



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

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



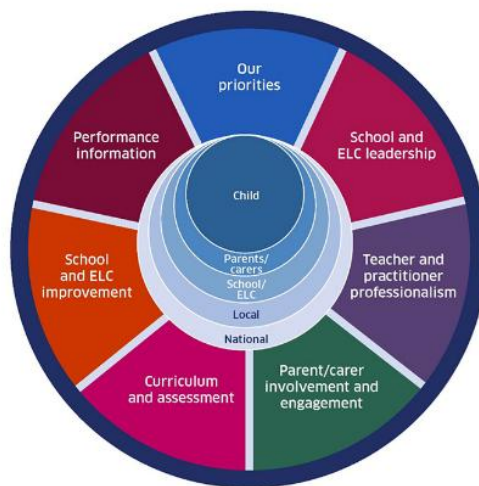
Introduction: Local and National Context

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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

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

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

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

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

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

Looking outwards - learning from others

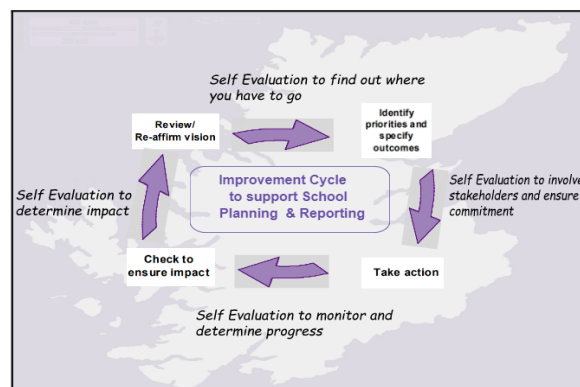
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

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

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

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



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

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

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

Kimberley Sinclair

Manager – Principal Teacher 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. Young people who attend Airport House from either Wick, Thurso or Farr High Schools remain on their school roll and attend Airport House on a part-time basis only. On occasion, Airport House staff work with young people as they prepare to leave primary school. Airport House is managed by a Principal Teacher of ASN on a full time basis and there is currently one full time teacher to support literacy and numeracy and three Children's Services Workers to support young people's vocational, social and emotional learning.

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. After implementing an attendance protocol, we have experienced a higher level of attendance over the past two years from some young people who were finding it difficult to attend 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 through a trauma informed approach. 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 there is a relatively small number of young people attending, 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. All of the young people who attend have a Child's Plan that is led by the school and an Action Plan outlining their targets in Airport House. 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

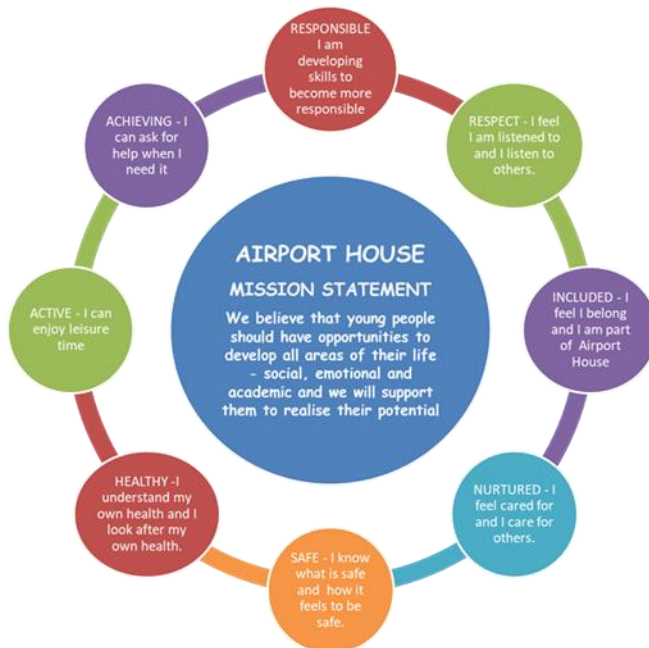
The majority of the young people attending Airport House are working towards senior phase qualifications in English/Literacy and Maths/Numeracy. The majority of young people attending Airport House are also accessing English/Literacy and/or Maths/Numeracy at either Wick High School or Thurso High School.

School Leavers

Almost all school leavers in the 24-25 session have moved on to a positive destination, with the most common destination being college. Leavers who did not have a positive destination upon leaving were supported and encouraged to engage with the Highland Council Employability service, SDS and the High Life Highland adult skills services.

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:

Embedding Trauma Informed Practice

Purpose:

This purpose of this project was to continue works from previous years' improvement planning by further embedding Trauma Informed Practice within everything that we do in Airport House.

Progress:

- 'What being Trauma-Informed looks like in Airport House' info graphic created based on Trauma Informed Walkthrough – increased awareness for staff of all the positive ways that they are embedding Trauma Informed Practice.
- Infographic shared with parents and young people to show what to expect at Airport House with regards to 'Trauma Informed Practice'.
- Almost all (87.5%) of the young people who responded to our student questionnaire (8) have said that they feel that staff treat them and others in a 'Trauma Informed Way'.
- All of the young people who responded to our student questionnaire (8) have said that Airport House offers a safe and comfortable environment to learn in. When asked if we could do anything to make it a more safe and comfortable environment, there were no comments for improvements. One comment said *'Nothing, I feel safe and comfortable already'* and another said *'I can always say how I am feeling and I am never judged'*.
- 100% of the parents who responded to our questionnaire (4) said they strongly agreed with the question 'Do you feel Airport House provides a safe, nurturing and trauma informed environment for your young person to learn in?'.

Impact:

- Young people continue to be met with kindness and compassion when they enter Airport House and this is reflected in the feedback they have provided us with. They feel safe.
- Young people's basic needs continue to be assessed and met (where possible) to ensure we give them the best start to their day and they are ready to learn. Staff feel this supports the young people to be more engaging and successful in their sessions.
- Young people are able to identify and discuss trauma informed ways of working and have been able to suggest which ways suit them best during their 1-1 emotional sessions.
- Staff are confident that they are interacting with young people in a nurturing and trauma informed way and can reflect on the 'What being Trauma Informed looks like in Airport House' infographic to self-assess themselves against in the future.

Next steps:

Trauma Informed Practice will continue to be an important aspect of our daily interactions within Airport House and inform all of our planning. This will not be a focus of improvement planning next year.

School Priority:

Improving opportunities for parent/carers engagement

Purpose:

This project was developed so that we could plan and offer more opportunities for parents/carers to engage with Airport House and their young people's learning.

Progress:

- Family fun day jointly planned by young people and staff – 4 families joined us for games and snacks.
- Direct contact from manager via e-mail was a popular way to ensure the information about the engagement sessions was shared with parents – 3 out of 4 said this is how they found out about our engagement sessions.
- Staff agreed a termly framework for family engagement sessions – young people were involved in creating the posters and deciding which activities to do. Young people and parents verbally shared that they enjoyed their visits to bake/play games with their young person.
- Feedback from our Easter family engagement session creating easter themed crafts was positive. Responses to our feedback questionnaire was *'Fun and engaging', 'It was nice and relaxed. Our young person enjoyed us attending and we had fun'*.

Impact:

- Young people have taken an active role in organising events that support family engagement – they have enjoyed creating posters and choosing activities that they could do with their parents/caregivers.
- Young people have enjoyed hearing their class teacher share positive feedback about their learning and this has encouraged them to keep up high standards in their learning.
- A regular schedule of family engagement sessions has meant staff are organised and have time to plan and prepare
- Staff have said that they really enjoy getting to spend that time with their young person and their families. It has helped strengthen relationships with family which in turn has helped to ensure high attendance and engagement in sessions with their key workers.

Next steps:

Parent engagement schedule is now in place and this will continue to be offered to parents/carers. Young people will continue to be involved in the planning process of this to ensure they buy in to the process and enjoy the benefits of parental engagement in their education.

Purpose:

This project was chosen after evaluation feedback from our young people indicated that some young people don't always feel listened to. We realised that we had no formal pupil voice forum within Airport House and this was something we wanted to develop with our young people.

Progress:

- Pupil's were surveyed on how they would like their voices to be heard. Information from this survey was collated and information about this was shared with young people via wall displays.
- Young people said that they would find it best to have monthly/termly pupil voice sessions and that they would like to share information via suggestion boxes and surveys
- Young people who indicated that they would like to be involved in the pupil voice forum now have a monthly timetable slot to look at the suggestions in the suggestion box, to update the wall display and to create surveys that are required.

Impact:

- Young people know that their opinions and suggestions will be listened to, and where possible, actioned upon.
- Young people have engaged with the suggestion box with support from their CSW Key Worker
- When people visit Airport House, they can see wall displays that are contributed to by our young people and that they have a place for their voices to be heard.

Next steps:

We will continue to keep updating the pupil voice wall display and hold our monthly sessions to allow our young people to have their voice heard and noticed within Airport House.

Wider achievements

- ♥ Our young people helped to raise almost £900 for MFR Cash for Kids Christmas appeal. Our young people hosted their parents/carers/family members at our 'Festive Family Fun Week' where they were able to sell baking/crafts to their parents. They also sold baking items to the local businesses.
- ♥ One of our young people built a bar using pallets, painted and decorated it, and then made and provided mocktails to young people and parents at our Summer Fun Day. He used this towards a Personal Development Award.
- ♥ Our young people have been working on designing the panels for our F24 car – there have been some really artistic and creative designs. We are looking forward to the car being fully assembled and ready to drive
- ♥ A few of our young people completed a cycle of planting and harvesting vegetables. They planted rhubarb, potatoes, onions and radishes.
- ♥ Some staff attended the Wick High School 'Health and Well-being Day'. We spoke to lots of S1-S3 pupils about the work that Airport House does to support social, emotional or behavioural needs. One of our young people has been working on the 'Well-being Award' and asked us to bring along a box of comforts that they had created to show the young people in Wick High School. They are going to apply for funding to create 90 boxes of comfort that they can provide to young teenagers from Wick High School for free to help with their mental wellbeing as part of their award.

Comments from learners, families, stakeholders and staff

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

When asked 'What do you enjoy most/not enjoy about attending Airport House as part of your education?' these were the responses:

- *"Games & baking. I don't like doing the work because it's not fun"*
- *"I enjoy the staff, the workshop, the gym and cooking"*
- *"I love it as staff is amazing"*
- *"I am really enjoying cooking"*
- *"Kelly (favourite key worker)"*
- *"I feel welcomed"*
- *"It's fun and the people and the staff are nice"*
- *"I enjoy the calm environment"*

Information that has been gathered from parents/carers feedback questionnaires –

- *"I would just like to say that you have a great team at Airport House and without you guys my boys wouldn't be where they are now. I am forever grateful for all the care and support they have received whilst being there. You guys do a great job and are a valued part of the community."*
- *"Airport House has been incredible for my young person. They love attending and I find them all amazing at what they do."*
- 100% of parents/carers who responded to our questionnaires either agreed or strongly agreed that their young person is happy whilst attending Airport House.

- 100% of parents/carers who responded to our questionnaires strongly agreed that the level of education offered by Airport House suited their young person's learning needs.
- When asked how we could improve the level of education or whether there were any specific qualifications their young person would benefit from one parent responded, *'More options for different subjects, however I do understand that you only have one teacher and this is not a possibility at the moment'*.

Information that has been gathered from partner feedback questionnaires –

When asked "Are there any ways that Airport House could expand and improve what is already on offer?" –

- *"Further outreach initially while on the waiting list as the amount of pupils now not attending mainstream school is increasing."*

When asked for any further comments –

- *"Airport House offer significant support to our young people who attend or receive time through outreach and communication with school staff has been excellent."*
- *"As we are often working with the same young person it has been extremely beneficial to have open communication results in the young person receiving a positive experience tailored to their needs."*

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	Good
QI 3.1 Wellbeing, equality and inclusion	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	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

- Raising attainment through improved teaching and learning leading to increased learner engagement
- Raising attainment through improved curriculum design
- Development of the use of online profile to support positive destinations

Planning ahead

Full details of the school's 2025/26 improvement priorities and actions are detailed on the Centre Improvement Plan, which can be accessed on our website <https://blogs.glowscotland.org.uk/glowblogs/airporthouse/> or by contacting the Airport House manager directly on 07775012194 or at airport.house@highland.gov.uk.