SCHOOL STANDARDS & QUALITY REPORT

School: *Lochaber High School*

Head Teacher: *Scott Steele*

Date submitted: *June 2018*
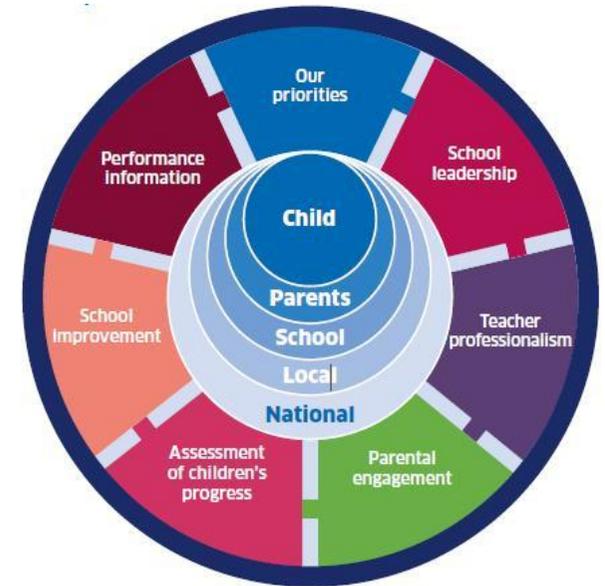

In Lochaber High School we aim to:

- Give all pupils an education which meets their needs and prepares them for future life.

- Value and treat everyone with fairness and respect so that they feel included and take a pride in being part of the school community.

- Provide a safe, healthy and disciplined environment where pupils enjoy learning.

- Work in partnership with parents and the community.

- Encourage all pupils to participate in extra-curricular activities and have fun!

These aims are in line with the four capacities of 'A Curriculum for Excellence' which aims to create:

- Successful Learners

- Effective Contributors

- Confident Individuals

- Responsible Citizens

Summary of Improvement Report & Plan engagement process:

Participants	Engagement details
Teachers and other staff	Department Meetings (weekly) Management Meetings (PTs/SMT) – first week of each month SMT Meetings (weekly)
Parents	Parent Council shared with 23/5/18 as well as quarterly updates will be shared with PC.
Pupils	Pupil friendly version will be shared through Tutor Support.
Volunteers working in school (such as parents taking after-school activities, 3rd sector engagement etc.)	This has been shared with SDS on 13 June.
Other partners	N/A
Associated Schools Group	ASG Meetings (monthly)

Full details of engagement activities can be found in the school's self-evaluation records.

PART TWO – Standards and Quality Report referencing your previous Improvement Plan and next steps

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. There are eight associated primary schools: Banavie, Bun-Sgoil Ghàidhlig Loch Abar, Caol, Invergarry, Inverlochy, Lundavra, Spean Bridge and St Columba's.
The school stands in spectacular surroundings to the north of Fort William at the foot of Ben Nevis.

We work in partnership with parents and a number of agencies, businesses and 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. A multi-million pound, capital funded refurbishment and rebuilding programme – 'Lochaber 21' – has brought considerable improvements to the campus. The school's facilities are amongst the best in Highland. Set in the 'Outdoor Capital of the UK', Lochaber High offers a unique and extensive range of extra-curricular activities.

The current school roll is 846 pupils, which is predicted to rise steadily over the next few years. Positive news about industrial development in the local area is likely to have a beneficial impact on the school roll.

Young people leaving Lochaber High School go on to positive leaver destinations in almost all cases.

What have we done to close the attainment gap?

We work hard to create an ethos of inclusion, encouraging all young people to fulfil their potential. We prioritise learning in Literacy, Numeracy and Health & Wellbeing for all pupils while group-work with small numbers of young people provide opportunities for targeted intervention. As part of the PEF initiative LHS targeted a number of vulnerable young people, and used the theme of Health & Wellbeing as a key driver for change. There was focus on a range of areas: engagement with the family home, improving attendance and improvement in social and emotional well-being. This has made a positive impact for a number of our young people.

This is the second year of the school's new curriculum architecture, and we will continue to look for opportunities in developing our curriculum – in association with partners – to provide a variety of experiences and qualifications to build confidence and giving young people skills for learning, life and work. Technology is used increasingly to support and enhance learning.

A significant number of teachers have engaged with the Authority 'Tapestry' Assessment Project, developing their professional skills. This has made a positive impact with a number of teaching staff, particularly in assessment and understanding of standards.

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

  * We are confident in our capacity for continuous improvement ⊠

  * We have some concerns about our capacity for continuous improvement ☐

Comment:
We have plans for continuous improvement in 2018/19 and beyond, although there are a number of challenges facing the school such as maintaining a full staffing complement; curriculum architecture; meeting the needs of pupils with ASN in a disciplined fiscal context, and the introduction of one IT device per pupil.

Quality Indicators from HGIOS 4	*How are we doing?* *What's working well for our learners?* *What are the features of effective practice in our school?*	*How do we know?* *What evidence do we have of positive impact on our learners?*	*What are we going to do now?* *What actions will move us forward?*	*How would we evaluate this QI using the HGIOS 4 scale?*
1.1 Self-evaluation for self-improvement • *Collaborative approaches to self-Evaluation*	There is shared ownership of self-evaluation at SMT, wider Management and at school level using HGIOS 4 QIs. There is collegiate working within departments/faculties using HGIOS 4 QIs to self-evaluate supported by SMT. Management Meetings were dedicated to discussing HGIOS 4 QIs, exploring whole school evidence and improvement planning objectives. There was a whole school meeting based on the SIP, and there was collegiate working within departments/faculties within this meeting in writing improvement plans.	School Calendar identifying school and management meetings. Schedule of One to One meetings with PTs. Revised Faculty Improvement Planning documentation from all departments evidenced in Google Docs.	Link Pupil Voice surveys to themes within the SIP. Pupil Surveys will be linked more systematically to department/faculty improvement plans. Develop and agree standing departmental/faculty agenda items.	3

	There were further one to one meetings and feedback regarding Department/Faculty returns. There are collaborative approaches to Insight analysis. Prelim Performance data is analysed across all faculties, and at SMT. Regular analysis of data at departmental level is undertaken to support improvement in attainment, for example analysis of topic tests in sciences. Pupil Surveys are used to gather pupil opinion to inform changes about subject courses. (Chemistry, English, BM etc_	Attainment meetings take place with PTs in August, and in February/March. Class by class analysis is undertaken. PTs discuss and explore results with class teachers about Prelim Performance. There is some paper documentation supporting this, for example in English, Drama and RE, as well as professional testimony. There is ample stakeholder feedback particularly from pupils and parents, for example in Modern Languages, Music, Sciences, English, BM, PEF, PSB etc.	Self-evaluation programme will be developed and implemented. There will be planned evaluations of school improvement with other partners.	
	Classroom Observations take place across the curriculum to support staff in adopting most effective practice.	Feedback from observations and professional dialogue about effective practice is in evidence across the curriculum.	Formalise observation programme as part of LHS's Learning & Teaching strategy.	

	There is successful collaboration with partner agencies such as CAMHS, Social Work, CSW. Linking with other SFL departments in Highland.	Collaborative engagement is providing direct support to pupils as evidenced in conversations between staff, pupils and parents. This is particularly in evidence in SFL, PSB and PEF.		
	There is a collaborative approach to self-evaluating primary/secondary transitions within our ASG.	There was a concise evaluative exercise completed by the ASG at a Head Teachers' Meeting. Jotters were purchased and distributed by LHS to associated primaries to help track literacy and numeracy transitions.	There will be ASG collaboration in planned moderation of Numeracy. Jotters will be delivered to the ASG in January of each year to capture a greater part of P7 pupil work in literacy and numeracy.	
• *Analysis and evaluation of intelligence and data*	Tracking data across all pupils and at all stages is in evidence and it is being used in a number of ways such as supporting learner conversations, informing the need for additional support etc. SQA Performance data is analysed at SMT and at faculty level.	Reports are more evidence based and provide pupils with more accurate understanding of their learning. Pupils can see their own progress in the comparative data within reports. Some staff are obtaining a more holistic view of pupil attainment by drilling down into data, which is resulting in more	Management Meetings are arranged in such a way as to ensure a collegiate approach to data analysis, namely M & T data. There is a need to improve tracking and monitoring data within the BGE to be analysed and evaluated at a whole school and department/faculty basis. Learner conversations will take place more consistently across the	

		informed learner conversations.	curriculum. This will be evidenced through Pupil Surveys and Pupil Voice.	
	Analysis of a range of data to determine PEF groups is undertaken.	Risk Matrix data Attendance Data Referral Data Professional opinion		
	Tracking data as well as professional opinion were used to identify students for Easter School. Underperforming and borderline performing students were given priority.	Student Focus Groups revealed that almost all students stated Easter School helped improve understanding of exam content and standards.	Sponsorship will be sought to ensure sustainability in Easter School. A meeting has been arranged for August.	
	Data from Speedy Readers is used to map progress in the reading age of targeted pupils.	S1/S2 targeted groups – reading age improvement is tracked. Sharing of reading age improvements with staff inform the movement of individual students within classes. Parent and pupil feedback is positive regarding progress within speedy readers.		
	Analysis of tracking data is used to estimate SQA performance.	SQA performance. 2017/18 Est Grades Total % Total S4 completing 3 N5s or more 68, 55% May-18 Total S4 predicted to pass 3 N5 or more 67 54% Total S4 completing 5 N5s or more 50, 40% Total S4 predicted to pass 5 N5 or more 42, 34%		

| | | Total S4 completing 6 (or more) N5 37, 30%
Total S4 predicted to pass 6 (or more) N5, 21, 17%

32 pupils have 1 or more predicted fails despite identifying underperforming students and students at risk who received additional targeted support.

Total S5/6 doing 3 or more at H or above 101, 52%

Total S5/6 predicted to pass 3 or more at H or above 86, 44%

Total S5/6 doing 4 or more at H or above 65, 33%

Total S5/6 predicted to pass 4 or more at H or above 42, 22%

Total S5/6 doing 5 or more at H or above 22, 11%

Total S5/6 predicted to pass 5 or more at H or above 12, 6%

43 pupils have 1 or more predicted fails. | Interventions have been undertaken in an attempt to address failing students. A programme of self-evaluation will be in place to ensure pupils pass their course or are moved timeously to ensure success in SQA performance. | |
| | The delivery of wider achievement at LHS is very | Daily bulletin and local newspaper articles | Wider Achievement courses will be implemented in the Senior Phase. | |

• *Ensuring impact on learners' successes and achievements*	good. Pupil Voice is a medium by which pupils lead change. Early identification of EAL students, profiled yearly and all staff informed. Targeted support for young people in PSB, reviewed regularly resulting in young people returning full-time to mainstream. Regular analysis of a range of data such as attendance, behaviour referrals and exclusions is undertaken to target support as appropriate.	demonstrate a wide range of sporting and interest achievements from Shinty to Young Engineers Club. Students are successful in sitting ESOL exams. There is regular engagement with Social Work, CAMHS, An Cala to ensure appropriate support for vulnerable young people. Improved behaviour Reduction in exclusion within PEF client group. Increased in attendance and achievement.	Wider Achievement opportunities will be created in the Senior Phase such as buddying, paired reading, volunteering across the curriculum, and volunteering in our ASG. Wider Achievement opportunities will be mapped across the school, and there will be further engagement with partners, including parents.	

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1.3 Leadership of Change • Developing a shared vision, values and aims relevant to the school and its community.	The school aims are well established. Almost all staff demonstrate shared values in the efforts they make to realise success for all our young people.	School website School publications, for example transitions materials. Visions, values and aims are demonstrated in many areas of the school: Megan Kirkaldy working with a small group of students in partnership with Nevis Radio. They have a weekly slot but also cover the World Mountain Bike Championship and other local events. Gillian Baxter leading the school's YPI initiative. George Young leading community project to raise awareness and fundraise for Laura's Appeal and the Anthony Nolan Bone Trust. 41, S6 students have provided the scheme with their DNA. Frances Dent manages S6	There is a need to develop a shared vision with all our community partners.	3

	Staff demonstrate great care for our pupils' welfare and progress, which can be demonstrated in GIRFEC referrals, referrals to PSB or SFL, and additional support that is provided through our lunchtime and after school support classes.	volunteering across the curriculum and delivers our Paired Reading programme. Progress demonstrated in young people attending PSB. GIRFEC referrals. The programme of lunchtime and after school clubs is evidence of additional support staff offer to students. Announcements about pupil issues at morning briefing keep staff informed of changes, agreed actions etc.		
• Strategic planning for continuous improvement.	The Senior Management Team take measured decisions after exploring issues collegially. Risks and rewards are fully explored before implementation of change. Staff are actively encouraged to lead change and are part of the decision making process.	Planned whole staff meetings where staff are asked to discuss, explore and exchange professional ideas regarding change and improvement. Management Meetings Through a number of committees staff are consulted about strategic change for improvement, for example, Raising Attainment Group Curriculum Group School Consultation Group	Management Team needs to undertake a more strategic role in the school.	

		Tracking and Monitoring Group Maker Space initiatives - many staff lead change and improvement such T. Perkins in PSB, E. Platt in robotics, B. Cameron in Young Engineers etc.		
• Implementing improvement and change.	Almost all staff promote equality and justice. Many staff undertake initiatives to improve the learning experience of young people. Tapestry Group has influenced assessment practice and shared good teaching practice. PEF interventions have been driven by health & well-being agenda, which has resulted in improvements in academic progress.	Citizenship Group Science trips Outdoor learning Theatre Trip Drama Shows Attendance of PEF pupils has increased. Attainment and achievement has increased. PEF pupils successfully access their language entitlement. PEF pupils feel more included and feel part of the school as evidenced in dialogue between staff, pupils and parents.	SMT needs to continue to promote leadership across all staff.	

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2.3 Learning, Teaching and Assessment. • Learning and engagement.	Positive relationships are in evidence across the curriculum. Digital Learning is increasing across the curriculum for example introduction of google classrooms with AH Chemistry. LHS hosted the second Big Bang STEM event for S2 pupils, which included the promotion of digital learning. There has been an increase in the use of Digital Learning as evidenced through the use of the Maker Space and IT suites.	SFL referrals. AA arrangements There is a 97% usage of staff and pupils in Google G suite. Booking System data 3-D models Drone photographs 2nd May 2017 – 2nd May 2018 - 837 bookings in Maker Space 837 200 (school days roughly) = 4.2 bookings a day. It has been used for Junior and Senior Young Engineers Clubs; drone technology to create a promotional video about the Big Pedal; pupils use the green screen and 3-D print outs. Drone technology is being used in a number of subjects such as Computing, Maths and	Increase the creative use of digital technology to improve the quality of learning and teaching.	4

		Geography.		
	A group of staff has begun Google Certified Educator Training.

digilearnhighland.co.uk has been highlighted to staff.

There is increased partnership working with UHI through Foundation Apprenticeships within the context of digital learning such as: Creative & Digital Media Software Dev. & Digi Med, Computing Software.

A wide range of teaching styles encouraging pupils to "say, make, do" are used in class and digital media is used extensively. Attention is paid to learners' individual needs. | Some staff were trained in using the Maker space, and/or engaged in experiential learning in the Maker Space, eg. E. Platt, I. Beagent
Please also refer to the S1 Transitions Videos.

Curriculum Plan and Compatibility Chart.

Assessment takes place frequently. Formative and summative assessment information is used to make informed judgements about pupil progress and pupil needs.

Target setting takes place before and after assessments. Assessment judgements are also used for reporting on the learners.

Use of G Classroom means monitoring and sampling of pupil work can take place at any | | |

		time to provide us with information on attainment.		
• Quality of teaching.	There is good use of the Maker Space, library and ICT suites as mentioned above. Targeted support for young people with ASN in class within BGE and Senior Phase. There is outdoor learning in evidence. Learning is also taking place in industrial visits, eg Marine Harvest Bam Nuttull Biology and Liberty. Observations are taking place across the curriculum and staff are sharing good practice.	See above. Pupils with ASN are progressing and achieving. See BGE results and SQA exam results. Also see Speedy Readers data. See daily pupil bulletins Geography and Biology programmes of learning. Evidence of observations is with PTs curriculum. Pupil voice evidence.	Observation programme will be implemented in 2018-19. Good practice will be shared in programme of CPD.	
• Effective use of assessment.	Participation in Tapestry Group led to increased awareness of different methods of assessment and opportunities to see best-practice in action and enable continuous improvement Assessments were created in different formats to support students.	25 staff participated in the project, which improved approaches to teaching and pupil engagement. This is evidenced in G Form self-evaluation. Learners experienced a range of teaching styles which resulted in better engagement with lessons and content.	A variety of assessment requires to be integrated into BGE programmes of learning consistently across the curriculum. Key assessment data needs to be used more effectively and consistently across the curriculum between progress reports.	

	Learners' progress monitored more often and analysis of results led to appropriate action – change of levels, discussion, AAA being made.

There is increased staff and pupil awareness of dyslexia.

Staff shared their reflections on the work they had done across a range of pedagogical practices.

Due to Tapestry there has been an increase in moderation within BGE.

Observations were conducted as part of the project.

Effective use of benchmarks within BGE programmes of Learning.

Use of assessment data to inform improvements and learner conversations.

Use of learner journals to provide feedback to teachers | Assessments created in many different formats to monitor the progress of individuals. Pupils not over-assessed, but were given opportunities to carry out normal class tasks where assessment judgements could be made.

Participating staff shared projects and materials on which they worked.

3 Staff received GTC recognition of career long professional learning.

Systems were put in place across a range of departments to ensure that best practice in assessment is consistent.

Assessment used to effectively inform next steps across the school community. Sample moderation plans for English, Drama and RE make explicit links between planning, success criteria, teaching, assessment and feedback

Pupil feedback sheets in folders of best and latest work.
Focus Meetings in Music | | |

	to help adjust learning and teaching approaches.	providing bespoke pupil support. Use of google classrooms to monitor homework and course progression.	
	A matrix approach to assessment is in evidence in Sciences for example. There is evidence of moderation across the curriculum, and moderation with ASG in literacy and numeracy. Moderation of languages at Highland In-service in French and Gaelic.	Matrix approach helps to support different learning styles.	
• Planning, tracking and monitoring.	Programmes of Learning in the Senior Phase have been adjusted to be in line with SQA arrangements. There is greater consistency in the use of monitoring and tracking data within departments. SMT and Guidance Teachers monitor and track attendance and behaviour referrals.	Senior Phase Programmes of Learning. SEEMIS Tracking & Monitoring data. Tracking guides created by E. Groat.	Monitoring & Tracking needs to be used consistently across the curriculum. Risk Matrix data needs to be considered in monitoring and tracking performance. M & T data needs to be used consistently across the curriculum to inform learner conversations. BGE Programmes of Learning need

	Tracking information has been used and is useful for making assessment judgements.		to ensure most students reach level 4 by end of S3.	

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3.1 Ensuring wellbeing, equality and inclusion. • Wellbeing.	Young people within PEF groupings are receiving more social and emotional support, which is leading to better engagement and achievement in learning. Personalised support within and out with classes has helped support pupils to reduce barriers to learning. Young people within PEF groupings are receiving personalised target setting. Young people have a better sense of belonging in the high school with better parental engagement.	Attendance statistics show attendance figures have increased. Professional judgement from teachers and staff members within school has indicated that pupils are more engaged in their learning. Speedy Readers, a literacy intervention has been introduced to two English classes. And as a consequence reading ages have increased. There is demonstrable increased parental engagement with parents/carers of PEF groupings. Feedback from parents and other professionals informs more individualised support. There is greater engagement with SDS within this client	Continue to support family engagement through CSW and increase attendance figures for all vulnerable young people.	4

		group.		
	Tutor Support is embedded within the curriculum and its programme is on the staff shared area and now includes universal support lessons.	All Tutor Support resources have been filed on the shared drive. Pupil Voice feedback - many pupils enjoyed a number of topics such as careers, anti-bullying, internet safety, free study etc.	The Tutor Support programme requires to be amended to suit the needs of S6 students. Eg include more information about managing finances etc. There needs to be greater consistency in staff completing GIRFEC forms when required, and support strategies need to be clearly identified on forms when used.	
	Staff members use the GIRFEC framework to ensure pupils are supported at all stages of their learning. Support staff are familiar with the Highland Practice Model and well-being indicators.	G. McNab provided additional CPD. All staff feed into intervention strategies – from Stage 1 forms through to LAAC pupils. Ongoing Guidance contact with pupils and staff ensures monitoring of impact including meetings with pupils, parents, use of SFMs, termly reviews at An Cala etc. Staff feel confident in using the staged approach and support from PTs and Guidance allows classes to progress without any negative impact by individual pupils.		
	Each of our pupils has an appropriate named person/lead professional, and a Year Head, who remain with			

	them throughout their time in school.			
		Pupils know who their tutor teacher, guidance teacher and year head is.		
• Fulfilment of statutory duties.	The school's log of Child Protection training has been updated. There is an annual reminder of CP protocol and staff training is updated every three years. All staff are familiar with CP protocol and know the school's CP officer. LHS retains records regarding attendance and late coming. There is an up-to-date record regarding administering medicines. Medical files are maintained. There is a record of all exclusions.	CP Log Attendance statistics/late coming figures. Record of Children taking Medicines SEEMIS entry data Exclusion Record: 2015/16 - 13 exclusions for a total of 54 days; 2016/17 - 33 exclusions for a total of 168 days; 2017/18 - 41 exclusions for a total of 218 days.	There needs to be an increased awareness of the Education in Scotland Acts and the United Nations Conventions on the Rights of the Child. Exclusion rates need to be reduced by 50% in 2018-19.	
• Inclusion and equality.	PMLD has increased certification particularly in literacy, numeracy and personal achievement qualifications.	PMLD pupils have achieved National qualifications at National 1 level. One pupil has passed 36 National 1 units. 27 further passes have been		

	Staff work hard to provide a caring and inclusive learning environment for pupils with severe and complex support needs. There are mechanisms in place to support pupils during social times as well as during timetabled learning.	achieved at National 1 in 2018 but certification has yet to be processed. 2 National 2 awards have also been achieved. Personal achievement awards have been introduced and all PMLD pupils (9) have achieved two level 1 awards each so they are entitled to a Bronze award.

There is a high level of physical support to enable tasks – moving and handling, hand over hand etc. | |
| | The PSB provides a high level of support for a small cohort and links directly with appropriate agencies to further support the child. They also link with An Cala (off-site provision) for pupils who struggle to maintain their education at LHS. | Provision is continually reviewed within the department but also via Child Plan meetings, IEP reviews etc

There is regular discussion between PSB teacher, pupils, staff and parents.

Pupils who attend An Cala have access to a wider curriculum to support their needs. | |
| | Audio files using pod-casts have been created to support pupils within the highest performing 20%. | Parents can visit or talk with An Cala staff as required.
Audio files are uploaded to Google classroom. | Differentiation needs to be further embedded within BGE courses. |

	All teachers seek to ensure they are aware of the differing needs of all pupils and match courses and learning activities to these needs and aptitudes. The SfL department, along with subject teachers, plan tasks, activities and resources for individual pupils or small groups.	SfL issue notes on all ASN pupils. Departments ensure there is differentiated work available and there is evidence of many departments using pod-casts and saving them on Google classroom space. Parents are included in discussions regarding additional assistance being put in place for their child. Tasks are relevant due to SfL teacher knowledge of pupil and there is regular review of course content by SfL teacher and classroom teacher.	
	Pupils with EAL are now enrolled in SQA TESL courses and LHS benefits from an EAL co-ordinator working with EAL pupils on a weekly basis. Parents are informed about their child's progress and work at school via regular reports and Parents' Evenings. There is an effective and thorough P7-S1 transition programme which ensures all	EAL co-ordinator monitors English levels, updates SEEMiS, provides pupils with strategies to use in class, informs staff of levels. Reading, Writing, Talking/Listening and Numeracy	

	pertinent information is shared and all P7 pupils are familiar with LHS before the new session starts.	levels are shared with all staff. Extended P7 transitions is provided as required. There is a Parents' Evening held during transition week. The Transitions Programme is reviewed yearly with transition co-ordinator. Pupils given extensive briefing on their buddying role with certain pupils given more specifics on high tariff pupils. Younger pupils feel more supported and confident in their transition due additional assistance provided by S6.	
	We work very closely with SDS – through a Partnership Agreement – and associated agencies to ensure all learners achieve a positive post school destination.	Positive Destination results are very good. Only two students in 2017-18 have not achieved a positive destination. SDS provide face-to-face meetings with pupils, small group work, class work and year assembly input. SDS can also be involved in Child Plan meetings, SFMs etc.	Continue to work on post-school transition – especially for pupils with severe and complex needs.

	LHS benefits from a monthly CAMHS consultation and a close working relationship with an assigned PMH Worker. All staff are involved in the universal support of our pupils. They understand their role in supporting pupils to review their learning. LHS Code of Conduct is displayed in each classroom and pupils are familiar with the content and the behaviour expectations. The vast majority of pupils demonstrate very positive behaviour and progress in their relationships with peers and staff. ASN/high tariff support needs are well supported.	SDS assisting in developing DYW programme via work experience discussion, visits to work places, using local visits to local employers, Careers Fair, Doctors at Work, science fairs etc. and as such pupils are becoming increasingly aware of local opportunities. Results in interventions for pupils either from Guidance or CAMHS worker – with family if required. Pupils have shown a high level of engagement with CAMHS worker. Guidance input, support cards, reinforcement of code		

	Pupil Voice allows elected representatives to take forward issues for discussion with the senior management team.	ASN/high tariff support needs have access to a highly individualised timetable incorporating support for several agencies/local providers.	
		Pupils can raise any issues for discussion and are asked for specific contributions on some issues.	
	A school nurse team is available to the pupils in LHS for scheduled and requested appointments.		
		Minutes are taken and fed back to pupils.	
	Advertised in school and on web site.	Pupils share this information with peers during Tutor Support.	The school website needs updated incrementally with information which will remain relevant for some time.
	Pupils can access as required.		
	Available to give advice to staff.	Staff are aware of when meetings will be held and can items to agendas, attend meetings etc.	
	Pupils can opt to engage in counselling/mentoring through a partnership with Lochaber Hope.		
	Protection updates and reminders (verbal and printed) are issued on an annual basis.		
	LHS has an active and regularly updated website and Facebook		

	page which keeps pupils and parents informed of activities and opportunities.	School website, Facebook page, PE Facebook		

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3.2 Raising attainment and Achievement. • Attainment in literacy and numeracy.	Learners make satisfactory progress from prior levels of attainment in Literacy and Numeracy. Literacy and Numeracy statistics in the BGE show an improving trend. This is supported by Speedy Readers, and Paired Reading. There is a co-ordinated approach to paired reading across the school. Attainment in literacy and numeracy by S4 is satisfactory. LHS has dropped slightly in SCQF Level 4 but is still above VC for SCQF Level 5. The performance of pupils in National examinations shows a clear improvement in attainment for most of our learners. The S4 results show continued Improvement. The lowest performing 20% is above VC/ Highland and National. There is evidence that our	P7 Transitions data SEEMIS Tracking and Monitoring Data Risk Matrix data Insight data S6 students support paired reading. Highland Questionnaire covering literacy, numeracy, health & well-being and wider achievement.	Improve CFE levels across the curriculum including literacy and numeracy by undertaking: monitoring and tracking across the curriculum. communicating more frequently with parents/carers and young people via letters linked to monitoring and tracking performance. using monitoring and tracking data to inform individual pupil support. learner conversations built into the school calendar. moderating with Associated Primaries and moderating across the curriculum will take place. Literacy and Numeracy across the curriculum CPD. Develop Business and community agency portfolio to influence the	3

	young people are widening their achievements through active participation in school, and in the local community. Positive Destination data is strong – only 2 students did not achieve a positive destination.	Sports Coaching within our ASG. SDS data DYW engagement – Business links with a number of faculties. Business support during Senior Parents Evenings. WHC and SDS attend Parents Evenings.	curriculum and support young people in career choice.
• Attainment over time.	Despite young people making progress in BGE attainment, not enough young people reach level 4 by the end of S3. SQA attainment is satisfactory but there is a mix of positive and fluctuating trends in some subjects.	SEEMIS Tracking & Monitoring data Insight Data – Performance in a number of SQA courses needs to be stronger eg in Higher - BM, Biology, Chemistry, MS, RMPS and at N5 level - History, Physics, Life Skill Maths.	Increase level 4 performance by undertaking strategies named above. Ensure all young people meet entry requirements for each course. Introduce course recommendations. Establish attainment strategies for underperforming courses.
• Overall quality of learners' achievements.	Students engage in the wider life of the school through participation in a variety of clubs, sports as well as interest driven.	Young Engineers Club Winner of Robotics Competition Sports Coaching Shinty Team Rugby Team etc	Recognise wider achievement through a series of assemblies.

	Prefects are at front of house during Parents Evenings. Prefects give visitors tours of the school.			
• Equity for all learners.	Positive destination data is very good. Barriers to learning are removed. PEF groups established to mitigate disadvantage. Using technology to encourage young people with ASN. Support for young people to participate in lunchtime activities.	SDS data SFL and PSB data PEF groups data Parental feedback		

Quality Indicators from HGIOS 4	*How are we doing?* *What's working well for our learners?* *What are the features of effective practice in our school?*	*How do we know?* *What evidence do we have of positive impact on our learners?*	*What are we going to do now?* *What actions will move us forward?*	*How would we evaluate this QI using the HGIOS 4 scale?*
2.2 Curriculum: Theme 3 Learning Pathways	The design of the curriculum was developed through a collegiate approach with the Management Team and staff. The curriculum has a clear rationale; however the values within the curriculum are inconsistent. Our curriculum acknowledges the community as reflected in the Single Outcome Agreement. There is a strategic overview of the curriculum. Tutor Support is part of the curriculum which includes universal support to ensure we meet the universal entitlements of our young people.	Curriculum Committee meetings. Inconsistency in period allocation within Curriculum Architecture. Strong business partnership with local industry. Outdoor learning activities. An analysis of curriculum architecture was undertaken in March 2018. Tutor Support programme.	Further review BGE curriculum architecture and plan ahead for change as appropriate. Restructure the Senior Phase.	3

	The curriculum is regularly reviewed and adjustments have been made this year.

There has been engagement with WHC to enrich the Senior Phase. | Reintroduction of discrete French in the BGE.

Increase in S2 Modern Studies and reduction in S2 PE.

Introduction of wider achievement courses within the Senior Phase.

Partnership working with WHC to expand the curriculum. | Planning meetings with WHC will be scheduled across the year.

There will be engagement with our primary school partners to influence curriculum architecture.

Further opportunities will be sought to enrich the Senior Phase curriculum. |
| • **Learner Pathways** | This is the second year of LHS's current curriculum architecture, which ensures continuity and progression in S1/2; S3 to S4 and S5 to S6. Clear curriculum pathways are open to almost all students and the structure supports young people building on prior learning from stage to stage.

BGE programmes of learning are constructed from CfE design principles.

Digital literacy is being taught across almost all of the curriculum through the use of Google Classrooms; Chrome Books and the Maker Space. | Programmes of Learning from across the curriculum.

Curriculum architecture model.

Pupil Voice Surveys.

BGE Programmes of Learning

2nd May 2017 – 2nd May 2018 - 837 bookings in MakerSpace 837 200 (school days roughly) = 4.2 bookings a day.

From booking references it's being used across the school by the majority of departments and also SfL and PMLD base. | Recommendations in the options processes need to be judicially used to encourage young people to undertake the most suitable courses at the appropriate levels and curriculum pathways.

The cross-cutting themes of Literacy and Numeracy need to be taught across the curriculum. | |

• **Skills for learning, life and work**	There is partnership working with a number of local businesses to enrich the learning experience of our young people.	Feedback from departments.		
	Skills for learning, life and work are in evidence across the curriculum, but are inconsistent.	BGE Programmes of Learning.	Developing skills for life and work across the BGE curriculum ensuring increasing pace and challenge.	
	Tutor Support encourages our young people to engage in reflection of progress, careers and options choices.	Tutor Support programme. Pupil Voice interviews.	Expand work experience opportunities in S3. Further embed careers advice and information in Tutor Support	
	The Maker Space as well as well-planned experiences provide opportunities for creativity.	Maker Space data Young Engineers Physics Competitions		