

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24

GOLSPIE HIGH SCHOOL

Golspie High School, Sutherland
HIGHLAND COUNCIL

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School Profile

Pròifil na Sgoile

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 sources.

Golspie High School is located in a rural, coastal setting serving the local communities of Golspie Rogart, Lairg, Rosehall, Brora and Helmsdale. There are currently 260 children on the school roll.

The headteacher is supported by 1 depute head teacher, 3 curriculum faculty heads) and 3 principal teachers support.

Overall, attainment across the school in Literacy and English & Numeracy and Mathematics is between good and satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning make progress towards meeting their individual targets.

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Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE) 25.5 with ASL 1 FTE from ASL N		
261	87%	3			
S1numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
44	48	55	50	40	24
SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
1%	45%	53%	1%	0%	0%
Overall ASL	Free School Meal	EAL	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASL – Additional Support EAL – percentage of learners for whom English is an Additional Language		
All = 60% 3/4 = 10%	13%	5%			

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

Reading	Writing	Listening and talking	Numeracy
100%	96%	98%	93%
Level 4			
Reading	Writing	Listening and talking	Numeracy
72%	74%	76%	48%

Senior Phase

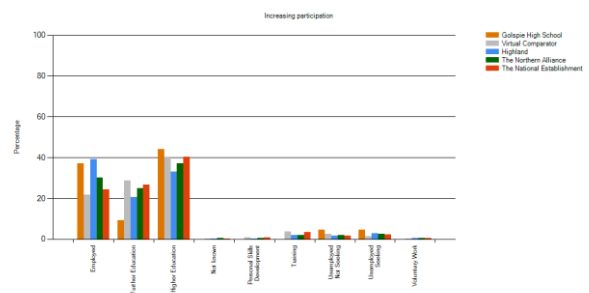
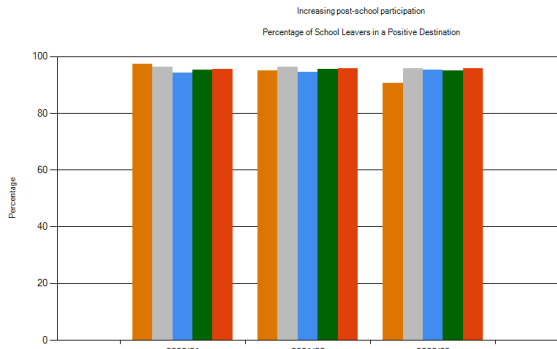
S4								
Establishment	Year	% Level 3 Literacy	% Level 4 Literacy	% Level 5 Literacy	% Level 3 Numeracy	% Level 4 Numeracy	% Level 5 Numeracy	Number in Cohort
Golspie High School	2023	3.62	93.62	93.62	87.23	85.11	65.96	
Virtual Comparator	2023	92.77	90.64	71.28	90.85	86.38	61.49	
National	2023	94.33	92.1	75.78	92.98	88.22	64.09	
Golspie High School	2022	92.31	92.31	87.18	79.49	74.36	53.85	39
Virtual Comparator	2022	95.13	92.56	72.82	94.62	87.95	56.92	390
Golspie High School	2021	96	96	90	100	96	52	50
Virtual Comparator	2021	92	87.4	62.6	91.4	82.6	44.2	500
Golspie High School	2020	97.44	97.44	71.79	100	100	66.67	39
Virtual Comparator	2020	93.08	92.31	69.49	95.9	90.26	57.95	390
Golspie High School	2019	96.88	96.88	87.5	96.88	93.75	90.63	32
Virtual Comparator	2019	94.06	92.19	64.06	91.88	84.69	48.75	320
Golspie High School	2018	98.08	86.54	63.46	76.92	71.15	34.62	52
Virtual Comparator	2018	91.35	89.04	68.27	89.23	84.23	44.81	520

S5								
Establishment	Year	% Level 4 Literacy	% Level 5 Literacy	% Level 6 Literacy	% Level 4 Numeracy	% Level 5 Numeracy	% Level 6 Numeracy	Number in Cohort
Golspie High School	2023	97.22	97.22	50	91.67	80.56	19.44	36
Virtual Comparator	2023	94.72	87.5	55.83	91.39	75.56	26.94	360
National	2023	95.5	86.87	56.86	93.1	76.05	27.36	
Golspie High School	2022	97.62	92.86	59.52	95.24	71.43	19.05	42
Virtual Comparator	2022	95	83.1	41.43	93.57	66.67	12.14	420
Golspie High School	2021	100	91.43	54.29	97.14	88.57	25.71	35
Virtual Comparator	2021	97.43	88.57	56.29	96.29	72	21.71	350
Golspie High School	2020	100	96.3	62.96	100	96.3	18.52	27
Virtual Comparator	2020	98.89	91.85	64.81	96.3	79.26	28.15	270
Golspie High School	2019	96.08	86.27	52.94	92.16	66.67	11.76	51
Virtual Comparator	2019	95.1	86.08	53.73	94.12	69.8	21.37	510
Golspie High School	2018	93.02	79.07	48.84	93.02	58.14	2.33	43
Virtual Comparator	2018	95.58	83.72	53.95	92.33	67.67	24.65	430

S6								
Establishment	Year	% Level 4 Literacy	% Level 5 Literacy	% Level 6 Literacy	% Level 4 Numeracy	% Level 5 Numeracy	% Level 6 Numeracy	Number in Cohort
Golspie High School	2023	100	100	85.71	96.43	85.71	28.57	28
Virtual Comparator	2023	98.93	95	75	96.07	84.64	32.14	280
National	2023	97.92	95.51	78.67	96.67	87.63	40.24	
Golspie High School	2022	100	100	95.24	100	95.24	47.62	21
Virtual Comparator	2022	99.05	95.24	73.81	98.57	90	26.67	210
Golspie High School	2021	100	100	78.95	100	100	31.58	19
Virtual Comparator	2021	99.47	96.32	77.89	97.89	83.16	32.63	190
Golspie High School	2020	96.77	96.77	83.87	93.55	90.32	41.94	31
Virtual Comparator	2020	98.06	93.87	72.9	96.13	84.52	29.03	310
Golspie High School	2019	97.14	94.29	62.86	100	82.86	11.43	35
Virtual Comparator	2019	98	95.14	75.71	96.57	82.57	29.71	350
Golspie High School	2018	100	96.88	75	96.88	84.38	25	32
Virtual Comparator	2018	98.13	96.25	77.19	95.94	83.13	32.81	320

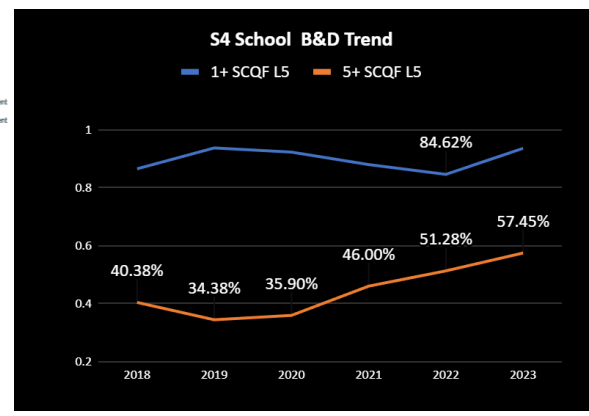
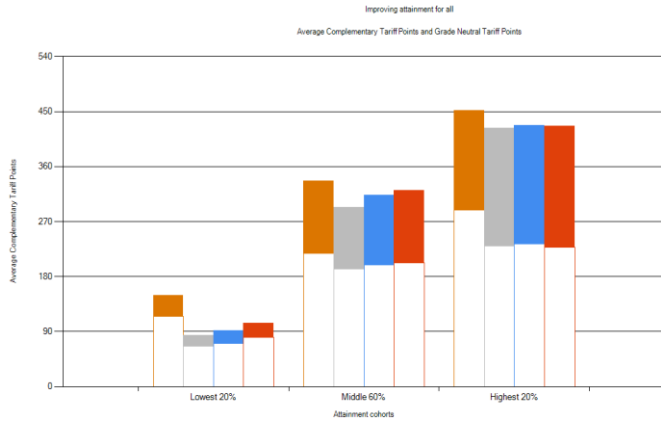
Destinations of School Leavers

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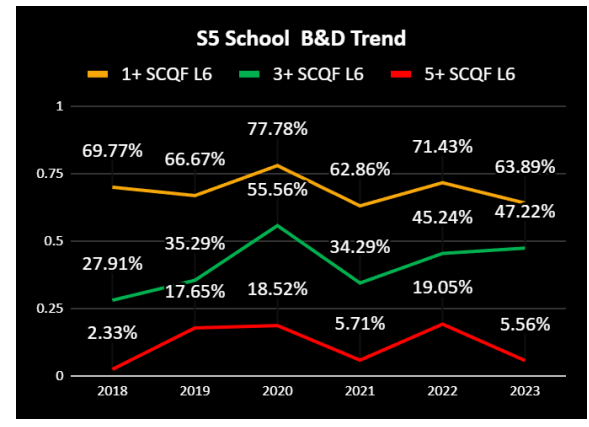
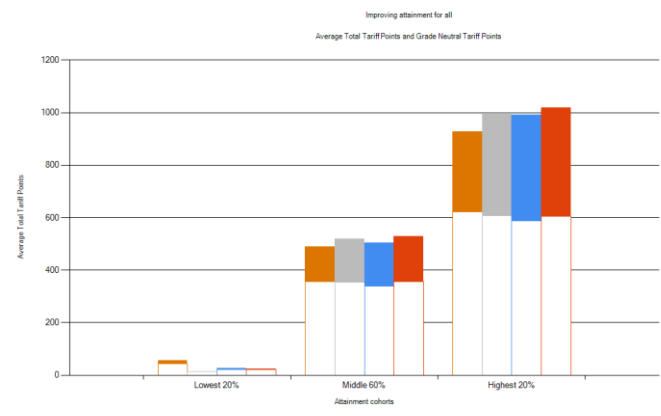


Cohorts

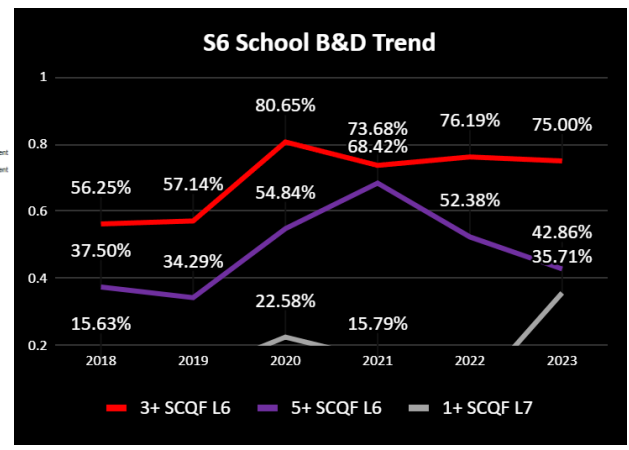
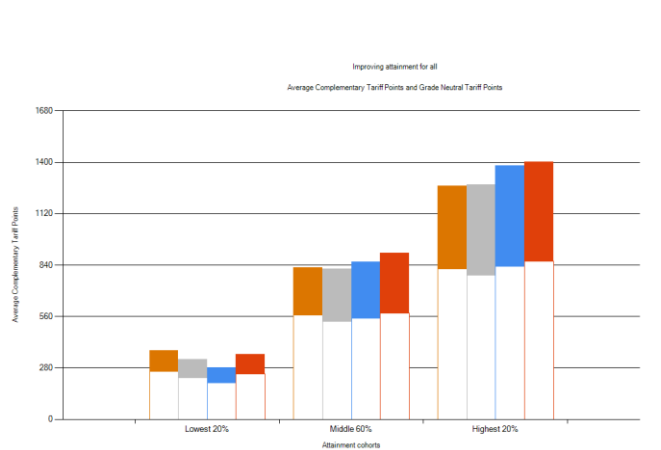
S4



S5



S6



School vision, values and aims

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Review of progress of improvement plan projects for session 2023/24

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1: Learning & Teaching	
Summary of impact	Next steps
<p>Reorganisation of areas concentrated on with Mark Jones's input compared with SIP 23-24. Concentration on Learning Intentions & Success Criteria, Feedback, Questioning</p> <ul style="list-style-type: none"> ✓ Positive engagement from almost all teachers for the Teaching Sprints which linked to this input. Compared with previous years' sprints, included more (most teachers) peer observations and discussions, increased evaluations of personal progress and impact on classes, organised sharing sessions for all staff to listen in on other sprints' findings, increased (majority) use of pupil views as to impact of a sprint. ✓ Mark Jones' class visits in partnership with DHT and FHs found that there was an improvement overall in L&T at GHS from start of session and previous session: approaching HMIE 'good', with aspects of very good in some classes. Encouraging that most teachers had put into practice consistently, aspects of work on LI / SC; Feedback and Questioning ✓ Faculty Head overall appraisal with their faculty members does bear out the above with analysis on these methodologies judged as at least 'good' with exception of peer assessment being 'satisfactory'. 2.3 Self-Evaluation - whole school.xlsx ✓ Overall, the pupil voice on key aspects of LI / SC; Feedback and Questioning bears out the above. However, the new S5 and 6 verdicts are lower than the rest of the year groups. Pupil Voice 2024.docx 	<ul style="list-style-type: none"> ✓ Embed the work on LI / SC; Feedback and Questioning through faculty work in 24-25; ✓ This links with a need for faculty development work to be more based on specific needs within each faculty on core L&T / T&M / assessment & moderation; ✓ Planned for 24-25 is the key work on challenge & differentiation; ✓ Further development of understanding of overall HMIE scale and differences between satisfactory and good and good and very good by members of SLT and what evidence is used to back such statement up – FHs engage teachers in this; ✓ Specific support by each faculty head for teachers' PRD linked in with L&T / T&M / assessment & moderation.
Cyclical review on 2.3	

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<ul style="list-style-type: none"> ✓ Originally planned on a 3 year basis with split up of 2.3. However, issues during the session meant some curtailment: ✓ Positives were that all teachers did sit down in faculties and go through the different aspects of 2.3 with their faculty head, the latter with the advantage of having spent some time with Mark Jones reviewing their faculties. <p>Monitoring & Tracking</p> <ul style="list-style-type: none"> ✓ Issues during session meant this lost focus with BGE in session – though SP tracking remained strong and linked to interventions with as much parental involvement as possible. However, the extent of engagement by pupils and / or parents was only approx. less than half. ✓ In Term 4 plans on how to get back to our previous work with a better and improved system. Already worked through with FHs and Support PTs 	<ul style="list-style-type: none"> ✓ Plan cyclical approach over 3 year period concentrating on pre-planned organisation, using all stakeholders. Depth of evidence needed, so split the themes up over 3 years. ✓ Please see Action Plan in SIP ✓ See through with rigorous checking through a S-E calendar
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School Improvement Plan Priority 2: Culture at GS and moving into Rights Respecting Schools agenda	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Several whole school sessions and 4 staff working groups based on: rewards; pupil leadership; pupil voice; GHS values produced a broad base to be able to move forward in 3 out of the 4 areas through 24-25 session. ✓ Rewards set up around house points and activities as an outcome for either house or individuals who gain most. <ul style="list-style-type: none"> ○ House points includes improvements in attendance and also for pupils wearing dress code. ○ Rewards afternoon in June 24 very well received by all pupils ✓ New pupil leadership set up put into place during Term 4 for 24-25 with increased pupil input for the way forward. A FH is to take over the overview of this and work with pupils, giving a greater chance of increased success for 24-25. Within this a viable way of getting a new pupil council off the ground ✓ Draft version of Rights Respecting School's bronze / silver application completed for acting upon at start of 24-25 ✓ There has been a review of the GHS Positive Relationship Policy involving members of SLT and teachers – aim is to support teachers ✓ A Hub has been organised for 24-25 to support young people who at times struggle with mainstream on a full basis. ✓ Relatively positive views (overall statements suggest a majority positive) from a whole school survey in June 24 on pupils realising that GHS is working for them: Pupil Voice 2024.docx <p>However, pupil surveys and discussions also indicate that this is an important area to continue working on when looking at certain pupil groups:</p> <ul style="list-style-type: none"> ✓ New S5 & S6 are more negative on behaviour in class; school listening to their views; other young people treating me fairly & with respect: Pupil Voice 2024.docx ✓ PSA interviews with small groups of pupils from S1 to S3 confirmed S5 and S6 views above: areas to concentrate on: <ul style="list-style-type: none"> ○ Disruption by a small number of pupils ○ Upping input around discrimination of pupils towards others: bullying; racism; sexuality 	<ul style="list-style-type: none"> ✓ Establish fully rewards; pupil leadership; pupil voice; GHS values from the work done so far. ✓ Ensure pupil voice is at heart of developments. ✓ Send off the Bronze RRS application. ✓ Reiterate to all teachers the key areas of Rights of a Child for integration into subject classes throughout the year. ✓ Work on the Hub and integration as a key support for pupils within GHS ✓ Work with Youth Highland to tackle racism and discrimination of all types.

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| ✓ Health & Well-being survey in May 24 (S1 to S3) also indicates that social / emotional issues amongst a number of pupils are things we should continue to work on. HWB survey May 24 - S1 to S3.docx | |
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Progress and impact of Pupil Equity Fund

Numeracy

Please note that those YP below who 'remained the same' refers to levels expected from targets (i.e. they have not just stood still).

Data summary against targets:
S1: 13 pupils 8% improved level 92% remain same level
S2: 8 pupils 38% improved level 50% remain same 12% reduced level
S3: 7 pupils 57% improved level 29% remain same 14% reduced level

Wider achievements

Coileanaidhean nas fharsainghe

Music: 2 pupils accepted at Plockton (Aine Martin & Caragh Gillott); Pipe Band play for Duke & Duchess of Edinburgh

Drama: 2 school shows during the year

Football: small schools – either winners or runners up in junior & senior boys and girls

Other sports: 3rd in Ross-Sutherland swimming gala & participated in Highland Athletics championships and Ross-Sutherland Athletics Championships

Individuals:

- Fergus Munro: going part time with Ross County as a pathway into the senior squad – part-time at GHS
- Maisie MacLeod: U16 Scottish Women's Football Talent Dev Centre
- Max Ainsworth: Saltire Awards for referring
- Carol Ball: Silver medal at SDS Junior Athletics Championships & 2 golds in Scottish Adult Disability Swimming
- Calum Gordon: won a gold at recent SDS junior athletics championships

Key learning experiences through school trips: French Exchange; Alladale outward bound; Newton Rooms: Science

Comments from learners, families, stakeholders and staff

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

Add examples here

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 progress as follows:

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	2023-2024
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

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

Improvement Priority Title
1. Learning & Teaching: Challenge & Differentiation
2. Tracking and Monitoring – both BGE and SP
3. Rights Respecting Schools

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

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Appendix 1: Local and National Context

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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



Accuracy?

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.

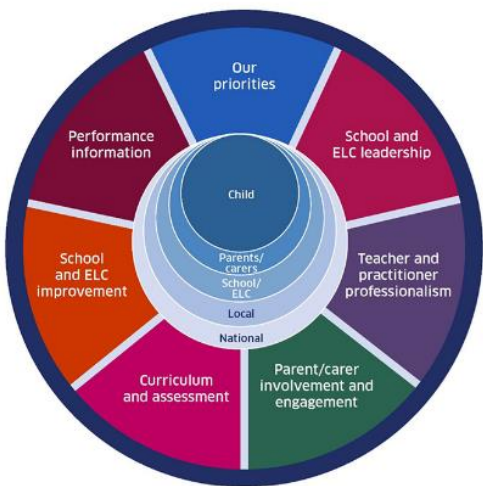
Relationships:

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.

National Improvement Framework Priorities



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%

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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

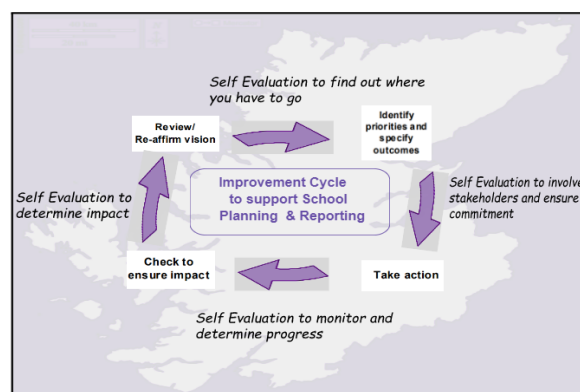
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Mark Evans
Head Teacher
Golspie High School

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
QI 1.3 Leadership of change			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Develop a shared vision, values and aims <ul style="list-style-type: none"> All teachers and staff share key values and follow professional standards and this has been helped by the comprehensive self-evaluations carried out during 22-23 and some in 23-24, looking at pupil and parent views as well as the collective views of staff. The decision to engage with Rights Respecting Schools came from a shared view of staff and pupils on where we could improve the GHS culture from 22-23 feedback from stakeholders, including staff themselves.. Moving culture further forward following input from parents and pupils has been the start of a collaboration between GHS and Youth Highland on racism and other discriminatory actions from within GHS – initial plans made and funding applications made for implementing plan through 24-25. Staff have a stronger understanding of the socio, economic and cultural background of the GHS catchment area: shown through an increased understanding by staff of the needs of our curriculum and how it suits individuals; partnership work with SDS and DYW on positive destinations Teachers involved in the working group on vision and values have planned some activities for 24-25 including various assemblies, one being Remembrance Day. 	<p>22-23 evaluations: staff meetings Aug 23 Plans of the Vision / values WG</p>	<ul style="list-style-type: none"> Relaunch vision & values for 24-25 and look for any amendments. Staff link everything they do with our vision & values to keep in minds of our YP. Work further on our curriculum and look to find alternatives to college who have let us down considerably over past 4 years – work with Linda King. Communicate plans concerning anti-racism and other discrimination and build a strong pupil platform for implementing the plans. SMT support Vision & Values WG to launch their activities. Link in house points set up and rewards recognition with our vision / values. 	<p>Satisfactory</p>

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<p>Theme 2: Strategic Planning for continuous improvement</p> <p>Conditions at GHS enable staff to feel confident to initiate well informed change:</p> <ul style="list-style-type: none"> • Our Teaching Sprints have been collaborative with peer observations and sharing sessions to help evaluations. YP have benefitted from improved L&T in classes • SLT work closely together on strategic improvements to enable L&T, T&M and general running of the school to make continuous progress • The ASL Department ensures that all views are heard from within the Department to ensure improvements are developed and embedded – i.e. supporting YP with ASL needs and finding suitable programmes etc <p>SMT guide and manage the strategic direction and pace of change</p> <ul style="list-style-type: none"> • Through regular planning sessions and meetings separately with FHs, ASL PT and Pastoral to decide on priorities, review progress and look at timescales (adjusting if needed). We make changes to priorities if significant issues crop up through the year <p>To enable all to contribute to improvement there is time for professional dialogue, collegiate learning & self-evaluation</p> <ul style="list-style-type: none"> • Staff meetings (i.e. in 23-24 on Rights Respecting Schools (RRS) and our culture & on L&T) faculty meetings • Faculty & Dep meetings – on L&T, pupil progress, interventions • Teaching Sprints as above • Working Groups on aspects of RRS – planning for an improved culture for the YP at GHS 	<p>Teaching Sprints Reviews; SLT minutes, ASL Dep minutes; Working Groups' minutes; Fac minutes</p>	<ul style="list-style-type: none"> • We need to undertake more teacher engagement sessions on school improvement – we were not as regular in 23-24 as in previous years. • Our actions need to be measured more directly around pupil perceptions of progress and hard data – again as in previous years. • Share SLT minutes with all staff and ask for comment / feedback. • Key for 24-25 SIP will be collegiate sessions on L&T (Challenge & Differentiation) and T&M. <p>Ensure that faculty improvement plans have real impact on core progress within each faculty – clear data to show. Evidence used in 1st place to decide priorities for each faculty (i.e. this is in addition to SIP using clear time given to both SIP and FIPs from within the WTA).</p>	
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<p>Theme 3: Implementing improvement and change</p> <ul style="list-style-type: none"> • SMT have supported practitioner enquiry – i.e. Teaching Sprints and work by a few teachers on RRS aims and workings • We have introduced a cyclical approach for self-evaluation of key QIs through 23-24 and will be better organised for 24-25 to take this further forward • We lay significance to faculty and departmental improvement plans so that there is scope for in-depth development on a more localised faculty basis. These run separately to the SIP – WTA gives specific time for both. This enables all staff to have more specific responsibility for change and improvement in areas from their separate reviews. • We reflect on progress and impact from our development plans and work out next steps. We ensure we embed before moving to give more time to see change through successfully - (i.e. challenge and differentiation in our L&T work follow on from work on LI & SC, feedback & questioning in 23-24); refocus recognised as needed in T&M; specific actions now planned for 24-25 to take forward working groups' findings in 23.-24 on RRS. • In 23-24 we gave a whole school leadership opportunity in L&T to a class teacher. This role supported the DHT in whole school L&T development. We have scope for something similar in 24-25. 	<p>Teaching Sprints review documents; FIPs, DIPs and faculty / departmental S&Q reports</p> <p>Cyclical approaches to 2.3 at faculty level; curricular offer; 3.1 Support PTs); 2.1 (Safeguarding); Parents views for Support PTs.</p>	<ul style="list-style-type: none"> • Embed a systematic approach to cyclical self-evaluation at whole school and faculty levels. • Embed a system we have implemented on interim reviews of FIPs, DIPs and SIP. • Increased emphasis on individual CPD with focus on core areas of classroom practice (L&T, class management) with close support work from FHs. 	
QI 2.3 Learning, teaching and assessment			
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Learning and engagement</p>			<p>Satisfactory</p>

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<p>Almost all pupils say they understand the purpose of learning with effective explanations from teachers. A majority of pupils say they enjoy lessons they attend. Across the year groups, pupils say there is a good atmosphere in classes and behaviour largely okay - although the S5 and S6 pupils do not agree to the same extent.</p> <p>Teachers believe that the ethos and culture in classes is between satisfactory & good and that learners see their views being sought and that they are listened to. Pupils, although largely positive, would question this, more so in S5 and S6.</p> <p>Teachers see that work is needed to find ways to increase the extent of pupils being active participants in classes and engaged in their learning. Teachers are aware that they should develop leadership roles for pupils in the classrooms and increase choice in learning</p>	<p>Pupil surveys; faculty evaluations of 2.3; pupil focus groups: (from faculties) - 2.3 Self-Evaluation - whole school.xlsx</p> <p>Pupil Voice 2024.docx</p> <p>And from June 23 (for comparison) Pupil responses Q June 23 LT core 1.odt</p>	<p>Development of school culture through Rights Respecting School</p> <p>Embed work from last year on LI, SC and feedback – together with more 1 to 1 sessions between Pastoral & pupil</p>	
<p>Theme 2: Quality of teaching</p> <p>Faculties use skilled questioning to promote engagement and enhance learning in most classes. There has been increased use of higher order thinking skills through such questioning in most classes.</p> <p>Pupils feel that they are well supported in their learning in most classes. They believe there is good feedback to them though S5 and S6 don't see this quite to the same extent. Teachers see that they should develop learners' abilities to give effective feedback to others – possibly happening currently in around 50% of classes.</p> <p>Although in the positive, pupils do have concerns around whether they review their progress regularly enough.</p> <p>Teachers believe that they do challenge young people in their learning and work on differentiation – pupils agree. However, teachers also realise that challenge, differentiation, and pace are the most important aspects</p>	<p>Pupil surveys; faculty evaluations of 2.3; pupil focus groups</p>	<p>challenge, differentiation and pace. See SIP for 24-25</p>	

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to concentrate on going forward. Mark Jones and SMT agree with this.			
<p>Theme 3: Effective use of assessment</p> <p>In the SP there is effective use of assessments to monitor pupils' progress and carry through on necessary interventions in most classes.</p> <p>An increased number of teachers have attended SQA Standards meetings which has increased knowledge of grading / levelling and helped with feedback to pupils.</p> <p>Within the BGE we have worked on developing BGE assessments and appropriate moderation to help over past few years in a majority of classes. We have worked closely with primaries on Lit and Num curriculum, assessment and moderating levels; this will continue. Moderation in all subjects will again be high on agenda going forward. Impact hoped for in 24-25. Teachers have increased (just into the majority of classes now) the range of approaches used for assessments to match the learning needs of pupils in the BG.E</p>	faculty evaluations of 2.3; SMT overview of assessments & T&M system	Work on a range of assessment approaches will continue as we are aware more development is needed. The outcome we are looking for is to ensure that principles of planning, assessment, recording and reporting are integral to L&T.	
<p>Theme 4: Planning, Tracking and Monitoring</p> <p>Our T&M in the SP is good in most departments.</p> <p>We are increasingly a data driven school and the task of 24-25 is to ensure we have all strands working in tandem. The use of data and our T&M system is a focus for 24-25 to ensure we secure as much improvement in our teaching and learners' progress as possible.</p> <p>BGE T&M has developed over the past few years and for 24-25 there is an emphasis on ensuring that we follow our T&M Policy thoroughly to ensure that we are better equipped for decisions on level to be taken at National in S4 and to ensure we plan through the BGE to get an increased number of pupils taking Nat 5 in S4.</p>	Pupil surveys; faculty evaluations of 2.3; pupil focus groups	<p>Interventions should be increased in the 1st part of the year before the Prelims. SMT need to ensure that interventions are carried through and the whole GHS's T&M procedure embedded as per policy and calendar.</p> <p>T&M is one of the SIP action plans for 24-25. The comments in the left-hand column reflect SMT evaluation.</p> <p>From our re-emphasis we will increase high level Learning conversations with individuals.</p>	

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<p>ASL and Pastoral have worked on various strategies to ensure we have good communication systems to all teachers regarding pupils facing challenges (most teachers believe there was an improvement during 23-24 on this) – there is a renewed emphasis for 24-25 for us on this.</p> <p>Through our evaluations we are aware that we need to increase the extent that pupils are fully involved in planning their learning and reflecting on their performances.</p> <p>As part of our work on rewarding success we have introduced a system which recognises pupils' achievements in school – academic and wider achievement.</p>		<p>We need to do more for recognition of achievements and progress in school – linked to the new rewards system introduced by one of the staff working groups.</p>	
QI 3.1 Ensuring wellbeing, equality and inclusion			
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Wellbeing All teachers are committed to improving outcomes for our YP. Pastoral & ASL have close contact with home and with partners. A majority of teachers see that there has been increased support from ASL to help them be fully prepared for YP in their classes. Pastoral have increased their communication with class teachers about individual YP. Through Pastoral, and PSE, pupils get the chance to work with RASASH, Mikey's Line, Tykes and the YAT to ensure pupils see the dignity and worth of everyone. Progress is indicated by most pupils believing that they are part of the school and a majority feel they will be listened to, whether on personal matters or something that they are unhappy about regarding school. A majority of young people feel safe in school. Pupils are treated as</p>	<p>Reviews by Support PTs: 3.1 Cyclical S.E. PPTs & ASL.odt</p> <p>Pupils S1 to S3 questionnaire HWB survey May 24 - S1 to S3.docx</p> <p>Pupil focus groups through DHT Pupil Voice 2024.docx</p> <p>Pupil focus groups – interviews with PSAs Surveys from PSAs</p> <p>And from June 23 – pupils on culture: Pupil responses Questionnaire June 23 Culture - ethos 1.odt</p>	<ul style="list-style-type: none"> • Rights Respecting School and developing the school's culture to be fully inclusive. • Closer partnerships between PSAs and class teachers • Consistent and regular 1 to 1s between Pastoral and individual pupils. • Continue to improve communication between Support and class teachers. • YP would like us to ensure there is more equity of time devoted to pupils who are not so 'needy'. 	<p>Satisfactory</p>

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<p>individuals and there are very few who don't feel there is anyone to talk to. We have a good system for SFM and CP meetings and an improving one for teachers raising concerns on academic progress to Support PTs.</p> <p>A majority of YP believe they are involved in decisions concerning themselves</p> <p>All teachers are committed to delivering high quality education for all with a focus on L&T and continued work on developing suitable and relevant courses in both the BGE and SP.</p> <p>ASL led programmes have been praised by parents. Pupils see PSE as relevant, but a majority of pupils would like more on racism and diversity together with a different approach to sex education.</p> <p>We have made a start to engage pupils not in full time mainstream through the week but more needs to be done in having programmes which enhance these YP's education.</p> <p>Our PEF CSW has enabled progress from most pupils he has worked with within S1 to S4 with their Numeracy.</p> <p>We continue to focus on our course choices for S3 and the SP with increased opportunities for practical courses.</p> <p>Around half of pupils had issues with the column choices. Half of S5 and S6 pupils also want more help on course choice decisions and increased relevant courses.</p>		<ul style="list-style-type: none"> • Support need to ensure that all YP are sure that their confidentiality will not be breached. <p>Focus on</p> <ul style="list-style-type: none"> • PSE and all pupil engagement • L&T – challenge & differentiation bringing full inclusion • Hub • Developing interventions for Lit & Num • Course choices – columns in SP • S3 as prep for SP 	
<p>Theme 2: Fulfilment of statutory duties</p> <p>We follow appropriate policies and procedures to ensure safeguarding and child protection concerns – including clear instructions on adults expressing concerns. Staff are trained as per HC guidelines. Pastoral attend Core Guidance sessions and HT attends CP and safeguarding sessions termly.</p> <p>We have good on-line storage and filing systems for records.</p>	<p>Support PTs own review and links with pupil questionnaires and focus groups when relevant.</p> <p>PPT's 2.1 copy.docx</p> <p>HT also went through the 3.1 HSHA session with Support PTs and we reviewed various aspects from this.</p>	<p>More emphasis on training for Support PTs</p> <p>Ensure we check through records and follow up on progress once a CCF has been sent in. Regular checks that all paperwork filled is up to date and keep in contact with SW on each case</p>	

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<p>This year we have more methodically reviewed our procedures through going through HGIOS 2.1 with Support PTs.</p> <p>Our PSE and ASL curriculums effectively promote safeguarding and well-being. PSE covers all areas recommended by HC and RSHP.</p> <p>We follow through on bullying reported and see issues through. Most pupils and parents agree but are aware bullying still occurs.</p> <p>Support PTs continue to build trust with YP so the latter approach with concerns.</p> <p>Support PTs know indicators which may suggest a YP is suffering or at risk of harm and take appropriate action. They are informed and aware of issues such as radicalisation or child sex exploitation.</p> <p>We have an attendance procedure which all pupils and parents are also aware of. We work with parents and pupils to make improvements as needed.</p>		<p>S5 and S6 would like more input on life skills (budgeting / cooking etc)</p> <p>We need to record all buying incidents on SEEMIS and keep clear records.</p> <p>Ensure all YP know the confidential nature of Support PTs.</p> <p>Continue to attend all relevant training</p>	
<p>Theme 3: Inclusion and equality</p> <p>We continue to create appropriate timetables for pupils with high ASL needs, with the aim of mainstream as much as possible. We have had success in getting more pupils with mental health anxieties to attend more classes.</p> <p>Our work to support pupils who struggle to remain in mainstream all the time has had some success through work with these pupils, their parents and partners together with increasing inclusive practice of teachers.</p> <p>Our programmes for pupils when they are not in class has been limited so planned improvements have been worked on for 24-25.</p> <p>A majority of all pupils feel well supported to ensure success. ASL pupils and parents particularly note this. S5 and S6 pupils do not feel as well supported on careers advice or course choice for following session.</p> <p>To help acceptance of diversity, much is covered in PSE and RMPS as well as other subjects and we constantly review our approaches to racism and aspects of</p>	<p>Reviews by Support PTs</p> <p>Pupils S1 to S3 questionnaire</p> <p>Pupil focus groups through DHT</p> <p>Parental input – including GHS PC</p> <p><i>(please see above for links)</i></p>	<p>Develop:</p> <ul style="list-style-type: none"> • Further alternative courses including for ASL pupils, those who require an adapted TT. This includes at L4 and 5 • More intervention work on Lit & Num • More robust programmes for pupils needing support • Increased inclusive practice in the classrooms through challenge and differentiation • Fulfil our plans with Youth Highland in 24-25 	

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<p>intolerance within PSE – we adapt to current situations. within school. All teachers do work on an inclusive approach. Any discriminatory behaviour from YP is dealt with but distress for some pupils occurs. Some pupils see there is more to do on this - and we will be working with Highland Youth on this through 24-25.</p> <p>Our T&M, use of data, info to teachers about YP help us to ensure YP who have challenges in their lives, achieve and attain. We have good outcomes for most high level ASL pupils and for most pupils. We have embedded many new courses over the past couple of years and this year increased our offer in Hospitality in S3 and SP. We work closely with TYKES and our YDO for individuals and the latter offers good opportunities for achievement.</p>			
QI 3.2 Raising attainment and achievement			
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Attainment in Literacy and Numeracy In BGE year groups we have worked on Numeracy interventions with our PEF CSW – in almost all cases pupils have either shown progress or kept pace with targets. We have engaged with the ASG's primaries looking at levels and standards and looked how we come into line in assessments and a more linked curriculum across primary and secondary.</p> <p>Our ACEL data shows increase in both S3's Lit and Num levels which we will continue working on.</p> <p>We continue to work on planned interventions using data, T&M and interventions for SQA L4,5,6 Lit and Num with progress over past few years though Lit predictions are down in S4 for L5 Lit. However, predictions up for Numeracy S4 L5.</p>	<p>PEF Review Doc: Golspie HS PEF Plan 24-25 & review 23-24.docx</p> <p>ACEL data: ACEL - Lit Num.xlsx</p> <p>Tracking – GHS's and reporting to HC Lit & Num Stretch Aims March 24.ods</p> <p>& 1st of many planning docs: Lit & Num SQA 23-24.odt</p>	<p>Lit and Num remain key areas for improvement development, using PEF CSW, a more integrated Lit and Num programme delivered by ASL Dep and continued work through Eng and Maths Deps.</p> <p>We continue to push pupils in SP who take Nat 4 English or Num to also pass Lit and or Num L5.</p> <p>ASL will continue to concentrate through the year on ensuring YP they work with gain as high an outcome as possible in Lit and Num whether BGE progress or SQA attainment.</p>	Satisfactory
<p>Theme 2: Attainment over time</p>	<p>Evidence of intervention systems – e-mails etc</p>	<p>Embed planning of our T&M system with the adjustments made during Summer 24. FHs work very closely with teachers</p>	

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<p>Despite not being as robust in our tracking systems through 23-24 we continued the essence of what we needed to do to improve attainment:</p> <ul style="list-style-type: none"> • Interventions in the SP: FHs continued to track with departments. • Increased precision on interventions in Lit & Num • PPTs and ASL Dep engagement in interventions • PEF CSW worked off data from Maths Dep • Recognition of low levels of Lit and Num in BGE led to increased engagement with primaries <p>Across curricular areas a majority of teachers increased their understanding of SQA Standards by attending SQA events (or on-line).</p> <p>We have embedded the new L5 and L6 courses introduced over the past couple of years and managed to increase courses further in some areas (see Curriculum entry – 2.2). This gives us an extra push to raise attainment for individuals.</p> <p>With various staff shortages through 23-24 GHS has managed to just about keep up S4,S5,S6 attainment to close to original targets for the year. March predictions compared with Nov predictions:</p> <p>S4</p> <ul style="list-style-type: none"> • 1@L5: + by 1 pupil • 5@L5: - by 2 <p>S5</p> <ul style="list-style-type: none"> • 1@L6: + 1 • 3@L6: + 1 • 5@L6: meet target <p>S6</p> <ul style="list-style-type: none"> • 1@L6: - by 1 • 3@L6: - by 3 • 5@L6: - by 2 	<p>Evidence of BGE Lit & Num work and progress from PEF CSW</p> <p>S1 Lit and Num levels</p> <p>FHs</p> <p>Results in these subjects</p> <p>TT for BGE additions</p> <p>Excel sheet sent to HC – and this e-mail which shows both the stretch aims in March 24 and they type of work / interventions we continued to undertake:</p> <p>SLT input before holiday 1)stretch aims Breadth & Depth 2) units completion.msg</p> <p>Further examples of monitoring and interventions:</p> <p>S4 pupils of concern _ Cai Ross.msg</p> <p>latest needing in 30.04.24.odt</p>	<p>through the year based on targets set at start of year for BGE and SP pupils.</p> <p>Return to this will give greater detail for PPTs to advise more accurately on course choices for 25-26.</p> <p>Greater emphasis on tracking Lit & Num through BGE. PEF CSW role and input from ASL fully sorted out.</p> <p>Continued work with primaries across Maths and English</p>	
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<p>Theme 3: Overall quality of learners' achievement</p> <p>We have 56 leaders who take responsibility and contribute to the life of the school for key events through the year. Some took on specific leadership roles such as careers and produced a great deal. Some pupils did work through the L6 SQA Leadership qualification and used in school and out of school activities. However, overall, this would be less than half.</p> <p>Our Youth Development Officer (YDO) works with a small number of YP who are not full time in mainstream. They achieve various wider achievement awards.</p> <p>Our YDO does involve a selection (a few) of our YP in the Highland Youth Parliament.</p> <p>We offer the Sports Leader course in the SP and these pupils lead activities in school and also in primaries.</p> <p>Our 2 school shows a year offer great leadership opportunities for pupils who can fully lead aspects such as costume design, back stage, front of house etc.</p> <p>Our ASL Dep offer alternatives in their curriculum to study towards various awards such as the Youth Achievement Award.</p> <p>We offer ample opportunities for boys and girls sporting achievements through football, cross country and participation in swimming galas and athletics competitions. Similarly we offer experiences and achievement opportunities in French exchanges, Alladale outward bound trips and science trips.</p> <p>Overall it is about a ½ of pupils who take advantage of such activities.</p>	<p>Knowledge of SMT and SLT. ASL curriculum YDO Review of GHS's culture which has led us to RSSA.</p>	<p>YP need to develop to take personal responsibility for increasing their achievements and skills.</p> <p>We have planned in 23-24 for RRS and particularly worked on pupil voice and pupil leadership. The intention this will increase YP's personal responsibility for developing their skills.</p> <p>GHS needs to develop a system for tracking personal achievements so that pupils achieve more awards and we celebrate these. Bringing these into focus will enable YP to see their worth.</p> <p>We need to develop further the partnership with the YDO for pupils from deprived backgrounds to achieve further awards and hence gaining accreditation.</p>	
<p>Theme 4: Equity for all learners</p> <p>We work on removing barriers for learning from disadvantaged backgrounds, our most vulnerable YP and those with specific ASL needs through being clear who these are, tracking more closely, finding the best curriculum and programmes for them and working with partners as necessary. We have improved our work on</p>	<p>PPTs and ASL data and info</p>	<p>We acknowledge that some pupils prove more difficult to engage full time in mainstream and we are increasing our ability to accredit successes through wider means. Worked on by ASL Dep and SMT – and we continue.</p>	

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<p>attendance though figures overall do not yet show this. Parents surveys show that they are pleased with our efforts. Records show we are successful in a majority of cases.</p> <p>For positive destinations we work closely with partners such as Barnardo's, SDS and DYW but also with local employers to find suitable next steps towards employment. We have a high % of Positive Destinations and if we have not been successful whilst particular YP has been in school, we ensure that relevant partners are working with these individuals once they have left school.</p>		<p>Some pupils, through anxieties, are often in school but not attending classes. We are working on finding suitable programmes for these pupils as well as supporting these so they can attend more mainstream.</p> <p>Further planning for certain individuals in danger of not leaving to a positive destination. Bring in partners more quickly. We have found we have had a few more difficult cases to place etc in last 2 yrs.</p>	
QI 2.2 Curriculum: theme 3 Learning pathways			
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>We have developed a SP curriculum that provides more flexible learning pathways over the past 3 years. This gives more chance for raising attainment through meeting the needs and aspirations of all our learners. This includes Rural Skills (L5), Hospitality (L5), Scottish Studies (L5), Travel & Tourism (5), Photography (L5 to add to H), Sports Leader (L6) and Apps Maths (Nat 5 and H). We also offer Creative Industries, Music Tech in both the SP (L5 and L6) as well as being a choice in S3. Rural Skills is now also offered in S3 for 24-25. Such additions in S3 help progression. However, the size of our school does mean that we are limited to the number of classes we can offer – hence, some pupils have to pick again as classes can be oversubscribed. Such pupils needing to re-pick are unhappy (as are parents). Again, due to the size of school, our option columns are stretched without flexibility and with only one class available in most subjects, the column structure does not suit all pupils. We are also compromised in our mission to raise attainment by staff shortages, so progress in some areas in a particular year are countered out by lower attainment in other subjects that year, where we have struggled for specialist teachers.</p>	<p>FH and Support PT views; Parent and pupil views; numbers for each class; TT; surveys on what courses pupils want curr & parent partnerships from PPTs.docx</p> <p>FHs Curriculum Questions 2.2.docx</p> <p>ASL Curr Parent feedback June 24 (002).docx</p>	<ul style="list-style-type: none"> • Have Scottish Studies making L6 available again. • A solution for a form of Practical Wood L6 option. • Continue to work on course option columns. • Lit, Num, HWB & Digital Lit for all: develop an over-arching policy for whole school. • Try to secure more consistency of offer from College as we have been let down by them over last 3 years and this has impacted on pupils TT for a year – often, therefore, meaning that the flexibility on offer for some pupils is diminished. • Bring more flexibility and practical subject time into S1 and S2. 	<p>Satisfactory</p>

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<p>Our new courses have followed closely the needs within the local community of certain careers and jobs. Engineering and Construction similarly offer strong career opportunities. ASL pupils benefit from the extent of choice in both S3 and the SP and we are able to create more inclusive timetables for them from S3 upwards as a result of this.</p> <p>We do offer good progression through from the BGE to the SP: though there are similar issues with some courses being over-subscribed. Similarly, we do allow crash Nat 5s or Hs if subjects and levels fit individuals. Current areas we would like to develop are PWW and Environmental Science as no L6 or H course available.</p> <p>Although we don't as yet have full policies on Lit, Num and H&WB being the responsibility for all we do have good coverage of these areas:</p> <ul style="list-style-type: none"> • English, History, RMPS, Geog (and Science) for Lit • Maths, Science, RMPS, Geog for Num • PSE, PE. Ex & Fitness, RMPS, History, Science, Hospitality for H&WB <p>Our increasingly strong links with SDS and DYW together with our strong focus means that in 24/25 have hosted 4 career sector event afternoons plus various stand-alone career sessions especially with S3 (option choices) and seniors (transition).</p> <p>We have hosted several SDS events within class which focus on different career sectors. We host individual employers i.e. RAF, Army, Navy to talk about career pathways</p>			
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>

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<p>We ensure relationships with parents are based on mutual trust and respect by</p> <ul style="list-style-type: none"> Honest and timely feedback to parents both positive and negative. Responding to questions, concerns, complaints immediately Working with parents on: Ndas, Child Plans. Communicating with parents at key points in year or if something within / about school is happening. We also aimed to involve parents in thinking about their child's personal and socio/emotional development through several sessions put on for them as twilights including social media and sleep patterns etc. <p>The school consistently involves parents and carers in school improvement and shaping policy through working closely with Parent Council and the latter having a good communication system with all parents. In previous years we have always included parents' views in our self-evaluation (focus groups and surveys) though we were not able to enough through 23-24. Nevertheless, the GHS PC have this year been engaged in discussion with HT about attainment, behaviour, and our policies for tackling anything unacceptable (and included in this has been tackling racism). The GHS PC are also closely involved with HT and community around the safeguarding issues around the Bus Park and needed fencing around the grounds.</p> <p>GHS and teachers enable parents / carers to understand their child's learning through progress and full reports together with parents' evenings and for S3, S4 and S5 a Course Choice Fair. Pastoral gather info for parents if info needed at other times. The SP pupils have interventions set for them if they are struggling and parents are</p>	<p>Parents June 23: Key areas from parental survey June 23 1.odt</p> <p>Feedback from ASL PT, Pastoral PTs. ASL Curr Parent feedback June 24 (002).docx</p> <p>ASN Evaluation comment 24 25.docx</p> <p>HT's close contact with GHS PC Chair and others on the PC Survey of ASL pupils' parents, HT's close contact with many parents HT's contact with FHs over interventions</p>	<ul style="list-style-type: none"> Return to more views from parents being sought and then used for helping improvement planning and reviewing progress Continue to find ways of the GHS PC engaging with more parents – though this has increased with their own surveys etc during 23-24. Liaise more closely with parents over SP interventions to produce more successful completions. Liaise with FHs to get better intervention systems working for BGE pupils through initial T&M Find ways for praise of a parent's child getting home more often so it is not, as in many circumstances, only negatives that are being communicated. More regular communication from HT to parents – less frequent through 23-24 through the many staffing issues. ASL's DIP includes increased focus on communicating with parents on any assessments / testing for a particular condition and also communicating to parents on their child's progress through year more frequently. Ensure good communication with parents of YP who will spend time within the Hub and those parents that find it difficult to engage with the school. 	<p>Satisfactory</p>
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informed of these. Parents are also aware of progress or otherwise through Child Plan or Solution Focus Meetings. Pastoral will also contact home if there is any teacher concern about their child's learning.

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