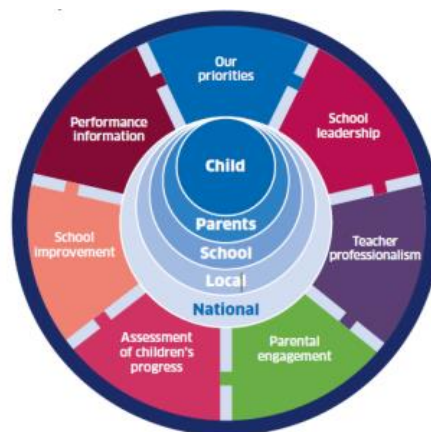**SCHOOL STANDARDS AND QUALITY REPORT 2018/19**

Standards and Quality Report

School: Lochaber High School

Head Teacher: Scott Steele

Date submitted: June 7, 2019

Context of the school:

Lochaber High School is a 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 872 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.

School Vision, Values and Aims:

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 Standards and Quality Report/School Improvement Plan engagement process:

Participants	Engagement details
Teachers and other staff	Collegiate Meeting with all staff 20 February. Focussing on relevant QIs. Collegiate Meeting with PTs 26 February. Further interrogation of QIs, alternatives and process. Collegiate Meeting with all staff 26 March. Focus on succinct responses to QIs and quality of evidence. Exploration of Department responses through planned PT/SMT link meetings.
Parents	Parent Council in June. Wider Parent body June.
Pupils	Pupil Voice meetings in June Pupil Consultation Assemblies in June.
Volunteers working in school (such as parents taking after-school activities, 3rd sector engagement etc.)	Skills Development Scotland in June. Social Work in June.
Other partners	Local business partners in June.
Associated Schools Group	ASG meeting held in June.

NB – in this table only reference meetings or activities that have had a direct bearing on the production of the Standards & Quality Report and/or the School Improvement Plan.

Review of School Improvement Work against the National Improvement Framework Priorities

What have we done to close the attainment gap?

Relevant Improvement Priority title - Pupil Equity Funding project

Through the Pupil Equity Fund groups of young people were targeted to receive additional support in literacy, numeracy, and health and well-being. In addition, targeted groups of young people received support through the Pupil Support Base such as partnership working with YAT and the Youth Development Officer.

Impact and data

Attendance and punctuality have improved for most pupils within targeted groups.

Behaviour referrals have decreased.

Days lost to education through exclusions have decreased by 70%.

There has been a demonstrable increase in literacy and numeracy as evidenced within the software IDL Cloud, Speedy Readers and Mathletics. Data to support improvements in reading can be found in our Speedy Readers document, which tracks reading fluency and word recognition in our targeted groups of students.

There has been a reduction in letters sent home for all targeted pupils within PSB. Furthermore, there is a general reduction in incident forms for individuals within this caseload.

As previously mentioned exclusions have fallen by 70%, and this, in part, is achieved by using the PSB as a pre-exclusion support mechanism. Furthermore, there has been a significant reduction of young people, within the caseload, asking to work in PSB for behavioural reasons, although our young people still 'drop in' more often to receive support. Classroom teachers have shared ownership around decision making with PSB staff about best supportive action for our targeted group of pupils.

What have we done to raise attainment, particularly in Literacy and Numeracy?

Relevant Improvement Priority title: Raising Attainment

Impact and data

At all stages, there was systematic monitoring and tracking for the purpose of:

•   informing interventions

•   informing learner conversations

•   informing parents regularly about their child's progress

All staff were consistent in their use of target grades, working grades, formative comments etc.

All staff used M & T data to inform early interventions.

All staff used a range of data to inform formative learner conversations.

All staff used, as appropriate, SEEMIS letters to inform parents of their child's progress in their learning between tracking periods. Almost one thousand letters were issued to pupils from S1-S6 across the curriculum mostly relating to homework or effort.
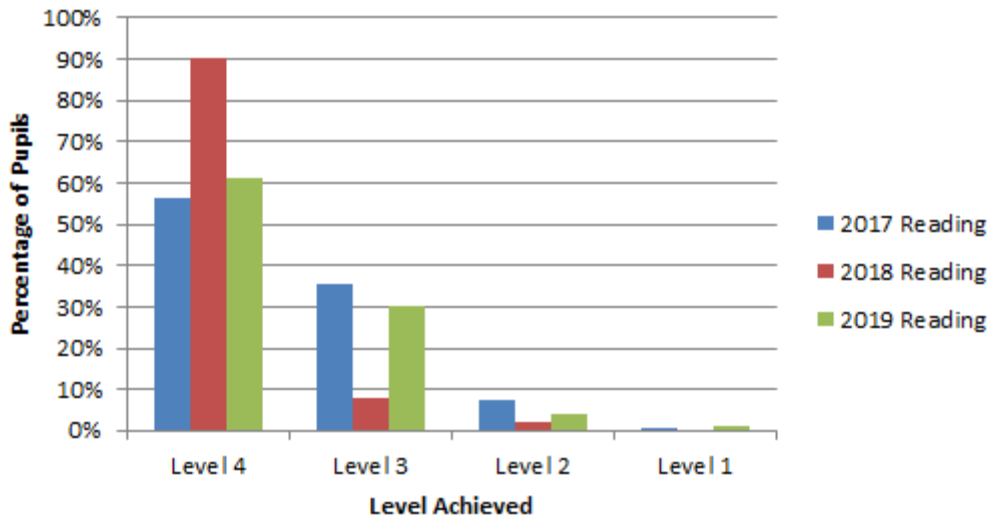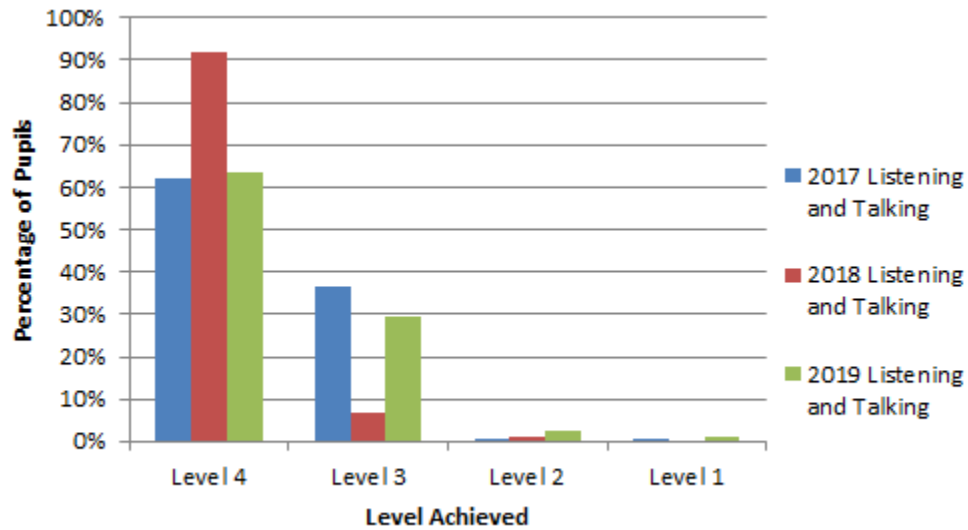
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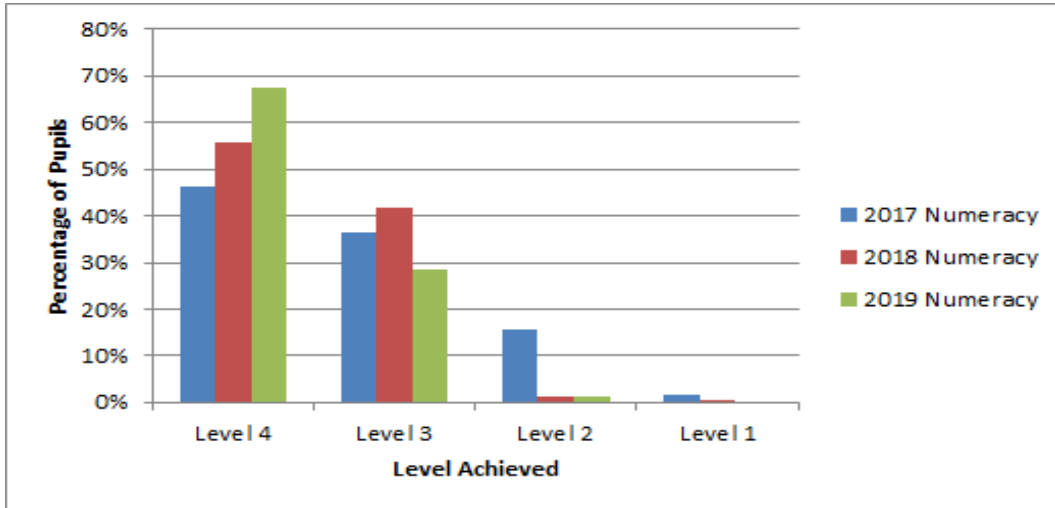
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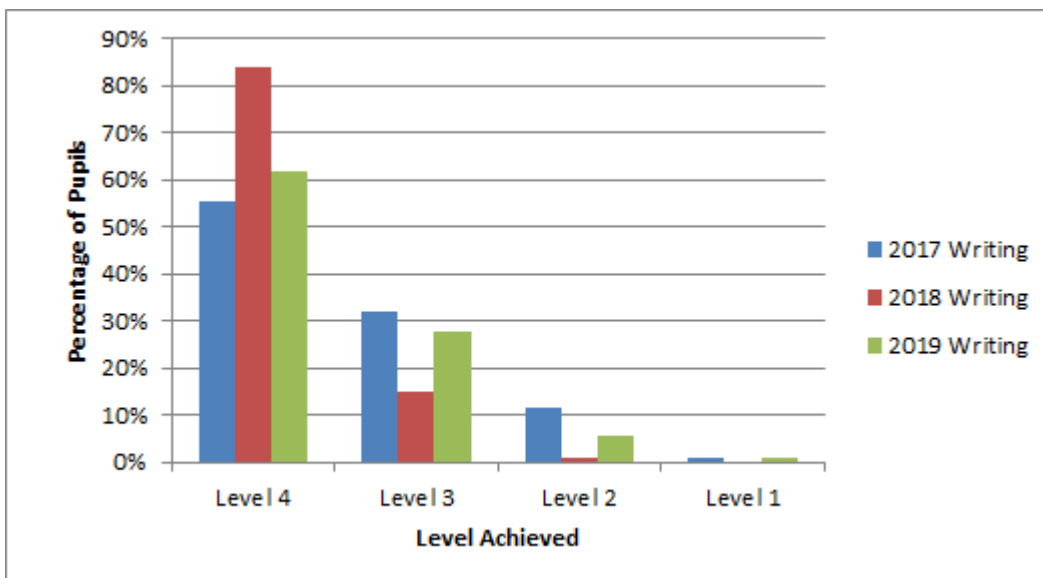
Reading

Talking & Listening

What have we done to improve children and young people's health and wellbeing?

Relevant Improvement Priority: Health & Well-being

The work below was achieved outwith the SIP.

Impact and data

"High Energy Drinks" were banned resulting in better behaviour in class and in corridors.

Water fountains were introduced after seeking and receiving sponsorship from Liberty for aluminium water bottles for each pupil and staff member. This was part of the NHS's Think 2 Drink, Drink 2 Think campaign.

We introduced a new policy on mobile phone use, which restricts the use of phones across the school.

We introduced a more structured form of Pupil Voice.

We are more systematic in monitoring and tracking pupil attendance. Guidance staff investigate cases of poor attendance. This is monitored every two weeks and a report is issued monthly to all staff.

We monitor and track latecoming and report every third latecoming to parents.

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

Relevant Improvement Priority: Developing the Young Workforce.

Some departments have incorporated skills for work in BGE programmes of learning for example Business Management, Digital Media, History and Modern Studies. This will be expanded in 2019-20.

Careers Information has been strategically placed in Tutor Support to be aligned with Options Choices.

Partnership working with local businesses and agencies was further developed to inform and influence the curriculum.

The curriculum was expanded through partnership working with UHI.

Impact and data

81% of Senior pupils believe they have had opportunities to develop their understanding of the world of work and available career pathways. Our positive destination figures are strong at 99.37%, although some destinations are seasonal or minimum wage employment.

According to Senior Phase pupil focus groups, subject choices are more in line with possible career choices. This is corroborated with the findings of the Senior Phase survey which indicates that most

students made the correct subject choice, and most students felt they had been given good advice concerning subject choice.

There has been increased involvement with local businesses such as Liberty, BSW Sawmill, Marine Harvest, Balfour Beatty, which has helped groups of young people.

There is increased breadth in the Senior Phase curriculum with the inclusion of ESOL; Mental Health and Well-being and other complementary NPAs; Psychology at Higher and National 5, and a selection of Foundation Apprenticeships.

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 ☐

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**

Suggested word count 1000-1500 for all three questions below when taken together.

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.

Developing a shared vision, values and aims relevant to the school and its community

The school aims are long established, ambitious and attempt to guide improvement for all our young people. Whole school improvement is based on school aims; however the school aims are not well known across the school, and staff do not consciously base improvement on school aims. However, almost all staff work hard to provide the best possible support for our young people across the school.

Strategic planning for continuous improvement

Many staff feel confident in taking on leadership roles within departments and across the school. The SMT carefully review a range of data to inform change such as Insight data; attendance data; SFL data, and monitoring and tracking data. Change has been brisk but in almost all occasions the SMT assess risks involved in change and change is implemented with due consideration.

Implementing improvement and change

Many staff take responsibility for implementing change. Many staff take opportunities at departmental meetings to reflect on practice, to discuss individual pupils; explore learning and teaching, and engage with appropriate partners to provide appropriate and proportionate support. The principle of equity resonates strongly with most staff. Link meetings between senior leaders and principal teachers are used to engage in professional dialogue; to promote self-evaluation as well as monitor and evaluate the impact of change.

Improvements Beyond the SIP

1. Thematically based One to One Self-Evaluation Meetings.

2. All department, Management and SMT meetings' minutes are shared.

3. Self-evaluation and school improvement planning are transparent and can be accessed on Google Drive.

4. Wider Management Team together review performance data.

5. Increased Communications – Heads-Up, Lochaber High Success, Consultation Evenings, Praise Letters; Suite of Letters; Digital Signage.

6. Gas installation in Science and Re-flooring in Technical.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.

Developing a shared vision, values and aims relevant to the school and its community

The school aims are within school publications, for example transitions materials and the school website, but are not well-known and are not regularly referred to, however there is evidence from across the school that staff demonstrate the aims in their professional actions. For example, Progress demonstrated in young people attending PSB; SFL support which is provided to meet the needs of young people; announcements about pupil issues at morning briefings, suite of letters & GIRFEC referrals, Learner Conversations and follow up support, the reduction in exclusion rates: 2016 – 2017, 33 exclusions for a total of 168 days, 2017 - 2018, 43 exclusions for a total of 200 days, 2018-19, 22 exclusions for a total of 62 days. Senior Pupil Survey - Approximately 85% of pupils know a member of staff they can go to if they need to speak to someone, and approximately 85% of pupils have had opportunities to take part in extra-curricular activities.

Strategic planning for continuous improvement

Many staff take responsibility in leading improvement, for example the Digital Schools Award was led by S. Stewart and the report highlighted good practice from a number of areas such as Maths, English, Physics and SFL (Glencoe House). There is committee working to lead change, for example the Eco Committee leading recycling; clearing of litter; the development of the polytunnel, and as part of this initiative LHS is in the process of achieving Green Flag status. Consideration to change, pace of change and risk are evidenced in the agendas and minutes of the SMT's operational and strategic meetings as well as the school's Management Meetings. Time is invested in self-evaluation and there is a clear protocol outlining tasks and responsibilities and time set aside within department meetings and whole school meetings to undertake this action. In terms of an aspect of this year's school improvement plan, staff were leaders of learning in at least half of our planned CPD sessions focusing on a variety of learning and teaching themes from google classroom; creativity; and the relationship between learning intentions and success criteria. All teaching staff attended each CPD session and staff have become more skilled particularly in the use of chromebooks. 86% of senior students believe that digital technology has enhanced their learning. Furthermore, staff led changes within their departments with Higher courses being adjusted according to SQA arrangements. We increased Senior Phase tracking periods from 2 to 3, targeted underperforming students and provided targeted support from Guidance and classroom teachers. Tracking data also informed learner conversations, and learner conversations weeks were

documented in the school calendar.

Implementing improvement and change

Many staff take responsibility for implementing change. For example, YPI, Education Engineering Scheme; Film G in languages; Music collaborations and Music concerts; Drama showcase and Art Exhibition. Key assessment tasks within the BGE were moderated to help improve staff understanding of standards. Samples of moderation tasks were submitted to SMT for scrutiny. Careers information has been incorporated into Tutor Support with an improved link between My World of Work and subject choice. Partnership working with local businesses and agencies has been developed to inform and influence the curriculum. There have been a number of successes, for example Liberty sponsoring water bottles across the school(health & well-being); engineering in car kit project; The Education Engineering Scheme Team (S6); Easter School; Balfour Beatty in S1 Art Project; Scottish Apprenticeship Week. In line with the principle of equity the Senior Phase curriculum has been expanded by further engagement with West Highland College, for example in Psychology, Foundation Apprenticeships and Mental Health and Well-being Award. Approximately 90% of senior students agree or strongly agree that teacher feedback is improving their learning. My World of Work has been incorporated into Tutor Support and has been broadly in line with options consultations, and over 88% of senior students believe they have made the correct subject choices. A protocol relating to the organisation of relevant work experience is in the process of being created.

Question 3

What could we do now? What actions would move us forward? POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.

Developing a shared vision, values and aims relevant to the school and its community

The school vision requires to be promoted on a regular basis to demonstrate that change is based on the school aims, and in the medium term there needs to be consultation with all partners to judge whether the current aims are fit for purpose.

Strategic planning for continuous improvement

To help further improve outcomes for our young people there is a need to incorporate skills for work in BGE programmes of learning, and introduce and expand relevant work experience opportunities. Continue to increase pupil awareness regarding subject choice and career pathways.

Implementing improvement and change

School leaders require to further promote practitioner enquiry. A period of consolidation for some of this year's improvements is required.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale?	Good

QI 2.3 Learning, teaching and assessment	Themes
	• Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring

Suggested word count 1000-1500 for all three questions below when taken together.

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.

Learning and engagement

Engagement has improved by highly effective use of Chromebooks and other digital technology.

Lochaber High Success promotes achievements both in and out of school. This also serves as an informal record and recognition of wider achievement. Learners are involved in planning learning. Learners are involved in raising environmental awareness.

Leadership opportunities across the school for young people are increasing for example in sports coaching, SQA leadership events, Pupil Voice etc)

The purpose of learning is clear across the majority of classrooms.

Lunchtime/extracurricular clubs are taking place weekly.

Educational excursions take place which enhance pupils' learning experiences and provide opportunities for all learners to be involved in new experiences.

Staff have embedded learner conversations into classroom practice.

Quality of teaching

We have a good range of learning environments that are utilised in a creative manner by staff, both within and outwith the school building.

Pupils are receiving a range of effective and appropriate pedagogy across the curriculum.

There is effective use of digital technologies across the curriculum - makerspace, greenscreen, sphero, lego mindstorm, Chromebooks, online subscriptions.

Early interventions are put in place through a variety of different methods - departmental, whole

school, and targeted support through PEF and PSB.

Feedback is being used effectively across almost all of the school.

Effective use of assessment

Assessment is largely used as a tool for pupils to develop their knowledge and understanding.

Assessment and professional judgement are being used to identify levels for all pupils at all stages across the school.

Verification is in place across almost all of the school.

Moderation is taking place in all departments and this is making judgements more reliable.

Reporting on pupils is planned. Levels/grades are entered into SEEMiS and are accessible for all staff.

There are methods in place for identifying pupils when assessments are not completed at the expected standard.

Planning, tracking and monitoring

Departments have tracking systems in place that suit their individual requirements.

TMR is used consistently across the curriculum.

A number of interventions take place in the school depending on the individual circumstances for the pupil.

Whole school data is used at planned points in the year. Data is evaluated and used to inform support for learners where appropriate.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.

Learning and Teaching questionnaires were given to all pupils and many of the points below are evidenced through the results of the survey.

Learning and engagement

A series of CPD was planned for using digital technology in addition to teachers training one another. Feedback from staff and responses to the feedback have informed future sessions.

Observations have been recorded as part of DM minutes and as part of the professional update.

Recycling and litter picking is part of Tutor Support classes, which is line with being a responsible citizen.

There are many excursions such as theatre trips, drama events, art exhibitions, and the mountain bike world cup.

School facebook feed is one mechanism which regularly promotes wider achievement. There is pupil involvement across a number of events such as parents evenings; fund raising; delivering Christmas parcels across the community; careers events, and college courses.

Quality of teaching

Learning environments are varied such as the Makerspace, polytunnel (early stages), school grounds, the library, which is evidenced in the booking data.

Comments from visitors such as the visit from Millburn staff, and Digital School Award feedback, and being registered as a Google Reference School.

Gaelic pupils won one of the awards in the Film G competition, and represented Scotland at the Italian Film Festival.

LHS was awarded the Bronze Sports Scotland award.

Learning and teaching is discussed at regular points in the year which is evidenced at department meetings; Link Meetings between Principal Teachers and Senior Leaders, Collegiate Time sessions and through the Learning Walk.

Effective use of assessment

Moderation is more effective across the school, which has been commented upon by staff at Collegiate Time sessions. Moderation tasks have been shared with SMT (departmental links).

A variety of assessment methods are in use within the school. Support arrangements are taken into account to meet learners' needs.

SfL information is readily available and updated regularly for all staff.

Our young people have a better understanding of where they are in their learning and what they need to do to improve as evidenced in the Learning and Teaching survey. Learner conversations are an important part of this improvement.

Planning, tracking and monitoring

Clear information on attainment is available on SEEMiS. This is updated as part of our tracking cycle within the school and happens at agreed points in the school year.

SQA exam data is evaluated. PT/FHs are involved in discussions with SMT to plan improvements based on this data.

Insight data is scrutinised and used in planning. Insight Collegiate Time session was led by John Hand.

SNSA data is shared and there was CPD delivered to help PTs' understanding of this data.

TMR data is used to target pupils who are underperforming so interventions can take place. The data is also used to identify pupils who are performing at a high standard across their subjects.

Question 3

What could we do now? What actions would move us forward? POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.

Learning and engagement

Continue to embed use of new technologies.

Further develop the use of outdoor learning opportunities.

Quality of teaching

School vision and values should be clearly understood by staff and pupils.

Use of digital technologies should be identified to show where teaching and learning is being enhanced.

Effective use of assessment

Moderation should be a fundamental part of departmental planning to agree standards / expectations at all levels. This has begun but must be improved upon so that our process is more robust. Schemes of work should identify where moderation is taking place.

Report writing needs to be more consistent across the school - possible training could be offered. Sharing of reports across departments as part of professional discussion, with constructive feedback, could be put in place.

Planning, tracking and monitoring

Schemes of work should identify when assessments are taking place alongside moderated tasks.

Reporting should identify next steps in learning.

Progression of learners is not clear across the BGE phase. We are developing our use of data and this is one aspect that we should begin to try and track. This could allow us to see impacts on interventions over shorter and longer timespans.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale?	Good.

QI 3.1 Ensuring wellbeing, equality and inclusion	Themes
	• Wellbeing
	• Fulfilment of statutory duties
	• Inclusion and equality

Suggested word count 1000-1500 for all three questions below when taken together.

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.

Wellbeing

Young people within PEF groupings are receiving more social and emotional support which is leading to better engagement and achievement in their learning.

Tutor support is embedded within the curriculum and all staff take part in delivery.

All staff use the GIRFEC framework to ensure pupils are supported at all stages of their learning.

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).

Fulfilment of statutory duties

The school's log of Child Protection training is regularly monitored to ensure all staff are up to date with training.

Regular records regarding attendance and late coming are issued to support staff to assist in monitoring these issues.

Up to date records for the administration of medicines and major health issues is kept in SEEMiS and in paper format.

There is a record of all exclusions. The use of internal exclusion has shown to be successful for some pupils as a deterrent.

Inclusion and equality

Glencoe House (formerly PMLD base) continue to increase certification for their pupils.

The PSB continues to provide a high level of support for a cohort of pupils with SEBN, linking with An Cala and outside agencies.

Differentiation has been highlighted and CPD sessions have been held for all staff.

SfL regularly update pupil information which staff use to modify their teaching in class.

The SfL department plan tasks, activities and resources for individual pupils or small groups.

LHS has an EAL coordinator who works with EAL pupils and assesses levels.

All pupils receive regular reports which inform parents of their progress. Parents' Evenings are also held.

An effective transition programme for P7s moving to S1 is in place.

Partnership working continues to be successful - SDS/Social Work/Police/School Nurses/Allied Health Professionals.

LHS Code of Conduct is displayed in each classroom.

ASN/high tariff pupils are supported as well as ASN allocations allow.

Pupil Voice is allowing pupils to have their voice heard on school issues.

The partnership with Lochaber Hope is providing mental health assistance for pupils who request it.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.

Wellbeing

Individual pupils have improved with regard to their bespoke targets.

Attendance statistics have improved for most of the pupils involved in PEF.

Pupil voice feedback indicates that Tutor Support provides a variety of topics which pupils enjoy.

Staff are confident in using referral forms e.g. GIRFEC, incident etc. This results in timely notification of any issues arising with specific pupils.

Support staff are confident in the procedures in place for escalating concerns for pupils. This is displayed through conversations with line manager to discuss future steps.

Pupils know their tutor support teacher, guidance teacher and year head.

Fulfilment of statutory duties

Child Protection log is maintained by E Gow.

Attendance and latecoming statistics are issued regularly by office staff. After discussion with E Gow, support staff are tasked with ensuring necessary actions take place. Actions taken by support staff are circulated to all staff.

A record is kept of all medication administered.

All staff receive a regularly updated list of 'at risk' pupils so any non-attendance at class is quickly highlighted. In addition, specific pupil matters are communicated at daily staff briefings.

There has been a decrease in exclusions.

Inclusion and equality

Glencoe House pupils have received certification from SQA.

PSB pupils receive an increased amount of time for inputs and families are kept in very regular contact.

Differentiation CPD has been held. Staff are aware of the need to differentiate in all lessons. Pupils are receiving work at an appropriate level.

Staff are aware of the differing needs of all pupils and this is reflected in the differentiation occurring in classes.

All EAL pupils are recorded on SEEMiS. Good results are gained by EAL pupils involved in ESOL courses.

Parents respond to reports via support staff. TMR data highlights issues with some pupils which results in additional discussions with the pupil by support and teaching staff.

The extended transition programme results in less anxiety shown by P7 pupils. The effective communication within the ASG results in LHS staff gaining excellent information on pupils transferring to LHS.

ASN/high tariff pupils receive a higher level of support and assistance with AAA.

Some pupils engage well with Lochaber Hope through repeated attendance at Lochaber Hope sessions.

Question 3

What could we do now? What actions would move us forward? POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.

Wellbeing

Continue to support pupils who struggle to achieve their potential due to a variety of factors - social, emotional, behavioural, academic using the additional supports we have available to us.

Tutor Support requires to be adapted to suit the needs of specific year groups e.g. more finance info for S6, and to include specific topics e.g. increased mental health input for all year groups.

Training will be available for Tutor Support staff to support mental health and wellbeing of pupils.

Ensure greater consistency in staff completing GIRFEC forms and with support strategies clearly identified.

Continue to discuss pupils on an individual basis to ensure the correct member of the support staff is allocated to them.

Fulfilment of statutory duties

Child Protection training needs to be continually monitored.

Further embed the conversation with support staff regarding further actions with low attenders and chronic latecomers.

Continue to issue updated 'at risk' list.

Continue to embed the use of other strategies as alternatives to exclusion to try and deter pupils from behaving in a manner which would result in a loss of education.

Inclusion and equality

Continue to support Glencoe House staff in their drive to increase certification for pupils.

An Cala needs to be preserved as an off-site facility and staffed to an appropriate level to ensure PSB pupils have access to an increased level of support.

SfL will continue to update staff on the needs of all pupils in a manner which allows the teacher to effectively plan differentiated lessons.

ESOL courses need to continue to support S4 pupils' needs.

The use of TMR data needs to be further refined to ensure targeted support is given to those pupils requiring it.

The P7- S1 transition programme should be regularly reviewed to ensure it continues to be successful.

Due to the ASN allocation model, differentiation needs to continue to be a focus. Authority training should reflect this.

Due to the ASN allocation model, very careful consideration needs to be given as to how ASN provision is shared within LHS. This will be a very difficult process and will need to be constantly monitored to ensure it is providing sufficient support to those requiring it.

Funding to allow the partnership working with Lochaber Hope to continue will need to be a priority. With the lack of CAMHS/PMHW inputs an alternative such as Lochaber Hope must continue to be supported.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale?	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

Suggested word count 1000-1500 for all three questions below when taken together.

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN

Attainment in Literacy and Numeracy

Attainment in Literacy and Numeracy continues to make progress across the school. There is an improved use of information during transition periods and this has enabled targeted support to take place.

The Raising Attainment group has provided jotters for Literacy and Numeracy to all P7 pupils so that performance can be seen when they arrive in secondary school.

PEF funding has been used to good effect to support learners, particularly in Literacy and Numeracy.

The speedy readers programme has resulted in reading ages being improved in the targeted group. There is a co-ordinated programme of Paired Reading timetabled across the school.

Attainment over time

Across the school, a policy of moderation has been embedded and benchmarks are used extensively to measure performance in the BGE.

An extensive system of Tracking and Monitoring has been established, the information is quality assured by PTs/Faculty Heads and support is targeted at those who need it.

Pupils "at risk" of underperformance are discussed at every level and a suite of letters have been developed to ensure parental involvement. Positive praise letters are also sent out to recognise excellent performance.

Support staff play a key role in following up pupils with outstanding assessments and have been at the forefront of tackling the issues around poor attendance rates for some pupils.

The Big Questions exercise was completed and "At Risk" pupils identified across all years. Targeted support was provided to those pupils highlighted. Most measures show an improvement in

attainment over time.

The HT and DHT meet with PTs/Faculty Heads at key points in the year to discuss departmental performance and to agree a strategy for Raising Attainment.

Overall quality of learner's achievements

The school has enjoyed a lot of success in supporting almost all pupils into sustained positive destinations (99.34%).

Pupils are engaged in their learning and feel included in decision making about their learning pathways and future career aspirations.

Learning conversations are timetabled in the calendar and pupils have been surveyed about the quality of their learning experiences.

Pupil Voice also allows pupils to express their opinion on their Learning Experiences.

The introduction of Chromebooks allows pupils' views to be gathered and to be evaluated by departments.

We have a very successful partnership with SDS which ensures that pupils have access to quality careers advice at periods of transition and in choosing learner pathways.

Course recommendations have been introduced to allow pupils to make more informed choices when choosing learner pathways.

Pupils have opportunities to engage and succeed in gaining wider achievement awards, e.g. Global Citizenship, Sports awards, Leadership awards, Saltire, ESF awards, DoE, Maths Challenge, EES award, Film G, Music awards.

Equity for all learners

PEF has been effectively targeted to promote equity of success and achievement.

Attendance figures show that attendance has increased in the targeted groups.

The Pupil Support Base, Glencoe House and An Cala all work to maximise certification for pupils.

EAL pupils receive input from an EAL teacher on a regular basis resulting in increased course choice for EAL pupils.

The introduction of Chromebooks has enabled the use of Apps to support Literacy and Numeracy.

Supported study is available for pupils and is targeted at the middle 60%.

Borderline and underperforming pupils are given a specific invite to attend Easter School.

Podcasting is available to all pupils and with the introduction of Chromebooks has allowed this to be further developed by staff.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.

Sources of Evidence include:

Marking of work through Chromebooks

Classroom observations

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; SNSA data; S3 exam data; moderation data; Tracking & Monitoring data; Insight data and attendance statistics.

Feedback from Departmental Meetings

Working Group Minutes

LHS Success publication

Pupil Survey Information

Insight data would show the following data over time:

- Literacy & Numeracy - Nat 4 is above VC. Nat 5 is slightly below VC.

- Literacy - Nat 5 Literacy shows a three year improvement.

- Numeracy - Nat 4 is above VC. Nat 5 slightly below VC.

- The gap has been closed in SIMD 4-7.

20% lowest

- Performance is much greater than VC.

60% middle

- Performance in middle 60% is equal to VC.

20% highest

- Performance is slightly above VC.

Issues still remain in SIMD 2, 8 and 9 respectively.

Pupils with ASN in S5/6 do less well than similar pupils in comparable schools.

Question 3

What could we do now? What actions would move us forward? POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.

Continue to promote Literacy and Numeracy across all departments and evaluate progress.

Deliver CPD on the SNSA 12 point scale and analyse the data.

Continue to review and develop the Tracking and Monitoring system while targeting support for learners "at risk" of failing to reach their potential.

Look at the possibilities for additional certification which "Adds value" in S3.

Continue to explore technologies to support learners with ASN in S5/6.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale?	Satisfactory

KEY THEME - QI 2.2 Curriculum	Theme 3
	• **Rationale of the Curriculum** • **Development of the Curriculum** • **Learning pathways** • **Skills for Learning, life and work**

Suggested word count 1000 maximum for all three questions below when taken together.

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.

Rationale of the Curriculum

The curriculum in the senior phase has been redesigned to expand choice and to make sure S4-S6 classes are truly integrated. The new curriculum optimises the opportunity to gain national qualifications in the senior school. All staff and partners expect pupils to achieve their potential throughout the curriculum. The curriculum seeks to promote the four capacities within our local context. The structure of the curriculum provides equity of opportunity to allow pupils to maximise their potential.

Tutor Support is part of the curriculum that includes universal support to ensure we meet the universal entitlements of our young people.

Development of the Curriculum

We continue to work well with partners to develop the curriculum.

A regular cohort of pupils access YASS courses.

Scholar courses are being introduced to provide breadth and flexibility within the curriculum for our young people.

There is increased interest and discussion regarding appropriate NPAs following CPD event with Business Management and Administration implementing a number of NPAs this year.

Pupils are involved in structuring the S3-6 curriculum to maximise choices.

The curriculum is regularly reviewed and adjustments are made when required.

Learning Pathways

The curriculum offers a number of flexible learning pathways which will meet the needs of our learners.

The curriculum offers pupils the opportunity to build on their prior learning experiences.

BGE programmes of learning are constructed from CfE design principles, but there is further development work required in this area.

The design of the curriculum promotes the principles of coherence, breadth, personalisation and choice, challenge and enjoyment and relevance.

Specific planning for progression in young people's learning takes place through off site provision at An Cala.

Pupils have access to high quality learning in almost all curricular areas.

All staff take responsibility for Literacy, Numeracy and Health and Wellbeing across the curriculum.

The introduction of Chromebooks has allowed the further development of digital literacy across the school. The Digital Schools Award recognises our success in developing digital literacy in the school.

A programme of outdoor learning exists but this is certainly an area for development.

Skills for Learning, life and work

Our curriculum has a strong focus on developing the skills our young people need in the world of work.

There are numerous links with the local community and businesses.

We have a very positive relationship with SDS and our pupils receive advice about a range of careers and the skills required for them. The development of the DYW agenda agreed in the Development Plan has heightened awareness of career opportunities and the world of work.

Skills for work are beginning to be incorporated in BGE programmes of Learning. A working group is investigating a common approach.

Annual careers fair and presence of local businesses at parents evenings help promote information and opportunities about the world of work.

Tutor Support encourages our young people to engage in reflection of progress, careers and options choices.

The Maker Space and other school resources provide opportunities for creativity.

CPD on Creativity was made available to all staff during a collective time.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.

Rationale of the Curriculum

All levels across the Senior phase have a consistent allocation of periods.

Choice forms indicate the range of courses on offer.

Consultation meetings with pupils.

Recommended levels are used to ensure pupils are progressing at the appropriate level in the appropriate subject.

Tutor Support schemes of work.

Development of the Curriculum

West Highland College are going to deliver a range of courses. Psychology Higher and National 5, Foundation Apprenticeships; Level 4/5 Mental Health and Wellbeing Award and other NPAs.

New courses are offered if relevant e.g. Environmental Science.

Insight data.

Wider achievement with new courses/NPAs.

Saltire, volunteering opportunities.

Departmental meetings, link meetings and management meetings.

Pupil consultations are on the school calendar.

Learning and teaching survey.

Learning Pathways

There is a broad range of evidence: subject choice form; recommendations; college courses; BGE schemes of work; Lochaber High Success; positive social media information; Classroom observations, learning walks, and outdoor learning.

Skills for Learning, life and work

There is a broad range of evidence: strong business partnerships with local industry; Tutor Support programme; partnership working with WHC to expand the curriculum; Insight and positive destinations statistics; study leave programme involving DYW; BGE schemes of work; resource bookings; CPD CT uptake (Google forms); Pupil Voice surveys; Young engineers club; EES.

Question 3

What could we do now? What actions would move us forward? POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.

Rationale of the Curriculum

Develop rationale of the curriculum.

Develop outdoor education in the local context.

Development of the Curriculum

Monitor the changes to the curriculum introduced this year.

Review and develop Learning for Sustainability.

Time is needed for departments to develop and discuss the curriculum and its impact on young people.

Develop a shared understanding of IDL and how to further develop it.

Glencoe House will develop Social Studies at Nat 1 / Nat 2 Level and continue to develop the Science in the Environment at the same levels.

Learning Pathways

Continue to develop NPAs and similar level courses.

Develop monitoring and tracking of learner progression across BGE.

Skills for Learning, life and work

Develop work experience opportunities.

Further develop a common approach in skills for work.

Investigate the use of the Newton room and other STEM opportunities.

Glencoe House will explore employment skills qualifications at Nat 2.

What is your current evaluation of this QI using the How good is our school? (4th edition) six-point scale?

Satisfactory

KEY THEME QI 2.7 Partnerships	Theme 3

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

Suggested word count 1000 maximum for all three questions below when taken together.

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.

The development and promotion of partnerships

We have long-standing relationships with many partners across the community. This has been developed over a significant period of time and we value the expertise which our learners can benefit from. Communication with parents, carers and families is regular and structured and is used for intervention and targeted support.

Collaborative learning and improvement

Departments work with a number of organisations and businesses across the community to plan and deliver activities which enhance the curriculum. Our partnership work continues to improve and strengthen through direct contact across the community.

Impact on Learners

Continued work and direct involvement with partners ensures that positive experiences and outcomes are created and sustained for our pupils. There is a positive impact on raising attainment and achievement with an increase in activities through partnership working across the school. With a variety of projects pupils' breadth of learning is increased both in curricular and extra-curricular activities. Pupils who are engaged with off-site provision (An Cala) gives access to different learning pathways to suit individual needs.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.

The development and promotion of partnerships

Transition days and meetings with parents and carers. 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.

P7 Transition event - local clubs and groups invited to participate to encourage pupils to attend additional activities

Collaborative learning and improvement

Highlife Highland Librarian, Instrumental Instructors and Active Schools' Co-ordinator, HC EAL Staff, An Cala off site provision.

Children's Support Workers, School Nursing Team, Social Work Services, Lochaber Hope, Youth Action Team

CPD activities - visiting speakers eg Educational Psychologists

Associated Schools' Group - meetings with HTs and other staff

UHI West Highland College

SQA Invigilators

Rotary Club of Lochaber

Scripture Union Leaders

Voluntary Action Lochaber

Drama Tutors

DYW West Highland, Lochaber chamber of commerce, local business and organisations.

Impact on Learners

Parents' Evening Software and Tracking and Monitoring systems being used to enhance dialogue with home environment. 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, Inverlochy 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.

Careers Fair - annual event that continues to expand with opportunities across many employment sectors.

An established link with Nevis Radio has allowed pupils to develop skills in presenting their own radio show on a weekly basis.

Fort William Football Club - Generations Working Together - project to revitalise outdoor learning space adjacent to SfL.

Question 3

What could we do now? What actions would move us forward? POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.

The school will continue to develop and promote working with partners across the community and seek ways to enhance pupils' experiential learning.

SMT and PT Guidance will continue to be part of the DYW Action Group to work on strategic partnership development.

SMT and SEN/SfL have begun a process of developing and further engaging with the strategy 'Generations Working Together'.

Continue collaborative work with staff and partners and seek new CPD opportunities.

Rationalise the programme of work-related activities specifically in relation to a planned approach to Work Experience.

What is your current evaluation of this QI using the How good is our school? (4th edition) six-point scale?

Good

ADDITIONAL QI Personalised Support	Themes (complete as appropriate)

- Universal Support

- Targeted Support

- Removal of barriers to learning

Suggested word count 1000-1500 for all three questions below when taken together.

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school? FOCUS ON IMPROVEMENTS FROM LAST YEAR'S IMPROVEMENT PLAN.

Universal Support

Universal support is provided through Tutor Support which all pupils S1-S6 experience as part of their curriculum. Almost all teaching staff demonstrate commitment to Tutor Support in the way it is delivered. The school has a code of conduct which is displayed in all classrooms, and this is the shared basis in which staff work to ensure all relationships are positive. Almost all young people in S1 and the majority of S2 pupils feel actively involved in planning learning, and almost all S1/2 pupils believe that work is appropriately differentiated to meet their needs. Our young people get the opportunity to talk about their learning with their class teacher, and if part of a targeted group will also get the opportunity to discuss their learning with their Guidance Teacher. In terms of talking about career pathways and subject choice, pupils get the opportunity to speak with SDS staff, Senior Leaders and class teachers. Targets are set within reports, particularly the Senior Phase and are systematically reviewed across the tracking report periods. There is a clear protocol to identify needs of young people, and within the resources available, staff support as appropriate.

Targeted Support

Universal Support is reviewed regularly and there is sound support through this mechanism within the curriculum. Young people are targeted for support through primary transitions and thereafter identified as appropriate by staff across all year groups. There are limitations to external agency support, but staff take responsibility in seeking appropriate support timeously for each of our young people as required. LHS meets its legislative requirements. We recognise the role of parents and partners and ensure they are involved in decision making regarding personalised support. Interventions are making a positive impact.

Removal of barriers to learning

SMT use risk matrix data to identify looked after children, at risk children and those living in poverty. This data is compared to performance data, and support is provided as appropriate. Children with health issues and social-emotional needs are targeted. Staff demonstrate their dedication to our young people by support that is delivered from staff across the building as well as partner agencies.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION.

Universal Support

The Tutor Support programme is updated yearly and is on the shared drive for the use of all tutors.

The code of conduct is in evidence in all classrooms.

S1/2 Pupil Survey findings inform the school that young people feel included in their learning, learning is adjusted to meet their needs and they know a responsible adult to whom they can discuss issues.

Targeted Support

Targeted groups of young people are identified by staff through tracking reports, and various data is used to measure progress: punctuality; attendance; behaviour referrals; performance data.

Transitions meetings with primary colleagues discuss needs of targeted young people.

All pupils, who receive any form of targeted support, are documented as is the type of support being provided.

There is sound parental and agency engagement within SFL, including PSB. This is evidenced in attendance data, behaviour referrals, SQA results, and improved well-being in general.

Data from Mathletics and the IDL cloud supports improvements in the majority of our targeted young people.

Removal of barriers to learning

Many staff are disciplined in identifying barriers to learning and exploring ways to remove barriers to learning. Staff are proactive in liaising with Support for Learning staff, and many staff seek creative ways in which to enlist support for our young people.

Question 3

What could we do now? What actions would move us forward? POTENTIAL IMPROVEMENT PRIORITIES HIGHLIGHTED IN THIS AREA – SIP PRIORITIES SELECTED FROM THESE.

Universal Support

Develop an improved monitoring and tracking model for the BGE.

There is a need for more agency support in mental health and well-being.

Targeted Support

There is a need to consolidate the protocol around providing support for targeted groups of young

people identified through tracking data.

There is a need for more agency support from mental health and social work.

Pupils would benefit from additional staffing resources.

Removal of barriers to learning

There is a need to be more systematic in comparing performance data with "at risk" pupils including young carers, looked after children and those living in poverty.

What is your current evaluation of this QI using the _How good is our school? (4th edition)_ **six-point scale?**	**Good**