SCHOOL STANDARDS AND QUALITY REPORT
2019/20

The Highland Council
Comhairle na Gàidhealtachd

ACHADH A' CHAIRN

Standards and Quality Report

School:	**Gairloch High School**
Head Teacher:	**Wim Chalmet**
Date submitted:	**6th November 2020**

Context of the school:

Gairloch High School is situated in the beautiful district of Wester Ross within Highland Region and pupils live either within the environs of Gairloch village or travel many miles from the outlying villages - having attended the associated Primary schools of Gairloch (English or Gaelic Medium), Shieldaig, Kinlochewe, Poolewe or Bualnaluib. A significant number of our pupils travel by bus each day to reach school and the issues which arise out of rural isolation are part of the consideration in closing the attainment gap.

In session 2019/2020 the role was 118 pupils which included some new starts during the session. The teaching staff was 16.4 Full Time Equivalent and 2 Full Time Equivalent associated support staff. There are three visiting instrumental instructors who visit the school to provide strings, piping and drumming. The school was significantly over-staffed and this in combination with a falling school roll, challenges remain in providing all aspects of a balanced curriculum. We continue to work with learning partners to provide further opportunities for pupils to access a wide range of course in our senior phase.

The school has a defined structure of a Senior Leadership Team (HT and DHT) and an Extended Leadership Team (4 PTs Curriculum and 2 PTs Pupil Support). This affords the school the opportunity to strengthen the remits of SLT and ELT and create an ethos which will consistently support improvement and quality.

School Vision, Values and Aims:

We are **Ambitious** for and **Believe** in our pupils. We are a community committed to their **Care**, **Development**, **Education** and **Future**.

School Values
Learning and teaching is our core activity and striving to provide an excellent education will ensure all our pupils, staff, parents and partners have aspirations for lifelong learning. Our ambitions and beliefs for our pupils are to encourage them to become successful, confident adults.   Regardless of their gender, race, sexual identity, disability, religious or political beliefs we will care for our pupils in a positive and supportive environment.

School Aims
We will provide a place of education which will:

Create successful learners who are stimulated to think, learn and contribute to the life of the school and the wider community.

Provide a curriculum of excellence that supports and enables all pupils to achieve their full potential

Enable pupils to develop a knowledge and understanding of the world.

Create citizens who are informed about environmental, cultural and scientific matters.

Communicate and work in partnership with teachers, pupils, parents and other agencies.

Create a positive learning environment where everyone knows their views, talents, skills and opinions are valued and considered.

Be a positive workplace environment for staff, where everyone feels supported in their work, encouraged to engage in a professional culture of collaboration and provide career-long professional learning opportunities.

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

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

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

Session 19/20 has been extremely unusual, with the closure of schools taking effect from Monday 23 March and extending into the summer term. This is exactly the time when we would be engaging with our school community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session. As a result, for this year only, we will be developing our documents with less consultation than is usually the case.

We have introduced a Draft School Improvement Priorities Plan for 2020-2023 to extended leadership team and staff at Staff meeting September 2020. Consultation on this draft version has taken place with Parent Council chair and other representative in October 2020. One of the key priorities is setting up a robust system for Monitoring, Tracking and Reporting which has been a key area in our School Improvement Plan 2019-2020. A small working group of parents and staff (classroom teacher and promoted staff) have developed the principles of this system which is now operational – November 2020.

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

Our school's capacity for continuous improvement, like that of every school in the country, has been affected by the school closures caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work once the school re-opens will be to rebuild our capacity for improvement.

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

In the past year we have worked on improvement projects designed to help us to address the priorities listed above. Our School Improvement Plan for session 2019/20 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap. Our plans were well underway, and some were nearing completion, but the school closures in response to Covid-19 means that we have been unable to complete all of our projects, or to evaluate their effectiveness in terms of outcomes for our school community. In session 20/21, or main focus will be on three key areas, in response to the extended school closures:

      1)   **Health and wellbeing**
      2)   **Recovery of learning, teaching and assessment**
      3)   **Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**

We will carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2020/21 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.

In session 2019-2020 we have completed the following priorities:

Develop approaches to tracking and monitoring S1-S3
We have consulted staff parents/carers in the development phase of a new and user friendly system. A first version of a Monitoring, Tracking and Reporting system introduced in October 2020 is working for all pupils (inclusive of Senior Phase pupils). This system includes working levels and indicates progress within a year and progress over a longer period of time. This data will also be available to parents/carers and staff at all times.

The use of a robust monitoring and tracking system will allow early intervention on all levels, to support closing the attainment gap and raise attainment.

Pupil Equity Fund & Health and Wellbeing across the Curriculum
With the delivery of staff training about wellbeing/nurture, the development of nurture groups and the encouragement from all staff for pupils to engage in leadership, community involvement and learning for sustainability, there has been an increase in positive outcomes for pupils with regards to positive relationships with their peers, staff and wider community.

The sustained positive relationships and increased knowledge in supporting pupils has led to a deeper understanding of inclusion and equality for all pupils by staff.
Pupils have more opportunities to engage in health and wellbeing activities with an enhanced level of targeted support for pupils with high levels of anxiety or other wellbeing concerns.

Curriculum review (in addition to School Improvement Plan)
Due to overstaffing and in anticipation of the financial implications, we have conducted a curriculum review for S3 and the Senior Phase.
The reviewed curriculum has been extensively consulted with staff, parent council and pupils to ensure pupils can access learning opportunities that supports their learning pathways and positive destinations.
Teachers have explored the SCQF framework to enrich our curriculum. Some new courses and qualifications have been made available for session 2020-21.
Through working in partnership with the West Highland College, HC Virtual Academy we have sought the introduction of Foundation Apprenticeships in a number of subjects, N5 hospitality and level 5 Early education and Childcare to the curriculum.

SCHOOL IMPROVEMENT PLAN
Gairloch High School
SESSION 2020/21

Summary: Key School Improvement Priority

Improvement Priority Title	What exactly are we going to do?
Recovery from Covid-19 School Closures: 1) Health and wellbeing 2) Recovery of learning, teaching and assessment 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)	*This will focus on* • Delivering interventions • Focus on retrieval practice, 1:1 coaching and small group work • Whole school/departmental tracking, monitoring and interventions

Improvement Priority Title

Recovery from Covid-19 School Closures

Linked to QIs/Themes
1.2, 1.3, 2.3, 2.4, 2.5, 3.1

Linked to National Improvement Framework Priority

➢ **Improvement in attainment, particularly in literacy and numeracy** ☒
➢ **Closing the attainment gap between the most and least disadvantaged children** ☒
➢ **Improvement in children and young people's health and wellbeing** ☒
➢ **Improvement in employability skills and sustained, positive school leaver destinations for all young people** ☒

Linked to National Improvement Drivers
School Leadership ☐   Teacher Professionalism ☒   Parental Engagement ☐   Assessment of Children's Progress ☒
School Improvement ☒   Performance Information ☒

Linked to Highland Council's 4 Key Priorities
Aspiration, attainment and performance ☒
Integration, inclusion and partnerships ☒
Curriculum and pedagogy ☐
Leadership and career-long professional learning ☒

What do we aim to improve for learners?

A) Health and wellbeing post-Covid-19
B) Recovery of learning, teaching and assessment
C) Attainment in session 20/21

Measurable targets for success

A1) Improving outcome of 'Self-regard as learner' in order to achieve full potential – follow-up survey June 2021.
A2) Ongoing identification of vulnerable learners and families, due to impact of COVID-19, assessing and supporting in an appropriate, proportionate and timely manner.

B1) Establish retrieval practice as learning strategy to identify gaps in learning. To be supported through collaborative, career-long professional learning.
B2) Identify by RAG and monitor pupils impacted by COVID-19, with interventions leading to reduce the red and amber. Identification by teacher judgement including pupil and parental voice. Evaluating the impact by interim report in February 2021 and final report in June 2021 containing teacher judgement, measure of level of engagement, pupil and parental voice.

C1) Establish targets based on staff discussion about new or widened gaps caused by the Covid-19 situation (for example, varying degrees of engagement in remote learning, decline of learning habit in some children/young people etc).

What actions will we undertake?	Who will lead this?
A1 All learners complete PASS survey baseline + interventions	PT guidance/PT support/Pupil Support Worker (PEF)/HT *October 2020* survey – *November 2020* interventions January 2021 interim review – *April 2021* final review – Survey *June 2021*
A1 Universal Intervention programme shared	PT guidance/all staff – *December 2020*
A2 Welfare list for most vulnerable pupils/families	PT guidance/PT support/Pupil Support Worker (PEF)/HT *ongoing*
A2 Plan Staged approach to wellbeing support available	PT guidance/HT – *December 2020*
A2 Mental Health Ambassadors each year group	PT guidance/HT
A2 Mental Health Award (Senior pupils)	PT guidance – *all year*
B1) Sharing information on retrieval practice, share good practice and experiences	ELT/Staff – *November 2020*
B2) Identification and intervention programme, including sharing with wider staff	Additional teacher/ELT/Staff – *December 2020*
C1) Monitor and Track Subjects + Num/Lit	PT Maths/PT Languages – *November 2020 – February 2021 – April 2021*
C1) SQA standards	All staff/DHT
C1) Access to technology	HT - *ongoing*

Expected resource needs
- Time
- Additional funding for 0.2 FTE teacher + 10 additional PSA hours using allocated ASG budget
- Counselling Services using allocated ASG budget
- Partnership with Listen Well Scotland charity
- Digital Fund to support access to technology in remote areas

Monitoring and evaluation procedures are included in the main body of the plan