



## Standards and Quality Report

**School(s): LOCHABER HIGH SCHOOL**

**Head Teacher: Scott Steele**

**Date submitted: 17 September 2021**



### Context of the school:

Lochaber High School is the six-year comprehensive school which serves the town of Fort William and the greater Lochaber area. The school stands in spectacular surroundings to the north of Fort William at the foot of Ben Nevis, and Lochaber itself, is regarded as the Outdoor Capital of the UK.

There are eight associated primary schools: Banavie, Bun-Sgoil Ghàidhlig Loch Abar, Caol, Invergarry, Inverlochy, Lundavra, Spean Bridge and St Columba's. We have a close professional relationship with our partner schools and we work collaboratively to continue to improve our own schools as well contributing positively to our shared community. Our close partnership working extends to parents and a full range of agencies including health, social and business organisations to enhance young people's learning experiences.

Gaelic for learners, Gàidhlig (Gaelic Medium education) and Gaelic culture and heritage are important aspects of our school's ethos and help define the school's identity in the local community.

The school building is spacious and generally very well equipped. We have progressed considerably in our use of digital Learning, and as such we are regarded as a Google Reference school and we have received the Digital Schools award. Our staff have become very skilled in their use of digital technology to enhance learning.

The current school roll is 900 pupils, which is predicted to rise steadily over the next few years.

Reflective of the support and encouragement our young people receive, almost all young people leaving Lochaber High School go on to a positive leaver destination.

## School Vision, Values and Aims:

### **Vision**

Support, Challenge, Inspire!

### **Values**

At Lochaber High School, we wish to promote mutual respect, hard work and resilience. Equality, fairness and inclusion will underpin all that we do as we strive to nurture an able, confident and ambitious community.

### **Aims**

At Lochaber High School, we will:

- strive to provide high quality learning and teaching which will challenge and inspire our young people to realise success.
- celebrate the uniqueness of our young people, our community and our learning environment.
- encourage all our young people to develop their personal qualities and abilities by engaging positively with a wide range of activities and experiences within and beyond the curriculum.
- value and treat everyone with fairness and respect so they feel included and nurtured within a caring, disciplined and supportive school community.
- continue to develop productive partnerships with our associated local agencies to improve the well-being of our young people and families within our community.

## **Summary of Standards and Quality Report/School Improvement Plan engagement process:**

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers and other school staff
- Parents
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 20/21, like session 19/20, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would be normally engage with our school community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session, as we did last session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 21/22.

## **Our overall evaluation of the school's capacity for continuous improvement:**

**Our capacity for continuous improvement, like that of every school in the country, has been affected by the periods of remote learning and other disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 21/22 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.**

## Review of School Improvement Work against the National Improvement Framework Priorities

**What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:**

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 21/22, our main focus will therefore continue to be on three key areas:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We may carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2021/22 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.

## QI 1.3

# Leadership of change

### Themes

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Leadership of Change”:

In the context of lockdown we had a number of leaders leading change in the following areas:

- Monitoring and tracking attendance
- Monitoring and tracking engagement
- Developing engagement strategies for reluctant learners
- Developing digital resources using various software
- Developing systemic communications with stakeholders

### Question 2

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

- Attendance data
- Tracking data
- Digital Assessment Data
- PSA timetables
- Well-being check-in timetables
- Subject timetables for Digital Learning
- Google Classroom resources
- “Live Teaching” timetables

### Question 3

**What could we do now? What actions would move us forward?**

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

good

## Q1 2.3

# Learning, teaching and assessment

### Themes

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school?**

Usually in this section of the Standards and Quality Report, we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Learning, teaching and assessment”.

- There has been effective use of Chromebooks and other digital technology as well as good pedagogy; however despite staff moving forward significantly in the use of Google Classroom; Google Meet and Google Hang-Outs, pupil engagement varied significantly across the curriculum under “lockdown”. There were clearly social and well-being issues influencing pupil engagement with learning.
- There was a great investment of time in tracking engagement in addition to supporting families to improve engagement.
- Teaching staff as well as support staff adjusted their approaches to help all pupils engage in the learning process. Pupils who required support were targeted specifically and were assigned a Pupil Support Assistant who worked closely with teaching staff to progress learning.
- Pupil views were regularly sought during lockdown and this helped inform learning across many of our subjects. Pupils were consulted about subject related issues and how we might improve the delivery of learning.
- During lockdown as well as emerging from lockdown Lochaber High Success maintained the promotion and celebration of leadership opportunities and achievements. For example learners were involved in raising environmental awareness or undertaking leadership opportunities through sports coaching, Maths competitions, participation in Music or Drama, virtual events, and such achievements were promoted twice weekly through our Heads-Up and Lochaber High Success.
- Assessment and professional judgements were used to identify levels for all pupils at all stages across the school. SQA verification took place across five subject areas and planned moderation took place in all departments. This made judgements more reliable.

### Question 2

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

- Monitoring and tracking attendance data
- Monitoring and tracking engagement data
- PSA timetables
- Well-being check-in timetables
- Resource issuing timetables
- Google Classroom resources
- “Live Teaching” timetables
- SQA Verification Reports
- Planned Moderation Activities
- Assessment and Re-assessment Schedules
- Pupil Surveys
- Parent Council Feedback

### Question 3

**What could we do now? What actions would move us forward?**

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**good**

## QI 3.1

# Ensuring wellbeing, equality and inclusion

### Themes

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Ensuring wellbeing, equality and inclusion”.

- Well-being check-ins were undertaken with all pupils as part of registration, as well as “live teaching” periods which included our more vulnerable pupils from our Pupil Support Base, Mamore House and Glencoe House.
- Support staff are very familiar with the Highland Practice model and well-being indicators.
- Every pupil has an assigned named person/lead professional who remains with them throughout their time at school (unless specific issues result in additional support being required)
- Shanari well-being indicators were used to direct conversations with our young people and staff.
- Our Health and Well-being page on the homepage of pupil chromebooks was used effectively during lockdowns. This includes information and advice videos covering the ten most common local health and well-being issues which were promoted to parents and pupils. This signed posted pupils and parents to local agencies including nursing and counselling services, Lochaber Hope etc.
- Physical exercises for year groups as part of health and well-being agenda were undertaken weekly.
- Weekly physical exercise classes were organised for staff.
- Weekly faculty link and faculty meetings took place to support learning and teaching, but they also functioned as well-being check-ins.

### Question 2

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

- Registration was monitored on a daily bases. Well-being calls were made to family homes.
- Promotion of Shanari through school and department meetings.
- Homepage of the school's chromebook page.
- Exercise tasks and exercise videos.
- Participation of pupils and staff in well-being initiatives.
- Department and Faculty link minutes.
- The ASG held a virtual Transition Week to give P7s as much transition information as possible. This was supplemented by information provided by LHS.
- The effective communication within the ASG results in LHS staff gaining excellent information on pupils transferring to LHS.



### Question 3

**What could we do now? What actions would move us forward?**

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**very good**

## QI 3.2

# Raising attainment and achievement

### Themes

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement":

- We continued to promote achievement events and celebrate them through our usual twice weekly publications as well as sharing videos capturing achievements.
- Staff adjusted their methodology to meet the needs of their pupils through the use of digital technologies.
- Digital technology was exploited to maximize the impact of learning and teaching.
- Learning was tracked during lockdown and reported to pupils and parents.
- Assessments, assessment practice and re-assessment opportunities were planned across the school.
- Across the school, a policy of moderation has been embedded and benchmarks are used extensively to measure performance in the BGE as well as the Senior Phase.
- There were robust SQA performance meetings with the Senior Management Team and Principal Teachers.

### Question 2

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

- Marking of work through Chromebooks.
- Targeted Support by class teachers and support staff.
- Tracking of progress at departmental and whole school levels.
- A range of data such as P7 data; moderation data; Tracking & Monitoring data; attendance and suite of letters data.
- Feedback from Department Meetings.
- Working Group Minutes.
- LHS Success publication.
- Pupil Survey Information.

### Question 3

**What could we do now? What actions would move us forward?**

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).**

**satisfactory**

# KEY THEME

## from QI 2.2

### Curriculum

#### Theme 3

- Learning pathways

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways":

- The Senior Phase curriculum has increased in breadth and therefore offers more choice.
- The content of the Senior Phase curriculum was reduced in line with SQA amended arrangements to accommodate learning and assessments within the context of two lockdowns.
- A limited number of, yet well-considered, NPAs are delivered to enrich the pupil experience.
- The S1-S3 curriculum was mapped out as were the assessments to prepare the way for future curriculum development.

#### Question 2

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

- All levels across the Senior phase have a consistent allocation of periods which has allowed for additional subjects as evidenced from choice booklets and choice forms.
- New courses are offered if relevant e.g. environmental science, engineering for example.
- Consultation meetings with pupils.
- Recommended levels are used to ensure pupils are progressing at the appropriate level in the appropriate subject.
- West Highland College also delivered a range of courses. Psychology Higher and National 5, Foundation Apprenticeships; Level 4/5 Mental Health and Wellbeing Award and other NPAs.
- Departmental meetings, link meetings and management meetings.
- Pupil consultations are on the school calendar.
- Learning and teaching survey.

#### Question 3

**What could we do now? What actions would move us forward?**

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

# KEY THEME

## from QI 2.7

### Partnerships

#### Theme 3

- Impact on learners (focus on parental engagement)

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Partnerships – parental engagement”:

- Communication with parents, carers and families is regular and structured, and is used for intervention and targeted support.
- Departments work with a number of organisations and businesses across the community to plan and deliver activities which enhance the curriculum.

#### Question 2

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

- Communication through phone calls, emails and suite of letters to parents. Parents' Evenings - DHT making contact by phone to those parents who could not attend.
- Solution focused meetings with allied professionals and parents for targeted support.
- Active Parent Council has HT, DHT and Staff representatives who attend regular meetings.
- UHI West Highland College
- Skills Development Scotland and DYW (West Highland) work closely with pupils to achieve positive destinations.
- Local business and industry partnerships, eg MOWI, Liberty, BSW, RBS, Inverloch Castle, Glen Nevis Youth Hostel, Nevis Range, OffBeat Bikes, etc have provided strong and positive links through a variety of opportunities.
- Links with local charities through Youth and Philanthropy Initiative (YPI) has increased pupil awareness of citizenship.

#### Question 3

**What could we do now? What actions would move us forward?**

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.