

STANDARDS AND QUALITY REPORT

2022/23



Airport House, Caithness I.S.V.T.U.

HIGHLAND COUNCIL | UNIT 5D AIRPORT INDUSTRIAL ESTATE, WICK,
KW1 4QS

Introduction: Local and National Context

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 centre's progress to date and our next steps in our centre 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

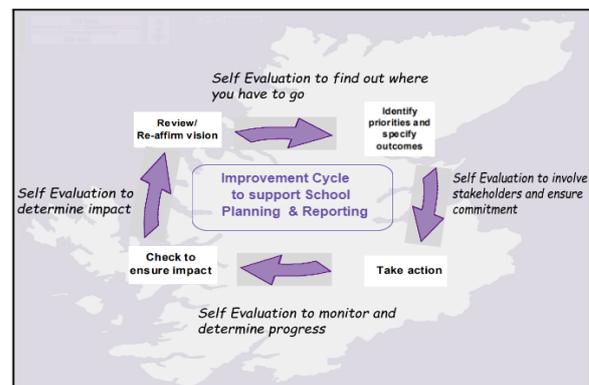
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

*Kimberley Sinclair
Manager (PT ASN)
Airport House*

Centre Profile

Airport House is an Intensive Support and Vocational Training Unit established in 2005 to complement other support services for young people of secondary school age residing in Caithness. Occasionally, to support early transition to the high school, staff work with young people as they prepare to leave primary school. The staff work closely with the high schools at Wick and Thurso (and occasionally Farr). Our ethos is to promote learning and enable young people to plan for their future in a safe, supported environment. Staff work with young people in an emotionally literate manner, and they aim to help the young people better understand and manage their emotions and reactions, as well as their relationships with others.

Airport House currently offers part-time support for up to 16 young people who have social, emotional or behavioural needs and are having difficulty engaging or coping in full-time mainstream education. We have experienced a high level of attendance over the 22-23 session and staffing levels have met the current demand. Most young people can engage well with the sessions that are delivered in Airport House. Collaborative problem solving is used between staff and young people when issues around engagement/attendance arise.

Staff understand the individual needs of the young people well and instead of a behaviour policy we focus on 'working together' and building relationships. Timetable planning is well thought out to avoid conflicting personalities and social groups to ensure that young people have the best chance at being able to engage with their sessions. At present, this is working well.

Our young people often join staff in the community, and they are able to demonstrate great personable qualities such as politeness and manners. Parents and guardians are very supportive of the work that Airport House does, and key working staff keep in regular contact with them via email, phone, text and face to face.

Airport House has close links with Skills Development Scotland and Developing the Young Workforce, along with other partners, to ensure that our young people are supported towards a positive destination.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

All of the young people who attend Airport House face barriers to their learning and have additional support needs. Almost all young people who attend Airport House are making very good progress towards meeting their individual targets in literacy, numeracy and health and well-being.

Senior Phase

The majority of the young people attending Airport House are working towards senior phase qualifications in English/Literacy and Maths/Numeracy. The majority of young people attending Airport House are also accessing English/Literacy and/or Maths/Numeracy at either Wick High School or Thurso High School.

School Leavers

All school leavers in the 22-23 session have moved on to a positive destination.

We have had no exclusions this year.

School vision, values and aims



To promote learning and teaching to enable our young people to achieve their full potential by –

- ♥ Providing appropriate programmes based on individual needs
- ♥ Providing positive learning experiences
- ♥ Setting realistic and achievable goals
- ♥ Evaluating and reviewing with the high schools

Encourage our young people to become good citizens by –

- ♥ Ensuring our young people have the right support in place to help them meet the expectations that are put on them through problem solving practices
- ♥ Modelling positive behaviour and attitudes and encouraging it's use
- ♥ Supporting young people to address their social and emotional needs
- ♥ Promoting confidence and self-esteem in our young people
- ♥ Adopting a non-judgemental and non-discriminatory attitude towards our young people
- ♥ Encouraging inclusion in positive activities
- ♥ Instilling self-belief in our young people that they can achieve good things

To create a calm and safe environment where our young people's developmental needs can be met –

- ♥ Setting good examples by providing appropriate role models
- ♥ Ensuring staff development is ongoing and relevant to improve practice
- ♥ Using Trauma Informed Practice and the Nurturing Principles

Support and prepare our young people to make a successful transition into adulthood by –

- ♥ Forming good links with partnership agencies and maintain good working relationships
- ♥ Identifying local resources e.g., colleges, employers etc
- ♥ Ensuring parents/carers are involved in all aspects of their young person's life at Airport House
- ♥ Involving young people in the decision-making processes

Review of progress for session

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:

Improving partnerships with base schools to provide the best outcomes for our learners

Purpose:

This project was developed in response to gaps in communication between schools and Airport House with regards to the young people who attend. Closer links with SMT and guidance staff at WHS and THS would ensure that joint planning is in place for our learners and all sites know and understand the actions required to help our learners reach positive destinations.

Progress:

- Monthly admissions/update meetings are held between Airport House manager and Deputes of both Wick and Thurso High schools.
- Closer relationships between Airport House and guidance teacher, with some visiting Airport House, and e-mail communication being used more regularly
- Review document created which is updated by CSW, teaching and guidance staff termly and shared with the young person and their family/carers.
- Admissions referral form created with more relevant information required along with shared discussions regarding child's plan content
- Manager and CSW attending Child's Plan meetings when scheduled
- Action Plans for Airport House to document their progress with young people's targets discussed and in early stages of being created

Impact:

The impact of the progress that has been made in this priority area is –

- Young people's needs have been discussed in more depth and a range of strategies have been employed to help support young people in to accessing their education
- Young people have been involved in communication with their guidance teacher and are kept up to date with any relevant information regarding their links with school
- Young people, school and parents/carers are aware of how Airport House and the schools are helping to progress our young people towards their positive destinations through the termly reviews.
- Staff are able to focus on specific targets for young people, monitor how these are going, and allow young people to feedback on this so they have ownership of how Airport House and the schools will help them.

Next steps:

A more structured way of sharing and gathering information with guidance teachers, who are extremely busy, to ensure that planning for our young people is more joined up.

School Priority:

Improving the number of qualifications that Airport House can offer to expand young people's opportunities towards a positive destination

Purpose:

This project was developed in response to more qualifications being on offer from SQA and 3rd party sectors that could be linked with work that was already happening in Airport House. Young people who attend Airport House are not attending schooling full time and opportunities for extra qualifications are beneficial to their future success.

Progress:

- Qualifications have been researched and relevant paperwork organised/stored for staff to use with young people
- Meetings with partner agencies regarding courses/qualifications that they can support with – PPP and Highlife Highland
- Roll out of every young person completing activities towards Personal Development Awards
- Young people completing qualifications relevant to interests – Well-being award, Nation 1 Baking.

Impact:

The impact of the progress that has been made in this priority area is –

- Young people have taken an active role in thinking about their interests and what other qualifications they would like to gain
- More resources are being used within Airport House that offer the young people opportunities to participate in wider learning
- More young people have received Personal Achievement Award qualifications for the work that they have been doing in Airport House
- Staff are actively thinking about how to link activities with meaningful qualifications to give young people

Next steps:

Volunteering opportunities/Work Experience to be looked in to further – More businesses to be sought out and added to the Hi-hopes website to ensure young people have wider opportunities that are suited to their interests.

Wider achievements

- ♥ Our young people helped to raise almost £700 for MFR Cash for Kids Christmas appeal by baking items and selling them to staff from local businesses and by making items and selling them to parents and carers during our 'open' week.
- ♥ We have used funding from DYW to plan the development of our workshop and laser cutter
- ♥ Some of our young people helped to redesign the flower bed at the front of our building and helped to plant new spring flowers
- ♥ Young people have continued to work on our 'Formula 24' car with STEM ambassadors

Comments from learners, families, stakeholders and staff

Information has been gathered from young people from their End of Term reviews –

- ♥ "I like Airport House, I enjoy my time here and the support I get. I believe working with Richard will help me achieve my full potential."
- ♥ "I enjoy cooking at Airport House. I like coming to Airport House."
- ♥ "She really enjoys coming to Airport house, and that has a good relationship with all the staff & she feels comfortable with everyone."
- ♥ "I don't like the classroom at Airport House. Cooking is good."
- ♥ "He still enjoy coming to Airport House and is delighted to get back in to the Formula 24 car"

Informal partner agency feedback regarding last session –

- ♥ Attendance is at a high level compared to previous years
- ♥ Communication between the school and Airport House is meaningful and appropriate and is of huge benefit for the young people who attend

Safe Healthy Active Achieving Responsible Respect Included Nurtured

- ♥ Staff are supporting the young people well

Capacity for continuous improvement

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:

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

- ♥ Embedding Trauma Informed Practice
- ♥ Improving Attendance
- ♥ Continuing to strengthen links with Wick High School and Thurso High School

Planning ahead

Full details of our centre's 2023/24 improvement priorities and actions are detailed in our centre improvement plan, which can be accessed by contacting the Airport House manager directly on 01349 871 321 or 07775012194.