The Highland Council
Comhairle na Gàidhealtachd

Standards and Quality Report

2022/23

Striving for Excellence

READY, RESPONSIBLE, RESPECTFUL, RESILIENT

Portree High School

HIGHLAND COUNCIL | VIEWFIELD ROAD, PORTREE, ISLE OF SKYE, IV51 9ET

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

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

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

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

Our School

Portree High School is a school with a roll of 500 pupils and 40 teaching staff. It serves Skye and Raasay (with the exception of Kyleakin Primary pupils) and has 14 Associate Primaries - Portree, Bun-sgoil Phort-righ, Broadford, Sleat, Raasay, Carbost, MacDiarmid, Knockbreck, Staffin, Kilmuir, Edinbane and Dunvegan (Elgol & Struan are currently mothballed due to low pupil number). We also have a school residence with 38 pupils.

We have a House system with one House for our Gaelic Medium pupils. Our Gaelic ethos is strong. We celebrate the rich linguistic heritage of the area by providing education through the medium of Gaelic for fluent speakers and Gaelic classes for learners. Our provision in Gaelic and Gaelic Medium Education remains one of our key duties to our pupils and is a priority which has parity with English Medium Education. Pupils have a great pride in their school, and we celebrate success at every opportunity. As the only secondary school on Skye, we welcome pupils from all parts of the island, and we are fully inclusive, including a significant number with additional support needs.

We have very strong links throughout the community. They support us to provide a range of activities to enhance pupils' learning experiences. Portree High School is a Public Private Partnership (PPP) Community School sharing facilities such as our swimming pool, library and sports facilities with the local community. Both through the school and the local community, our pupils can take advantage of a wide range of activities and leadership opportunities.

As part of the school, we have an Enhanced Provision facility, for learners with complex learning needs, run by our Support for Learning Department. This year we were able to appoint one full-time teacher to run this group, who is supported by 5 PSAs. At the moment, the numbers of EP pupils are increasing, so there will be a bigger demand on resources in the forthcoming year.

Attendance is an ongoing challenge in our rural location. There has been an improvement in attendance over the last year, however, for some pupils, this remains a challenge. Pupils are supported to come into school, and the implementation of the new Highland Council Attendance policy has been introduced in April 2023. We are hopeful that this will support families with poor attendance.

We were awarded our Bronze Award for Rights Respecting Schools in June 2022 and are currently working towards achieving the silver award. There has a drive to be inclusive, including the development of a diversity group and the RRS forum, which meet weekly.

Our curriculum has broadened over the last few years through the Highland Virtual Academy model and in partnership with West Highland College and Sabhal Mor Ostaig. We have an increasing number of Senior pupils staying on that do not follow a traditional 5 Higher/AH route, so this current academic year we are introducing more diverse range of SQA courses, such as Photography, Criminology and NPA Sport & Fitness.

Our School Vision, Values and Aims

Our vision is to strive for excellence and to empower our young people to succeed in learning, life and work.

Values

We place our values of Ready, Responsible, Respectful & Resilient at the core of the school life, and work with our staff, pupils and community partners to ensure that these are embedded in our activities.

Aims

- To enable our young people to be confident individuals, successful learners, responsible citizens and effective contributors
- To celebrate the distinctive culture of our island community and to value and promote the Gaelic language
- To foster an excellent relationship between the school and the wider community
- To ensure that our young people aspire to reach positive destinations by responding to the changing needs of society, including developing our young workforce and learning for sustainability
- To promote health and well-being ensuring our young people are safe, healthy, achieving, nurtured, active, respected, responsible, and included
- To promote high quality learning and teaching, striving to raise levels of attainment and achievement for all
- Working in collaboration with parents, the Residence staff and our partners to promote excellence

Pupil Voice: what is working well in our school?

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

- Schools understanding that exams can be stressful and impact mental health.
- I have been given good advice from my teachers to improve my learning
- Good communication in the school
- Welcoming of new S1 pupils
- The support we get from teachers
- The four Rs of Portree. Most people I know are ready, responsible, respectful, and resilient
- The opportunities we have to do varied activities, especially the activities days
- Our successes and achievements are always on daily information. It is a great confidence boost to have your peers see your achievements.
- Getting feedback from our teachers to see what we need to improve is really helpful so you can practise on what you need to improve
- We have been able to choose the subjects we want to continue with in S4 which means that everyone in our
- The breadth and opportunity of college courses on offer
- We are learning about rights respecting in classes
- Everyone in our classes wants to be there and wants to work hard. This gives us more motivation to do well.
- The cleanliness of the school has improved
- Our learning is good with a variety of different activities to help us learn and enjoy ourselves
- How easy it has been to ask for help when you are stuck on a topic in a subject
- We are doing a lot more recycling
- I know what I need to do for my courses and teachers are very clear and supportive

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

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

More career support to make informed choices for the future.

Take more steps towards improving the environment for pupils' health & wellbeing

More lunchtime /non-sporting activities

I'd like to see people being more kind to others and support each other. This would help people gain more confidence.

Stronger focus on reacting to stressful situations and information about basic first aid and response

This would improve pupils' attitude towards school and make it a more positive experience

More outdoor learning opportunities, especially for seniors

More flexible subject selection when making choices in S3 and beyond

Our Improvement Journey Headlines
Session 2022/23

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

Improvement Project 1: Quality of Learning, teaching and assessment

Primary focus: Teacher and practitioner professionalism

Year of Project: 1

Purpose:

Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs

Progress and impact:

- ✓ ***Most of our Young People reported that Learning & Teaching is challenging and enjoyable, based on our recent pupil survey results (80%).***
- ✓ ***Development of Teaching sprints working group to develop High Quality learning experiences for our young people. Teachers are supported by peers, Faculty Heads and Senior Leaders to develop good practice in classroom learning.***
- ✓ ***Visual learning Intentions and Success Criteria have increased pupils' awareness of expectations in a lesson/series of lessons, enabling our young people to demonstrate success in their learning and understanding. Pupils***
- ✓ ***Targeted numeracy and literacy support by ASN teachers and PSA to support our young people achieving a level/completing L3/4 numeracy and literacy***
- ✓ ***Teachers been supported to attend relevant CPD throughout Scotland to develop the learner experience in class***
- ✓ ***Sharing good practice and peer observation by staff facilitate development of AiFL strategies***
- ✓ ***Outdoor learning with partners for groups of specific pupils (12 pupils) to enable them to achieve Dynamic Youth Volunteering Awards***
- ✓ ***Improvement in courses offered to senior phase pupils which prepare our young people for work (Higher Apps of Maths, 8 pupils; Criminology- 9 pupils, NPA health & fitness- 6 pupils)***

- ✓ **Next steps: Self evaluation for School Improvement calendar to be re-designed to allow to record learning visits, peer and leadership observation and sharing good practice. All staff to engage in Teaching sprints next session.**

Improvement Project 2: Developing a culture of respect across the school, community and world

Primary focus: School and ELC improvement

Year of Project: 1

Purpose:

To improve the culture of respect - leading to improved relationships across the school and the positive wellbeing of pupils

Progress and impact:

Whilst we feel that the relationships between pupils and staff and partners within the school community are already excellent, the aim of gaining accreditation for the Rights Respecting Schools Silver Award provides us with an opportunity to improve these relationships still further. We also feel that the adoption of Rights Respecting language in the school will help improve pupils' MH&WB after the enforced disruption in education of the past two and a half years. The award also naturally links to the 4Rs of PHS and to the fundamental principles of Girfec and SHANARRI.

-School was awarded the Rights Respecting School bronze award and has been actively working towards achieving silver

-13 different charity groups formed during YPI initiative, raising funding for Skye-based causes. Pupils took responsibility for their own fundraising and developed leadership skills in planning and running of events (linked into DYW). Pupils demonstrated leadership skills in both the charity fundraising and their ability to work with external partners.

-Tutor time weekly focus on a rights respecting focus, eg, Black History Month
World Children's Day, Recycling labels, Holocaust Memorial Day, LGBTQ+ Month awareness
Disability Awareness week PUPILS Were able to be clear about a variety of different issues, and reported in surveys that they felt it made them more aware of diversity

-Steering group made up of pupils in S1-6 and staff to plan whole school assemblies, display boards, tutor time activities, community focus- pupils felt valued and respected, and that their voices were being heard

-Our young people engaged with collecting for Blythswood shoebox appeal

-Daily information shared each day to support UNCRC issues

-Bilingual display board developed by our young people to show our rights-respecting journey to parents. Pupils presented their findings at parents evening s

-Pupils involved holistically in the appointment of Leadership positions, by organising school tours and developing interview questions.

-RRS Steering group worked with Chaplains to ensure worship assemblies tied in with UNCRC themes

- Groups of pupils working with community allotment projects, supporting pupil wellbeing and engagement (18 young people over the course of the year)

-Successful introduction of Activities days which allowed our young people to be active, creative and gain skills in a range of activities. Student feedback was extremely positive, suggesting that they feel valued

- Almost all young people reported that their views are listened to and most young people reported that they had a trusted adult that they can speak to.

✓ ***Good progress was made in this area, with a higher percentage of pupils agreeing that their views are being listened and acted upon (From surveys Sept 2022 & June 2023)***

Next steps: Pupils have identified that they would like further leadership opportunities, so as we progress with the Silver award and aim for Gold award, we will ensure that relevant leadership opportunities are available for our Young people. We realise that allowing our pupils to have a greater role in our school and promoting pupil voice will support and develop their learning.

GME Project: ***Improving Equity for Gaelic medium young people***
Primary focus: Curriculum and assessment
Year of Project: 1
Purpose: Improving the number of choices of GM opportunities for both Fluent and Gaelic learners.
Progress and impact: ✓ **Children and young people feel more confident in the use of both Gaelic and English** ✓ **Children and young people are able to use Gaelic and English in a full range of contexts within and outwith school.** *-Increased number of subjects undertaken in S1/2 (Music, Social Subjects, ICT), in S3 (Biology, Media studies) and in S4 (Modern studies, Maths, Media)* *-Outward Bound and media production opportunities delivered through GM.* *-Increased teacher development time allocated to production of materials in Gaelic for use in the classroom.* *-Increased teacher tutorial support to both Gaelic-fluent and Gaelic-learners.* *-Spors gaidhlig week for both GM and gaelic Learners allowed pupils to converse in Gaelic* *- opportunity for pupils to develop language through debate- Our Gaelic Debating team won the national Schools Championship* ✓ ***Good progress was made in this area. 15 pupils were presented for GM N5 Maths, 3 for N5 Modern Studies, 10 for n4 GM Biology.*** **Next steps: to continue to increase opportunities in GM subjects and build greater community links. Appointment of a new GM teacher in Social Subjects will allow further development of GM Geography.**

Evaluation of Progress	QI 1.3 Leadership of Change

We believe we have made the following progress this session: **School self-evaluation Good**

How are we doing? What's working well for our learners?

- Developing a shared vision, values and aims relevant to the school and its community

The 4Rs of Portree High School-Ready, Respect, Responsible, Resilient are embodied in the life of the school, and is central to our improvement approach. Developing positive relationships are a school priority to enable our Young people to "Strive for Excellence" in all they do.

Our Extended Leadership Group work strategically to plan the school improvement priorities to ensure that our school continues to make improvements. All staff are consulted, and their ideas are sought to move the school forward. Staff identified that a consistency of approach is vital for improving positive relationships and developing high quality teaching and learning, and this has fed into our school priorities for next session.

We work with our pupil council and parent council to regularly review and share our vision and values and these are reflected in daily information, weekly bulletins, Skyelines and on our school facebook page, where we celebrate success at all levels. Our shared vision, values and aims were explored by our Rights Respecting School steering group who were involved with leading change in developing positive relationships.
Our young people have positive relationships with staff and the wider community, with solution focused and restorative practice at the heart of our interactions.

We work with a number of partners and make clear how our partners contribute to the vision and values of the school (Broadford & Strath community trust, Portree Community council, HighLife Highland). Developing the Young Workforce is at the heart of our activities to ensure our young people have a range of opportunities to allow them to have valuable, meaningful positive destinations when they leave school.

We are a GME flagship school, and so we ensure that the vision and values tie into Gaelic culture.

- Strategic planning for continuous improvement

There are collaborative approaches to self-evaluation through the development of working groups linked to the school improvement plan (RRSA, HWB, Attainment, Teaching & Learning).
All staff are involved in one of the working groups which link to the School's Improvement plan.
Faculty Improvement Plans are derived from the School Improvement Plan.
There are systems in place for departments to analyse and report on attainment data to inform subject improvement. Faculty, Staff and Extended leadership meetings are calendared, with all looking at strategies for improvement.
Curriculum- We work with our partners at HVA and UHI West Highland to deliver a variety of options for all our learners, at a range of different levels (from N4 to Foundation Apprentice). Over the last two years we have increased our curricular offering to 7 subjects for S4 pupils, and last year we increased it to 8 for the highest attaining pupils. We have also developed the curriculum through GME in a number of areas (BGE Music, N4 Biology, N5 Modern Studies & Media)
This session we have developed strategies to capture S3 attainment in numeracy and literacy at the end of BGE to ensure that no young person slips through the net due to attendance issues.
Learning & Teaching- We continue to see the benefits of "Teaching Sprints" for our young people- a staff professional learning program that allows staff to enhance their professional knowledge /skills and improves quality learning and teaching in the classroom in small steps.

- Implementing improvement and change

Central to implementing improvement and change are the positive relationships we have at all levels. We continue to develop our self-evaluation routines to identify areas of improvement both at a faculty and whole school level. This session we have focused on the development of positive language both between our young people and with our staff-pupil interactions.
Pupil-staff relationships have developed through Restorative conversations supporting learning in the classroom, and pupils feel that they are being listened to and supported when they have difficulties.
Our staff have identified that Career Long Professional Learning is vital to ensure high quality learning and teaching, and are committed to a Teaching Sprints programme to develop teaching practice .
We have developed a Calendar of Self Evaluation for Self Improvement to monitor the progression of teaching & learning in the classroom.

How do we know?

- Insight data reports positive destinations for virtually all of our young people- Constantly between 95-98% for the last 5 years.
- Pupils have been supported by our SDS partners and engaged in a number of DYW events over this year. Our young people report that these events are valuable in educating them about career opportunities and help them to make decisions about their future. S3/4 Business breakfast with 48 young people allowed them to make contacts with 16 different businesses. 6 business/apprenticeship visits across the year to industrial workplaces (CALMAC, MOWI, Talisker, IoS Distillery, Trades visits). 4 current S4 pupils achieved apprenticeship placements, 2 x S5 pupils on plumbing apprenticeships.
- Regular surveys of parents, pupils and staff, re curriculum, communication, HGIOS-events
- Pupils demonstrate the 4 Rs of PHS in their school work and out-of-school activities and these are celebrated on social media, daily information and through prizegiving.
- Staff use positive relationships management protocol and pupils aware of this. This has led to fewer referrals and low exclusion numbers.
- ELT involved in setting SIP priorities. Working Groups established based on these. Review of progress in January and again in May to help support and develop our School Improvement priorities for 23-24.
- Increase confidence and opportunities for Pupil to Lead/Leadership roles – YPI, Young leaders around the school, sports ambassador and volunteering opportunities. Our Young people took part in a range of Debating opportunities, with 2 members winning the nationwide Gaidhlig school debate..
- Activities Day and a half – individual staff lead and organised with pupils selecting a range of opportunities. 92% of pupils felt that this was successful, with 89% agreeing or strongly agreeing that their was a good focus on Health and Well-being and that a positive ethos was created around the school.
- Extended transition from P7 has been reported as a major improvement by both Primary staff and parents, and pupils responded on their survey that they felt welcomed and part of the school very quickly.
- Our young people have reported that the ethos of the school is more supportive.
- Staff are developing their skills in restorative questioning strategies to aid positive behaviour.
- Learning Conversations continue to be embedded in tutor time and through the target-setting in both BGE and Senior Phase. We actively mentor our S5 pupils from the start of each year to encourage them to succeed in their coursework, and this has led to improved motivation and in turn improved attainment.
- We have developed a coaching and leadership opportunity for our senior pupils and pupils are given the opportunity to engage in this program, working with our HLH partners.

What do we need to make progress on?

- We would like to develop House assemblies to continue to improve ethos in the school, asking our young people to be leaders in these events.
- Further improvements in the pupil voice opportunities to enable the views of all young people to be heard and development towards ensuring that we are a rights respecting school
- Restorative conversations embedded with staff and pupils to aid positive behaviour
- Incorporate 4Rs in all processes
- Consistency in ensuring that all our learning opportunities are excellent
- Development of a system that not only records staff CPD but includes the impact that it has on school improvements
- Develop a more robust Peer Observation Routine which supports Teaching Sprints
- Create more CPD opportunities for staff that support
- Continue to develop partnerships with external agencies (Columba 1400, Police Scotland, HLH, DYW)
- Develop a robust self-evaluation programme that measures the impact of teacher activities in our classes, and evaluates the learning and achievement of our Young people.

Evaluation of Progress QI 2.3 Learning, teaching and assessment

We believe we have made the following progress this session:

School self-evaluation Good

What do we know?

- Learning and Engagement

  - Teacher/ pupil interaction is positive with an ethos of mutual respect and trust.
  - Pupils are well behaved and are positive about their learning, actively participating and responding well to the various levels of challenge.
  - Support is available for young people who benefit from a nurture, and this is included in their personal curriculum.
  - Extra provision and support in Numeracy and Literacy is available for those pupils who require support. Programmes of work have been established by key teachers and Pupil support Assistants who engage with our young people to enhance their levels of literacy and numeracy.
  - All pupils in S1 have been given access to Lexia, an online literacy improvement programme, with 87% engagement throughout the year (pupils are now assigned 1 period a week of English time to support literacy- 60% of our young people). 10 pupils from S2-5 also continue with Lexia support. 12 pupils in BGE work with our literacy ASN teacher using the Read Write Inc Fresh start Programme. Progress in Levels reported in all pupils.
  - All students engage with myMaths, which supports Numeracy across the curriculum.
  - We have identified the features of an effective lesson (minimum specification) and this criterion is used when observing lessons. Peer observation by teachers is encouraged, and regular visits by SLT ensure an open climate, where teachers support one another to improve the learning and teaching in the classroom. Learning walks have started to record good practice across departments.
  - DYW links are embedded into the learning in class, and a number of opportunities occur throughout the school year to forge learning links with workplaces. STEM projects, maths technology & art competitions, and sporting opportunities also increase the engagement of our young people with their learning.
  - Pupils engage with an ongoing mentoring programme ongoing discussion and high-quality feedback which supports them to develop an accurate understanding of their progress in learning and what they need to do to improve. Pupils report that this is valuable to ensure they are consistently on-task, and that this leads to pupils improvement in grades between prelims and final exams by most pupils.
  - The use of technology is developing across the school, and the roll-out of Chromebooks for all pupils is supporting and enhancing learning. Teachers are developing their knowledge of new technology to support students in revision, independent research and coursework.
  - Google classroom is used in all subjects to set homework and improve pupil engagement with learning. Clickview has been used to support development of lessons in class and support for those who are absent to make progress on missed topics in Humanities classes.
  - Teaching Sprints is one of the working groups this session which is revisiting AifL strategies and is viewed by staff as a positive opportunity to share good practice. Next year, we aim to have all staff engaged in teaching Sprints.
  - Links with Partners eg Science Skills Academy, Dynamic Earth, HLH, B&S Community Allotments to provide meaningful experiences that allow students to see the relevance and engagement in their learning.
  -

- Quality of teaching

- Google classroom is used in some subjects to set homework and improve pupil engagement with learning.
- We share our expectations of what is a good lesson at staff meetings, with pupils and parents/carers, and these are recorded through lesson observation, learning walks, peer observation and pupil feedback.
- Teaching Sprints allow staff to share good practice and reflect on their teaching with a view to making improvements which allow the learners to learn more effectively.
- Most pupils report through surveys that their learning is challenging and enjoyable, that lessons are planned effectively, and that they receive helpful feedback.

- <u>Effective use of assessment</u>

  - A variety of assessment is used within departments so that our young people know where they are in their learning. We use data from ACEL and SNSA in addition to our school assessment to report to parents the achievements of our pupils and their progression pathways.

  - Moderation within departments and across schools has been a regular feature of our school, to ensure consistent standards within Highland. Good practice is shared in staff meetings.

  - Progress in both Lexia and myMaths programs is recorded for both numeracy and literacy, and this is shared with Curriculum teachers to support lesson development. Assessment for those in the Fresh Start program occurs every 3 months to measure achievement of a level and progress.

- <u>Planning, tracking and monitoring</u>

  - The use of target setting gives pupils clear aspirational goals to work towards. Senior Phase pupils set their targets in consultation with their subject teachers, and have regular opportunities to reflect on their targets with classroom teachers, tutor teachers and Pupil Support.
  - Tracking and Monitoring is recorded on SEEMIS, and Pupil Support staff use this data at set points throughout the year to identify those underachieving. Pupil Support and SLT have mentoring conversations with those individuals, to provide further support and highlight strategies to improve attainment.
  - A reporting calendar is shared with all parents/cares, including parents evenings, interim reports and full reports. Parents and Carers are invited to engagement evenings to inform about the S3 personalisation and S4-6 Senior phase choices.
  - We record and celebrate success with volunteering awards, Snowsports courses, and Duke of Edinburgh awards. We also support pupils in achieving Personal Achievement Awards.
  - Good Google Classroom practice enables staff to monitor homework and plan for stretching pupils learning and understanding.

How do we know?

- INSIGHT DATA records improved attainment for all, with achievements by year group above our comparator and highland achievement for all groups of pupils (lowest 20%, middle 60 and highest 20%)
- Insight Data used by Staff for subject analysis, etc.
- Regular pupil surveys using Google forms
  – HGI OUR -reports of strong teaching and learning in classes (appendix 1)

- Rights respecting surveys
- Health and wellbeing surveys
- Bullying surveys

- Lesson observations; Teaching Sprints peer observations
- Reporting of positive relationships between teachers
- Success shared in Assembles , Daily Info, Facebook
- RR Steering group discussions, Parent Council, Prefects meet regularly to discuss learning around the school
- T & M / P & A tracking in all year groups. Early intervention processes, including parental involvement and after-school study offered.
- Calendared interim reports, full reports and parents evenings throughout the year.
- Targeted Mentoring of S5 pupils throughout the year to support our Young people
- Learning Conversations with young people in tutor time classes to identify strength and areas of improvement
- Digital Resources available through google classroom to support learning both in and out of school; specific numeracy & literacy program diagnostic
- Department and Whole School Data Analysis; Faculty Attainment Meetings
- Extra Curricular activities
- PSA support in classrooms targeted to meet the needs of pupils, despite cut backs. PSAs are valued and integral to school team
- Provision Map for staff to see needs of ASN pupils, with strategies shared for differentiation
- Weekly Staff Meeting for supporting young people
- Praise and concerns on attainment highlighted fortnightly in Faculty meetings and shared with Pupil Support teachers, who can then intervene and contact home if required.

What do we need to make progress on?

- Improvement in Digital Skills for teacher and pupils (1 period /week in class for S1/2)
- Development with Hi Hope for local Employers to provide work experience
- Course development to meet pupils needs continues to improve, including provision of SQA personal development award, Criminology for next session.
- Greater engagement with SQA personal Development Awards in S6
- Ensure that high quality professional learning, including leadership development, is supported for all staff to drive forward improvements in learning and teaching. This is being offered through a focus on teacher sprints to develop teaching skills
- Ensure that pupils are active in their Learning / have a range of learning opportunities that deepen learning and understanding
- Improve the provision and opportunity for pupil voice to be encouraged and supported in the classroom
- In-house Study Skills Day for senior pupils to be developed next session (NOV 2023)
- Improvement in S5 mentor programme to ensure targeted mentoring of those pupils who are at risk of not achieving their course award. Mentoring for those pupils sitting 3 Highers.
- Continue to develop the quality assurance and self evaluation processes already embedded in the working life of the school.
- Self evaluation for Self Improvement calendar developed and used, with development of a robust lesson observation that allow us to have an overview of the standard of learning in our school.
- Ensure that Tutor Time is used for learning conversations for all pupils to support their learning and engagement in classes

Evaluation of Progress	QI 3.1 Ensuring wellbeing, equality and inclusion

We believe we have made the following progress this session:

School self-evaluation good

What do we know?

- Wellbeing
- Wellbeing, equality, inclusion and nurture are core to the ethos and values of the school. We are committed to safeguarding pupil wellbeing and we have a strong pupil support system to ensure that all pupils are listened to.
- Positive relationships are at the heart of the school, and staff work hard to support our young people.
- We have weekly support staff meetings and a whole staff meeting to inform all staff of current pupil issues.
- Solution focused meetings happen monthly with partners and young people/their families continue to impact positively on addressing specific barriers to learning in most cases. Close partnership working with Practice Lead for SWS, our designated Educational Psychologist, Primary Mental Health Worker, Children's Services Worker, Police Scotland School Liaison Officer and counselling delivery services continue to be a focus.
- We have faced a significantly reduced PMHW support throughout the session therefore several staff have undertaken training and awareness raising around mental health first aid.
- We have run a seasons for growth group, providing support for young people who have suffered loss.
- We work closely with My Future My Success worker to provide partner support for individuals who need further support in engaging with school.
- All staff were trained in nurture practices by Nuture UK in 2020, and we have a nurture base, accessed by approximately 40 pupils throughout the year.
- We have extended our P7 transition process, by providing an early numeracy/literacy day before our traditional 3 day event in June. Feedback was overwhelmingly positive from parents, pupils and ASG colleagues. Staff attend the P7 school trip to start fostering new relationships, and all pupils are visited by a PT pupil support and our HLH YDO in May.
- The senior pupil prefect team works closely with the guidance team to act as mentors for younger pupils in the school. The social and emotional support that our prefects and senior pupils can provide has proved invaluable for some during the transition process and through S1.
- We have revised our PSE programme to reflect an up to date, planned and progressive programme linked to the SHANARRI indicators.
- By working with Highland Cares, we have introduced a Health & wellbeing day for all S4/5 pupils, looking at a wide range of issues, clearly signposting support for those who require it.
- WE work with our partners at Counselling Care Skye and Lochalsh, to provide counsellors to our young people when required, and ensure all pupils know how to ask for help when they need it. We promote phone and app-based support through Mikeysline and Kooth; we have had representatives from both organisations to speak with our young people.

- As part of our Health and Wellbeing working group, we devised a programme of activities days for our BGE pupils in May 2023, focusing on activites to promote wellbeing.
- There is a wide range of extra-curricular activities on offer, and our young people engage with them. Late buses are provided to allow those living outwith Portree to attend and travel home.
- We continue to support a wide array of local, national and international charities. Through our YPI initiative, 13 local charities have been supported this year. We continue to support Blythswood shoebox appeal, by providing 150 shoeboxes for their Christmas appeal. We fundraise and work with our Partner school, Hope & Faith Community School in Lusaka, Zambia, as part of our Key steps curriculum.

➢ Fulfilment of Statutory Duties

- Our Support teams closely track and monitor outcomes (attendance, attainment, achievement, participation, exclusion) for all our young people. We follow the Highland Council Attendance policy and work with our Practice Lead (Schools) to support those who are not attending.
- Parents/carers are involved with decisions made about courses, alternative provision, support for our young people.
- We support our young people who, for a variety of reasons, need a more flexible timetable, and work with our partners to ensure adequate support is available.
- Partnership working with Skills Development Scotland (SDS) also ensures our young people secure a positive destination on leaving school.
- We work closely with Social Work, Health and Police Scotland to support young people with external agency involvement

➢ Inclusion and Equality

- Most of our young people agree that we have a safe and inclusive environment. After achieving the Bronze Award for Rights Respecting Schools initiative, we have been working on a number of strategies towards achieving Silver in 2023.
- Our positive relations policy was re-launched this year, and re-shared with all staff and pupils
- Following consultation with our young people, we started a Diversity lunchtime group and has a good number of pupils attending
- Health & Wellbeing Working Group created action plan
- Pupils have opportunities to experience activities that help improve and maintain their own HWB; Heart start training(S5/6), Sexual Health Awareness Day organised by S6 pupil, Health and wellbeing day organised for S3/4 linking with a number of partner agencies (Kooth, CAHMS, NHS, HLH, RASASH).
- We have an Enhanced Provision facility within the school, which is valued and supported. Our young people in EP are integral to the whole school-life, are included in whole school activities and their success is celebrated.

How do we know? What evidence do we have of positive impact on our learners?

- Pupil Steering Groups (RRSA Steering Group, Pupil Council, GS Alliance) report that there have been positive steps forward in supporting diversity.
- Pupil Surveys- results in September and June consistently showed that most of our pupils felt safe and supported in school, and that their wellbeing was important to us.
- Comments on social media and emails to school

- Parents' evening surveys- almost all of our parents who respond agree that their children are supported and safe in the school.
- Feedback from Partners – HLH, WHC, SDS, DYW
- Activities Days– individual staff lead and organised with pupils selecting a range of opportunities. 92% of pupils felt that this was successful, with 89% agreeing or strongly agreeing that there was a good focus on Health and Well-being and that a positive ethos was created around the school.

What do we need to make progress on?

- As part of the Wellbeing support, we are in the process of creating a Health and Wellbeing tab on the Pupil Portal
- CPD for support staff planned on Mental health awareness (Sept 2023)
- Further development of activities days, which were trialled in May 2023.
- Expanding Extracurricular activities through HLH & School staff.
- We are continuing on the journey of being a Rights Respecting School and hope to further increase our positive and inclusive culture at all levels. We hope to achieve a silver award by the end of 2023.
- Through Daily information, and in classrooms we will continue to model and promote our school values and vision.
- Pupil voice –We wish to increase engagement in pupil voice activities both in forums and in classes, and through our continued use of pupil surveys.
- We will continue to plan assemblies and events that deliver opportunities for our young people to be directly involved in the progression towards being a Rights Respecting School. We will develop a clear programme of Worship, success and house group assemblies that celebrate success and achievement. This will be shared with parents/carers and views will be obtained by parent survey and evaluation at parent Council.
- We will collect the views of our young people at regular intervals throughout the year, using a variety of ways (surveys), focus groups, etc.
- Further engagement with the Parent Council to collate parental views on our progression as a rights respecting school.

Evaluation of Progress	QI 3.2 Raising attainment and achievement

We believe we have made the following progress this session:

School self-evaluation good

What do we know?

- Attainment in Literacy & numeracy

By the end of S3, most young people achieve third level in literacy and almost all young people achieve third level in numeracy.

Careful Faculty tracking within the BGE for literacy and numeracy ensures young people move to the right pathway in the Senior Phase. Almost all young people achieve a literacy and numeracy qualification by the time they leave school, as evidenced in the Senior Phase data.

In 2022, 97.3% of our young people in S4 achieved Level 4 in Literacy, consistent over the last 5 years. 81.9% achieved Level 5 in Literacy, up from 74.4% in 2019. Our Level 5 literacy has been higher than our Virtual comparator over the last 5 years.

In 2022, 93.1% of our young people in S5 achieved Level 4 in Literacy compared to 92.3% in 2019. 94.6% achieved a Level 5 in Literacy. Level 6 Literacy was achieved by 71.6% of our young people in S5 in 2021, compared to 53.6% in 2019. This is much greater than the VC, and consistently greater than the VC for the last 5 years.

In 2022, 93.7% of our young people in S6 achieved Level 5 in Literacy, with 84.4% achieved Level 6 in Literacy and is a slight improvement from 80.2% in 2019. This is consistently greater than the VC for the last 4 years.

In 2022, 80% of our young people in S4 achieved Level 4 in Numeracy, with 60.2% achieved Level 5 Numeracy compared with 54.3% in 2019. This is comparable with the VC and shows an improving 3-year trend.

In 2022, 91.9% of our young people in S5 achieved Level 4 in Numeracy. This is comparable with VC. 74.3% achieved Level 5 in Numeracy. This is also below the VC but shows an improving 3-year trend and will be supported by the improved attainment through S4. 31% achieved Level 6 in Numeracy. This is consistently above the VC.

In 2022, 85.7% of our young people in S6 achieved a Level 5 in Numeracy and remains below the VC. 54% achieved a Level 6 in Numeracy. This is above the VC and has increased from 38.4% in 2019.

Introduction of N5 Applications of Maths and Higher Applications of maths has increased participation in the S5/6 cohorts in numeracy.

A small minority of our pupils do not achieve a qualification in numeracy/literacy due to non-attendance in S4. Engagement with highland Virtual Academy has improved the outcomes for these young people, but this relies on the young people engaging through Google Classroom/meets. Working with My Future/my success has also supported our young people in engaging with schools.

- Attainment over time

In S4, S5 and S6 our young people are attaining well in all measures (see appendix 2). This is substantiated by the breadth and depth measures by year group.

In S4, S5 and S6, the lowest performing 20%, middle 60% and highest 20% are attaining higher than the Highland, the National Establishment and our VC in all measures, with an upward trend over the last 5 years.

- Overall quality of learners achievement

S4

In 2022, 879.2% (cf. 87.3% VC) of learners achieved 1@ SCQF level 5, 76% achieved 3 @SCQF level 5 (cf. 70% VC), and 55.4 (cf.54% VC) achieved 5 at SCQF level 5. 24% of you S4 pupils achieved 7 level 5 awards.

S5

In 2022, 74 % (cf. 69% VC) of learners achieved 1@ SCQF level 6, 54% achieved 3 @SCQF level 6 (cf. 49% VC), with 27% (cf 24% VC) achieved 5 at SCQF level 6.

S6

Our S6 pupils do well in Level 7 qualifications- with 52.38% of our pupils achieving 1 @SCQF level 7 (cf. 40.6% VC4) and 14.3% achieving 3@SCQF L7 awards (cf. 7.4%)

- Equity for all learners

Our pupils range from SIMD 3-6, with all SIMD levels above our virtual comparator. Focusing on Attainment for all our lowest SIMD groups, our Middle 60% and Highest 20% achieve greater Tariff points than all comparator groups.

Our Post-school leaving destination rate is consistently high, with 97% of our young people leaving for a positive destination.

A very small number of our young people receive free school meals/clothing allowances, which we don't believe is a true reflection of our catchment area and social need of some of our young people. We continue to share information on how to apply for FSMs through our newsletter, social media and by direct contact from Pupil Support teachers. Again, uptake of Educational Maintenance Allowance is low.
This therefore limits the Pupil Equity Funding that the school receives. The limited funding is used to provide targeted Numeracy support for those struggling to reach significant milestones in their learning.

How do we know?

- INSIGHT DATA (see appendix 2)
- Record Keeping
- Communication with Parents/carers, Minutes of faculty meetings
- Tracking & Monitoring/reporting/mentor meeting records
- Results – Prelims analysis / Insight analysis
- End of Topic / end of assessment evaluations shared with SLT
- Reports from Numeracy & Literacy provision

- Assessment support and assessment evidence
- Pupil Surveys

What do we need to make progress on?

- Attendance Policy /support with those who are not attending/poor attendance
- Condoned Absence / in term holidays
- More actions to celebrate success
- Creating and nurturing a positive learning environment that is conducive to making learning and achievement relevant to all youngsters
- in ensuring in high quality Teaching and learning is occurring in all classrooms
- Consistency by all staff that the positive relationship policy is implemented effectively
- Pupil voice is used to improve teaching and learning/positive relationships across the school
- Targeted support of S3 pupils who are at risk of not achieving/disengaging in S4, to ensure that Numeracy & literacy qualifications are banked.
- Further targeted intervention with HVA/MFMS for those at risk of not achieving.

Evaluation of Progress

We believe we have made the following progress this session:

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

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

Theme 1 Our relationships	Good
Theme 2 Our learning and teaching	Good
Theme 3 Our school and community	Good
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Good

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

We are confident in our capacity for continous improvement.

Planning Ahead

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 or by contacting the school office.

APPENDIX 1- How Good is OUR school Surveys

APPENDIX 1- HOW GOOD IS **OUR** SCHOOL SURVEY RESULTS

THEME 1- Our relationships

Our school is welcoming and everyone feels that they belong here.

All pupils have opportunities to make friends and feel part of a group.

Our staff are caring and help us to feel safe in school. We feel happy, safe, respected and included within our school community

Our school has effective ways of dealing with negative behaviours so that relationships can be restored and remain positive.

Children's and young people's rights are important in our school. We are able to contribute to shaping the vision, values and aims for our school.

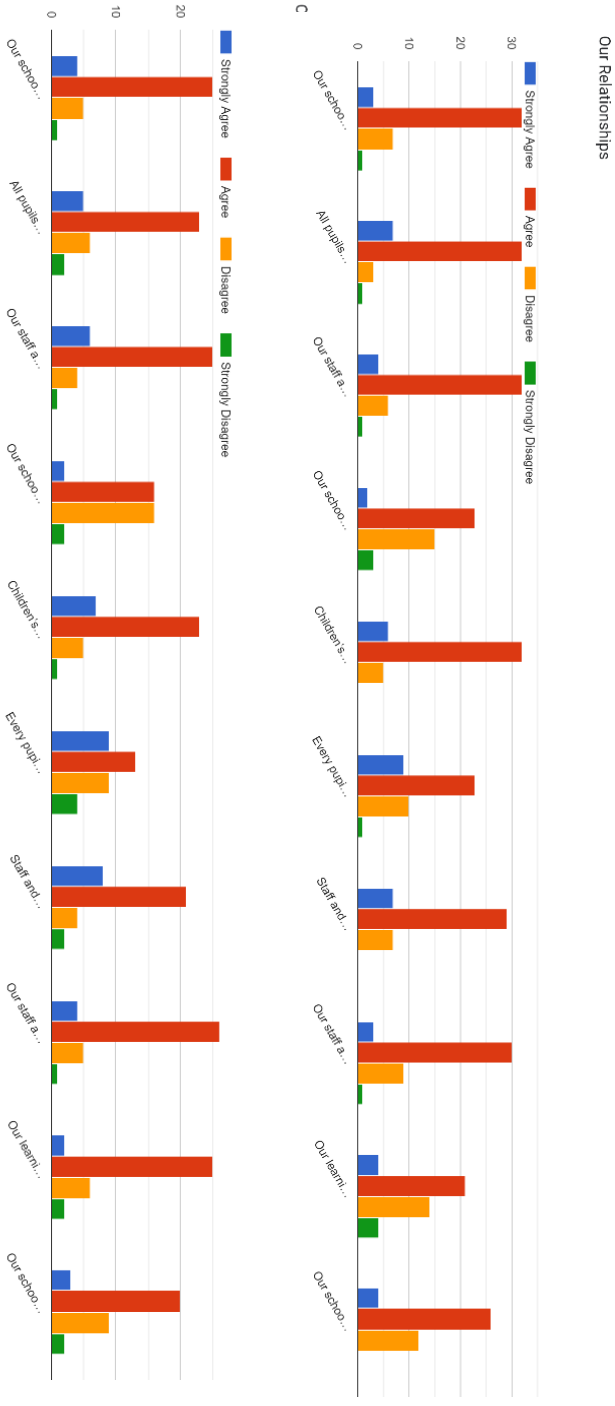
Every pupil has an adult they feel knows them well. Everyone feels able to go to that trusted adult for help and advice even about sensitive situations.

Staff and pupils set high expectations for behaviour in our school

Our staff are good role models for us. They promote positive relationships in and around our school.

Our learning helps us to consider how to build positive relationships and to discuss our feelings and emotions

Our school has strong nurturing approaches which support us to build positive relationships and wellbeing.



Theme 2 Our Learning and Teaching

Everyone in our school understands that we all have the right to learn and achieve

In our school, learning is challenging and enjoyable. Our learning is varied. Our learning experiences inclu learning in the outdoors, learning in the community and further afield.

During lessons and other learning activities, we listen attentively to our teachers.

The books, equipment and other resources we use fo learning are easily available and in good condition.

Our learning is planned so we can each build on what we already know and can do

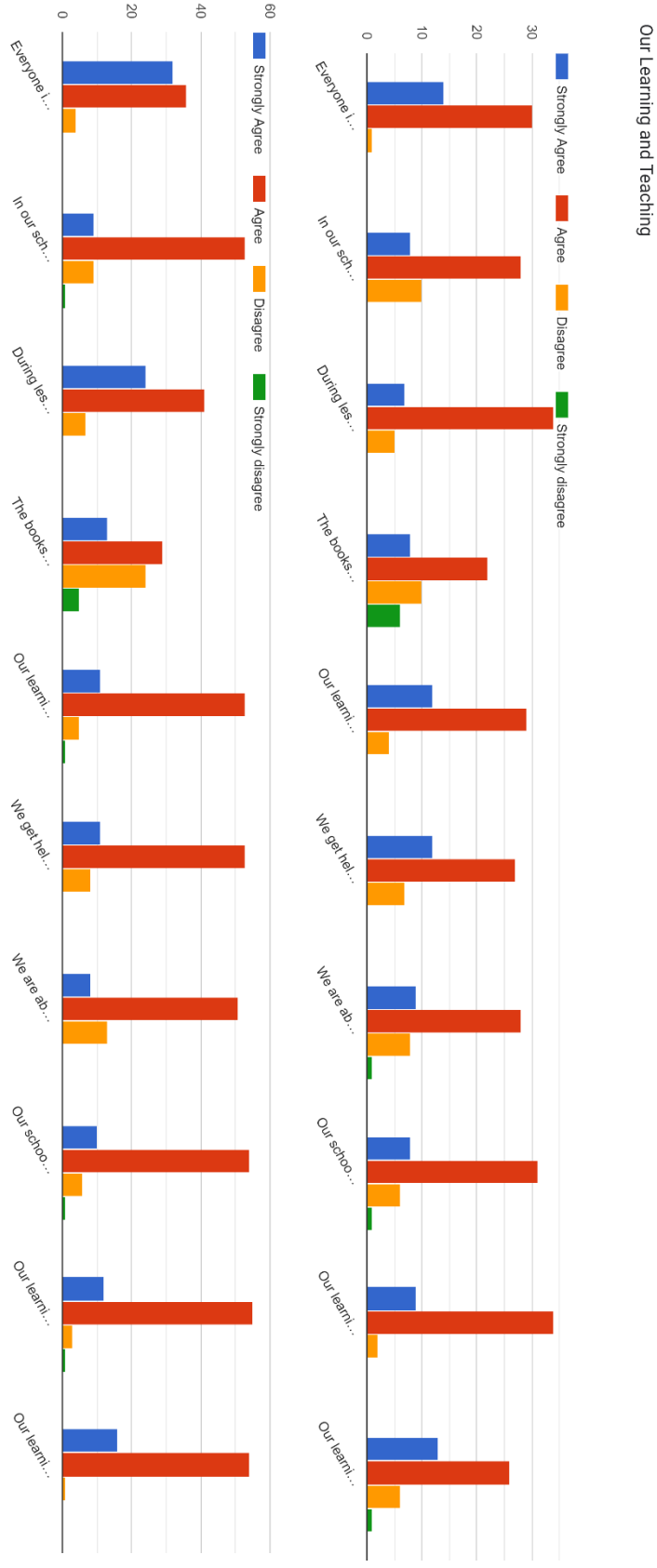
We get helpful feedback on our work. We all understand what we have done well and what we ne to do to improve.

We are able to talk confidently about the skills we are developing. We understand how these skills are helping us to achieve more in school

Our school provides a variety of learning opportunitie that match our interests and aspirations

Our learning is helping us to develop strong literacy and numeracy skills. We feel confident that we are ab to use these skills to support us in different situation

Our learning is supporting us to increase our digital skills. We have access to a range of modern digital technology which we use in our learning



Theme 3 Our school and community

We feel safe in the school buildings and grounds. We understand there are rules in place to protect us

We have access to toilets, changing and washing facilities which respect our dignity

Children and young people are able to contribute their ideas about how our school environment can be improved

We are confident that everyone who works includes when we go out of school on trips our school knows how to keep us safe.

We are good at taking responsibility and keeping ourselves safe as well as looking out for others

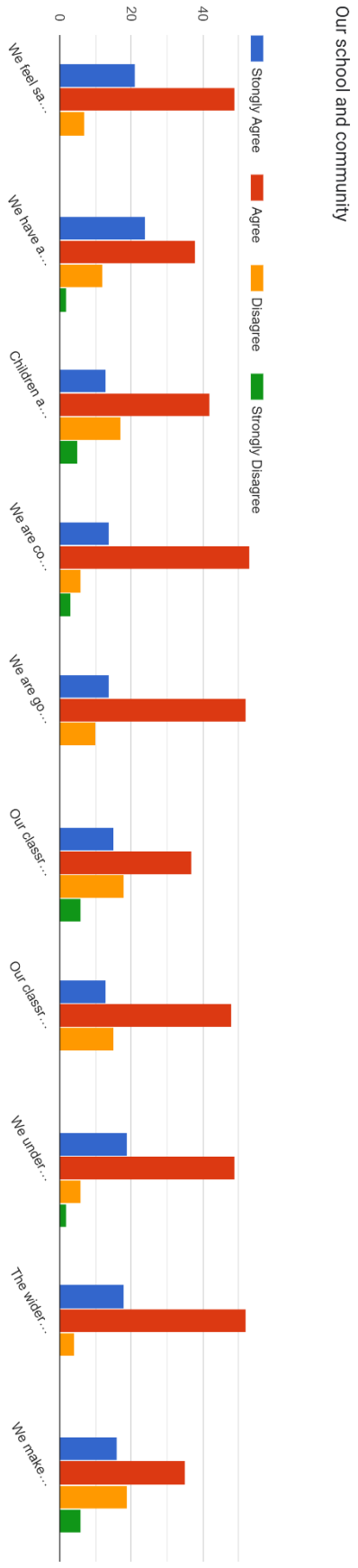
Our classrooms are welcoming with proper ventilation and lighting. There is enough space for everyone

Our classrooms and other learning spaces are laid out in ways which allow us to interact and work together well during lessons.

We understand the importance of sustainability. We actively support this through recycling a wide range of materials.

The wider community benefits from the school's facilities. Our school is used to provide learning and leisure for adults and families

We make use of the facilities of the local community particularly outdoor areas to support our learning



Theme 4- Our health and wellbeing

We feel that we are important in our school. Staff give us appropriate praise, encouragement, recognition and rewards

Our learning is helping us to develop skills to meet challenges and manage change.

We are learning how to cope when we have with the righ support it may be possible to move on and be happier in the future.a difficult time and understand that with the right support it may be possible to move on and be happier in the future.

In our school there are things in place to support us mentally and emotionally

We have access to good-quality, affordable, healthy and nutritious food within a social dining environment. We ar consulted about the food choices available

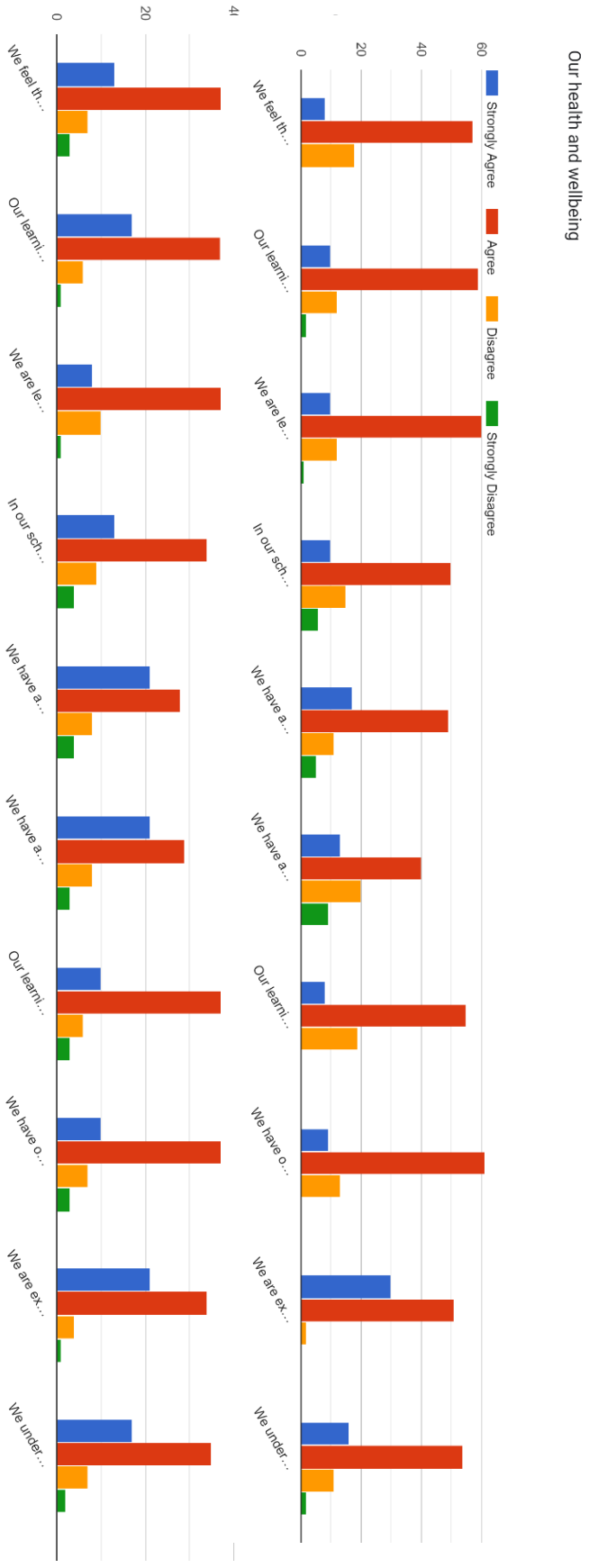
We have access to drinking water throughout the school day and are allowed to drink water during learning.

Our learning about health and wellbeing takes account of where we live and what problems and challenges we face within our community.

We have opportunities to influence our learning about health and wellbeing and personal and social education. Staff respond to our questions and ideas about what to include.

We are expected to be responsible and are learning to take on more responsibilities as we get older.

We understand the rights to which we are entitled and the adults in our school community support us to exercise these rights



THEME 5- Our successes & achievements

Everyone in our school has opportunities to be able to develop a variety of different interests, talents and learn new skills.

Staff encourage and support each of us to get involved areas that are of interest to us and help overcome any barriers that might prevent us taking part.

We understand how getting involved in a range of activities helps us contribute to our school and community in a positive way

Everyone in our school can take part in a group, club, team or activity beyond normal class time if they want

In our school, we recognise and celebrate all sorts of achievements. We appreciate it when people try hard learn a new skill or train hard to achieve a new level in their chosen interest.

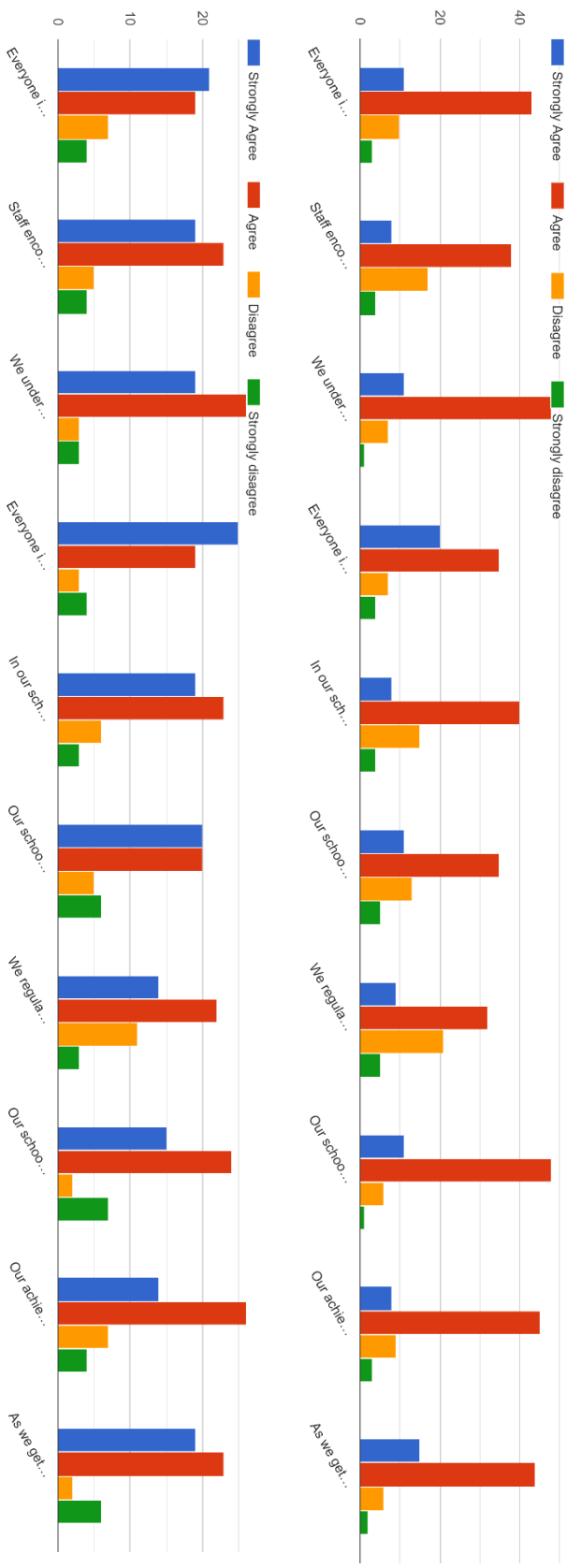
Our school is helping us to become more aware of the types of skills needed for different jobs in the future, these are important and gives us the opportunity to apply these skills in different ways.

We regularly get the chance to give our views on what of experiences we would like to have available and see these are acted on.

Our school works with others, such as colleges and employers, to offer a wider range of experiences than school can provide itself.

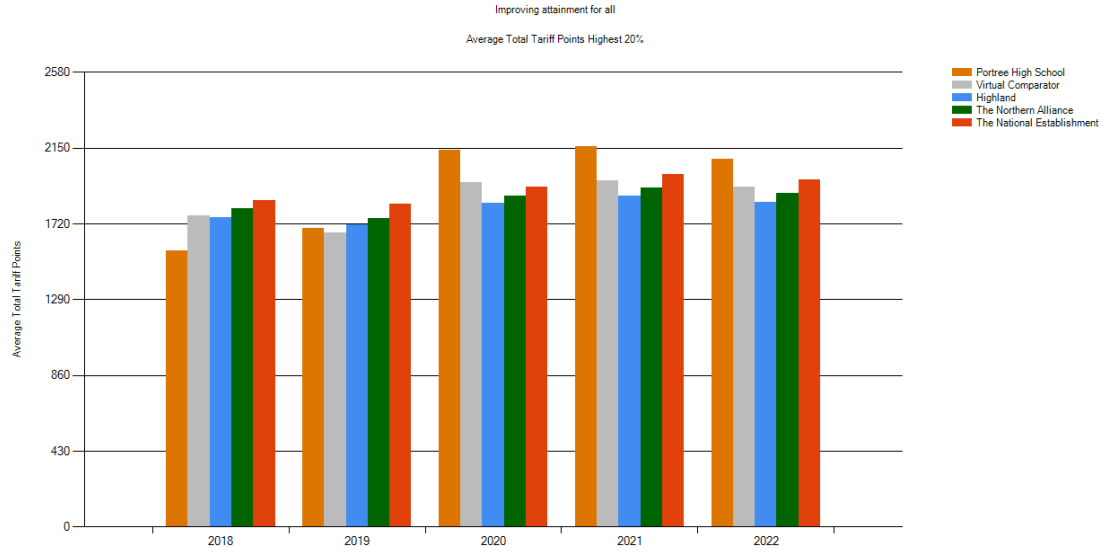
Our achievements are recognised, valued and celebrated by our school and community through a range of ways which help build our self-esteem and confidence.

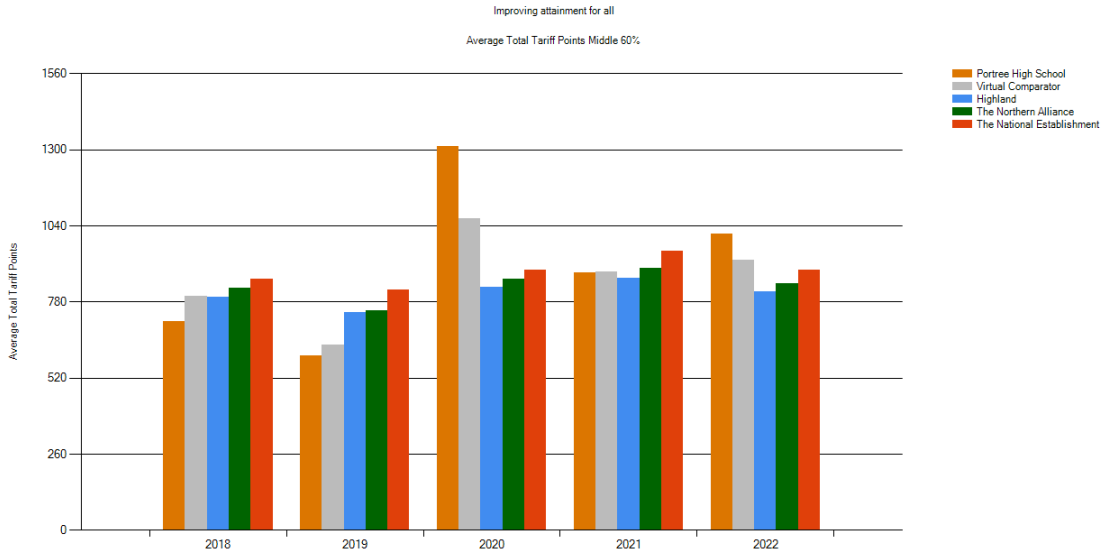
As we get older, we have opportunities to gain formal awards and accreditation which recognises our achievements.

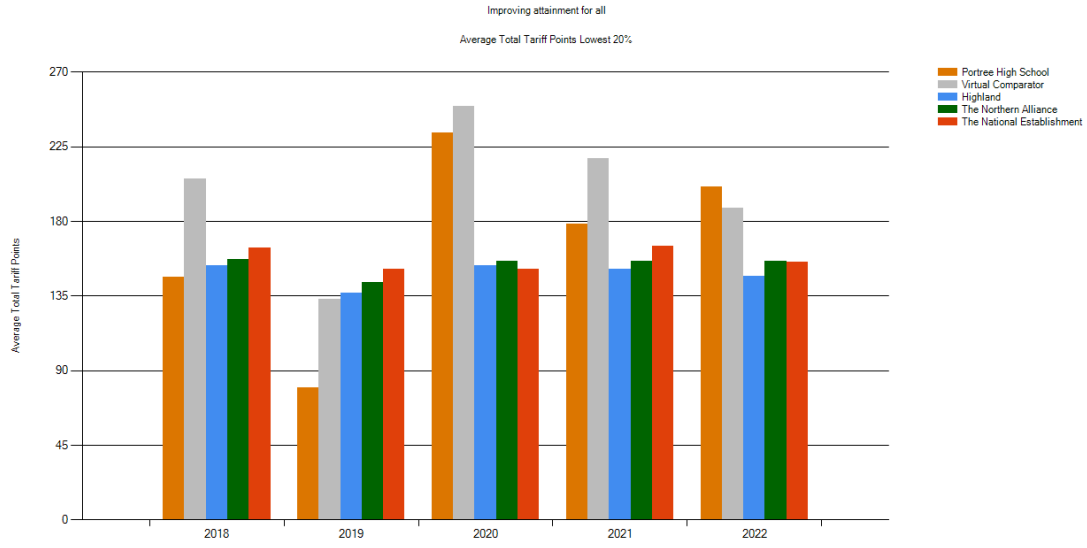


APPENDIX 2- INSIGHT ANALYSIS FEB 2023

Improving Attainment for all- 2022 leavers

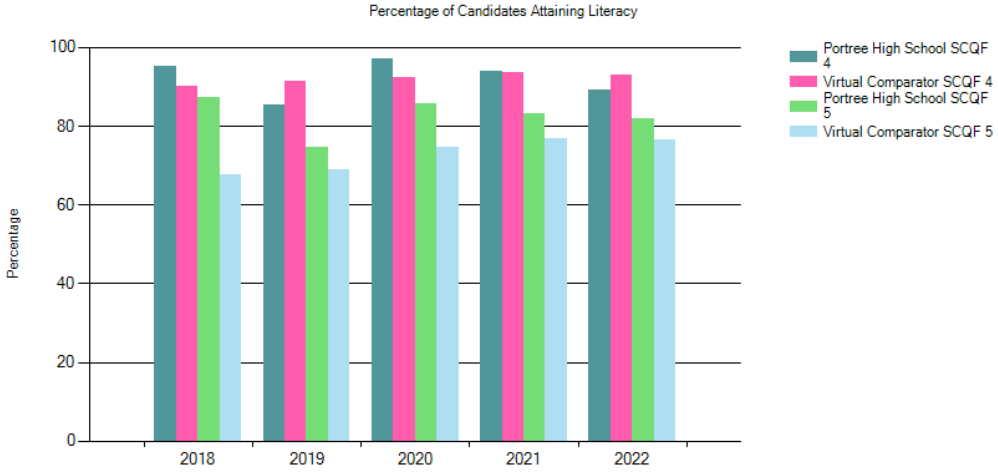




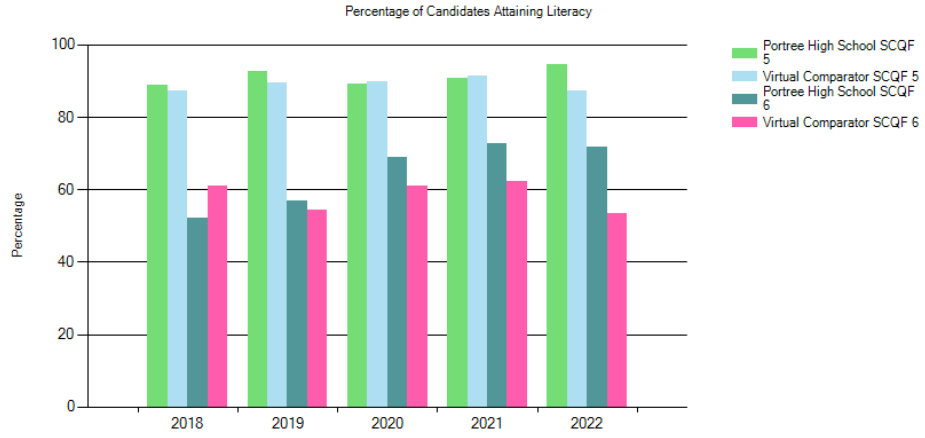


Literacy and Numeracy by Measure

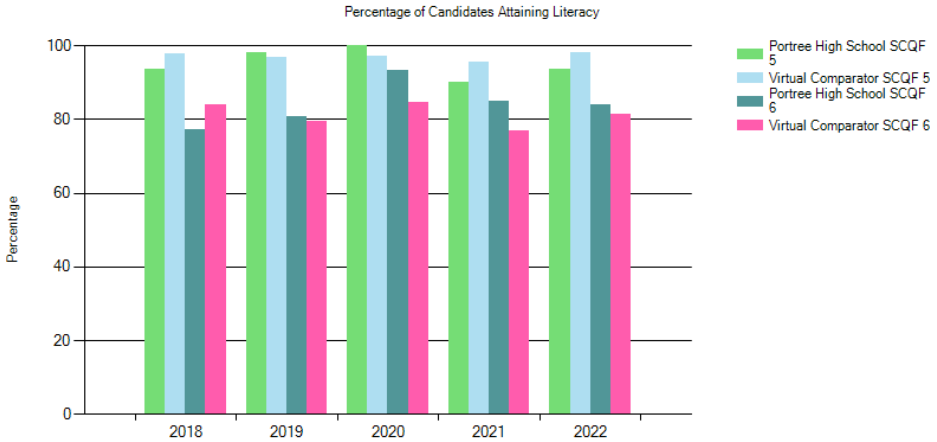
S4 Literacy



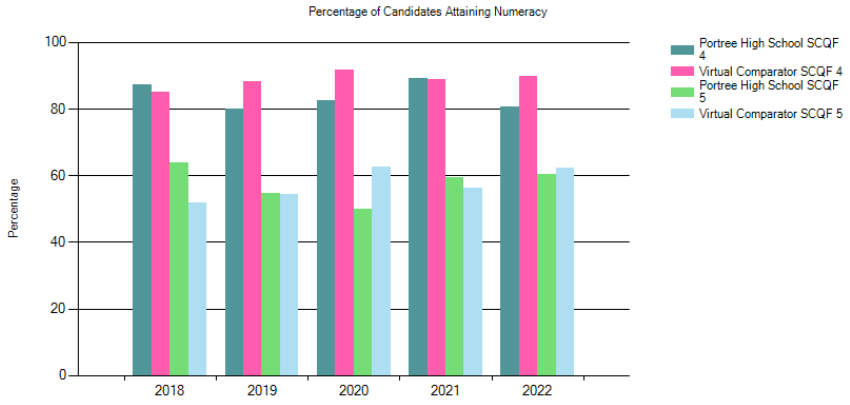
S5 Literacy



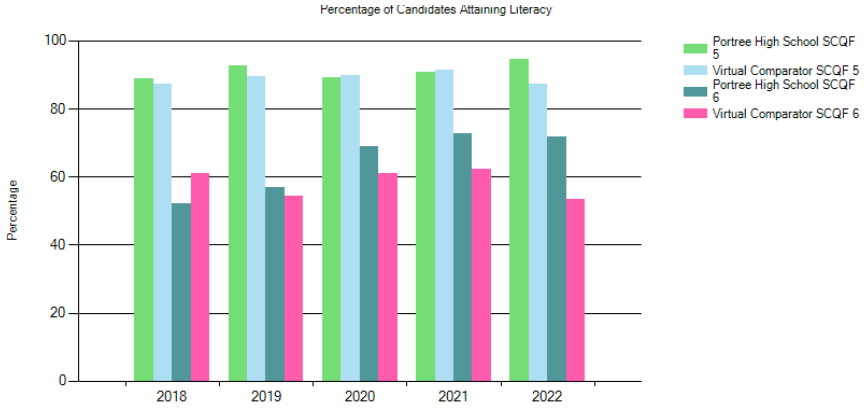
S6 Literacy



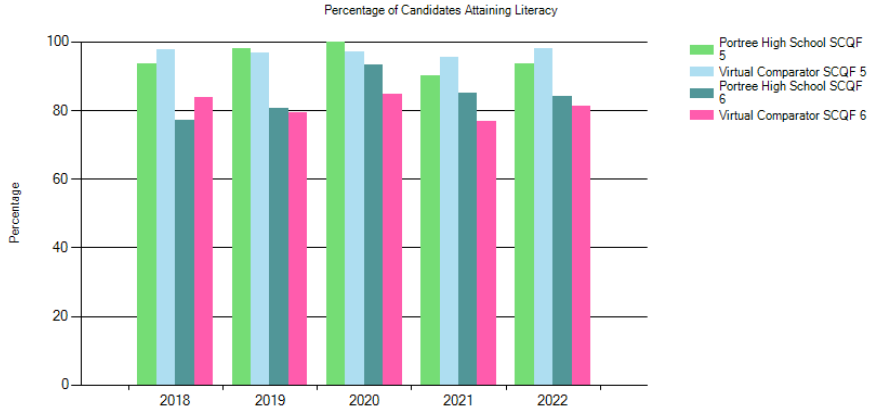
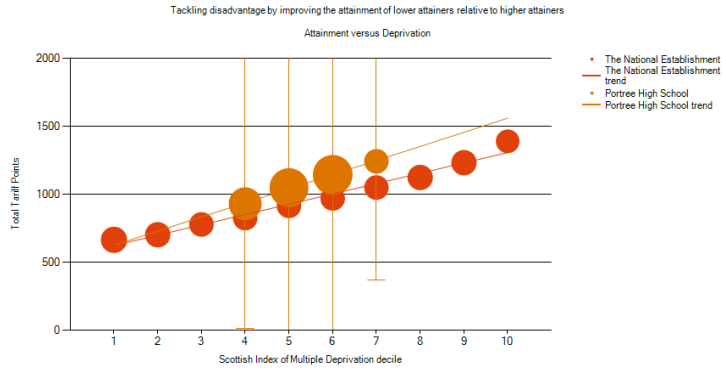
S4 Numeracy



S5 Numeracy



S6 Numeracy



National Benchmarking Measure: Attainment versus Deprivation