Buddy Activities with pupils in S1

- Termly Buddy activities involving S6 and S1 pupils took place this session.

Staff wellbeing

- Colleagues generally report that there is a good ethos within the staff team.
- Vacancies and the reduction in staff numbers due to the school's falling roll have an impact on staff
- Supportive initiatives led by individual members of staff have been very well-received by colleagues

Next steps:

Engaging with pupils to agree an approach and policy for Promoting Positive Relationships.
Review the House system and agree on a way forward which emphasises ethos and motivation.
Work towards the bronze award in Rights Respecting Schools in the coming session.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF detail to add

Numeracy Intervention

Fresh Start

Lexia

Employability

ASN Horse-riding

Breakfast Club & social area

Wider achievements

Coileanaidhean nas fharsainghe

All our S1 pupils achieved their Carbon Literacy Awards.

One S1 Wider Achievement group took the Environment and Sustainable Food Production on as a project this year and produced reports and presentations to share their work. They looked at the impact of waste within and out with our school community, how waste affects the environment and climate change. They also took part in sustainable farming, linking it to crofting and the community where we live.

The other S1 Wider Achievement group pupils engaged in business, administration, computing, podcasting and marketing. Transferable skills are key to these projects and help prepare them for S3 and the Youth and Philanthropy Initiative. Skills developed include communication, design, marketing, organisation and teamwork.

Our S3 pupils participated in the Youth and Philanthropy Initiative which raises awareness of charities working in the local area and encourages pupils to collaborate to advocate and secure funding for their chosen charity.

Two teams of pupils in S1-S3 linked with Edinburgh University to successfully build and programme robots, that would be useful to explore Mars. These were then tested in the Boulby Underground Mine and pupils were able to watch the livestream of the progress of their robot.

Our Charities group of senior pupils was active throughout the year in researching charities and organising fundraising events for the whole school community.

Our Pupil Council was reinstated and met regularly throughout the year. They took part in locally and nationally important consultations on the future of education in Scotland in the National Discussion on Scottish Education and in consultations about Highland Cares regarding where to direct funding and which priorities to pursue to improve wellbeing for young people in the area.

Comments from learners, families, stakeholders and staff

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

Learners

Families

Stakeholders

Our pupils are good representatives of the school.

There is mutual respect between students and staff.

Positive relationships are evident in classrooms, corridors and outdoor spaces. Pupils are polite, respectful and, generally, engaged.

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Vision, Values and Aims of Plockton 3-18 school
Promoting Positive Relationships Rights Respecting Schools
Learning, Teaching and Assessment
Raising Attainment

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 [ADD LINK](#) or by contacting the school office