

# "Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report  
Kinlochleven High School  
The Highland Council

Education, Culture and Sport Service  
Lochaber Area



## Our school vision and values

Kinlochleven High School is a happy, safe, inclusive, friendly and engaging learning environment where we work together to be the very best we can be.



We recognise each other as equals, respecting each other's diversity and support each other to turn opportunities into our chosen reality.

## Our school aims

We have an ethos which promotes **confident individuals** who will take their place in society as mature, well-adjusted young adults. To this end, Kinlochleven High school aims to provide equal opportunities that will

### Maximise the potential of every pupil

- By promoting personal, social and academic development
- By encouraging positive attitudes to learning

- By providing challenging learning experiences for all

#### **Provide a safe and positive environment**

- Which is conducive to personal learning and development
- Which fosters a secure, friendly atmosphere in which pupils can take pride in achievement
- Which encourages pupils to be **successful learners** and take responsibility for their own learning
- Which stimulates and challenges both pupils and staff
- Which meets the health and wellbeing needs of pupils and staff

#### **Prepare pupils for future life**

- By ensuring the pupils are as well prepared and qualified as their individual abilities allow
- By encouraging next steps to employment, training, further or higher education
- By encouraging pupils to value learning and achievement as lifelong **effective contributors**
- By encouraging a healthy lifestyle
- By instilling a sense of respect towards themselves, others and property

#### **Establish and maintain links within the community**

- By encouraging pupils to be **responsible citizens**
- By promoting a sense of common purpose amongst all pupils, school staff, parents and the wider community
- By further developing the school facilities as a community resource
- By working with associated primary school to develop inter-school links
- By working with local businesses and organisations

### **Our Key Strengths**

- We have a strong ethos of continuous improvement. All staff are involved in self-evaluation, are aware of resulting strengths and development needs and are committed to take action to bring about improvement. Staff can show clear evidence of improvement based on actions taken as a result of self-evaluation. We have built in a structure of Direct Observation and Professional Review and Development, as well as using Pupil Voice (through questionnaires, surveys and postIT walls) to influence our self-evaluation and so discuss our next steps
- We have an improving and clearer vision for our pupils at Kinlochleven High School. Policies have been re-evaluated in consultation with staff and pupils e.g. Behaviour Policy, Pupil Leadership team and School Council, Direct Observation Policy and our agreed whole school definition of what makes a good lesson.
- We have evaluated and improved the way we record our tracking and monitoring data. This gives us a clearer and more continuous view of each pupils progress. The school has moved to an Interim Report model in the Broad General Education in order to more effectively link assessment with reporting in a way which is proportionate, valid, reliable and manageable. We believe that our new Interim Reporting system will help inform progression
- Staff delivering PLP have improved the personal support aspect of the curriculum to support children and young people in developing an increased awareness of their own progress and their strengths and next steps in learning, through learning conversations and developing the use of profiling
- Lots of curricular and extra-curricular trips have been built into pupil experiences in a purposeful manner, with strong curricular links, all of which embrace the 4 capacities. Large numbers of pupils are involved in these out of classroom and extra-curricular activities such activities are provided for every year group e.g. Outward Bound, John Muir Award, Ocean Youth Trust, Duke of Edinburgh at all levels. This is now being monitored and tracked to provide an overview for staff as well as support the recognition of achievement through PLP and pupil profiling.

## Our Priorities For Improvement

- Staff are aware that we need to have a shared strategy for raising attainment in literacy and numeracy. A numeracy strategy has been developed but we now need to share with all staff, apply and evaluate to ensure this is implemented effectively.
- We need to provide more challenge for our more able pupils
- Transition from BGE to Senior phase needs more focus. Ideas have included a passport into the senior phase or a BGE Baccalaureate, with the aim of giving each pupils BGE experience more meaning, both to the pupils and their parents, as well as better preparing them for the senior phase. This will also improve the quality and impact of the profiling process. Our aim is to provide a clearer focus on skills development, using profiling to inform and improve future learning.
- We need to better prepare our pupils for the assessment demands in the Senior Phase
- We plan to continue with our Employability Working Group as we feel this is a key area for development. We need to develop more partnerships with local employers to build up the local database of employers who offer work experience opportunities. We also need to liaise with Highland Council 16+ to make this possible, thereby maximising the learning derived from work placements
- We want to be able to provide some form of certification or accreditation for the work pupils do in terms of research and preparation for their selected positive destination e.g. ASDAN Employability qualification
- We need to continue to develop our (staff) knowledge of options that are available beyond the senior phase other than university. Staff have requested support so that they can become more familiar with the new national draft Standards for Career Education and Work Placements, and the guidance on school-employer partnerships (due for publication autumn 2015).
- We want to further develop staff understanding about how learners from the least socially advantaged backgrounds are progressing and achieving in literacy, numeracy and health and wellbeing and develop a whole school strategy to reduce disadvantage, close the attainment gap and raise standards of attainment for all.

## The Core Areas of our Practice

This report summarises the strengths of our school and what needs to improve. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We reflect on the progress we have made with our improvement priorities. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We make use of a range of data and information including attainment results. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

## Improvements through self-evaluation

### What we are doing well:

- All staff are involved in self-evaluation, are aware of resulting strengths and development needs and are committed to take action to bring about improvement. Staff can show clear evidence of improvement based on actions taken as a result of self-evaluation. We have built in a structure of Direct Observation and Professional Review and Development, as well as using Pupil Voice (through questionnaires, surveys and postIT walls) to influence our self-evaluation and so discuss our next steps
- The school has strong leadership at all levels with a vision for the outcomes of change. This vision gives direction to self-evaluation.
- Pupil voice is being heard through the new Pupil Leadership structure. PostIT note walls through new PLP curriculum structure have helped to ensure that all pupils' voices are heard and that all feel listened to.
- Staff take leadership for their own learning. Professional Review and Development has improved, with more focus placed on it. We have also built in opportunities for professional dialogue throughout Teaching and Learning Community.
- As a team, we put time aside as a staff team to reflect on the progress we have made in terms of CfE, the new Nationals and the new Highers. As a result we are good at managing self-evaluation at a whole school/faculty level
- Staff are working collaboratively to develop a shared understanding of standards. Staff are increasingly engaged in a range of quality assurance and moderation activities at a whole school and faculty level.
- Monitoring, tracking and reporting is improving and staff are now more focused on this

- Staff also have a better understanding of assessment standards and verification procedures. However, this is still a continuing process.

#### **What we would like to improve:**

- We are not all yet sufficiently engaged in monitoring and tracking and this is leading to inconsistencies. This is improving, with a greater understanding, but we are not quite there yet. Staff are sometimes unaware of CfE levels in other subjects/areas. They also feel they need more support on how to use a range of approaches to monitor and evaluate the impact of curriculum change in the BGE and the senior phase to inform on-going improvements to provision. Some but not all staff are using Insight as part of the schools self-evaluation approaches.
- We want to work to develop a system where teachers **and** pupils have clearer knowledge and understanding about how they are progressing and achieving at department/faculty and whole school level in literacy, numeracy, health and wellbeing and across all curriculum areas and subjects, involving pupils in tracking and monitoring so that they are enabled to be more responsible and feel less 'spoonfed'
- Staff do not always talk about the impact of their own learning. This is improving though through the development of a voluntary Teaching and Learning Community
- Staff do not feel that they have a sufficiently clear understanding about how learners from the least socially advantaged backgrounds are progressing and achieving in literacy, numeracy and health and wellbeing. However, we do try to be inclusive and ensure all pupils are offered all opportunities. We have worked hard, for instance, to ensure that DofE, Outward Bound and Ocean Youth Trust are accessible to all.
- We would like to involve pupils in focus groups to improve our teaching and learning and perhaps feedback on lessons/teaching and learning strategies

#### **Improvements in performance**

##### **What we are doing well:**

- We have an improving and clearer vision for our pupils at Kinlochleven High School. Policies have been re-evaluated by our new Head teacher in consultation with staff and pupils e.g. Behaviour Policy, Pupil Leadership team and School Council, Direct Observation Policy and our agreed whole school definition of what makes a good lesson. All of these processes and policies are ongoing and will be evaluated through the course of the year.
- We have a strong ethos of continuous improvement
- We have evaluated and improved the way we record our tracking and monitoring data. This gives us a clearer and more continuous view of each pupils progress. We have also changed our reporting system for S1-3, developing an interim report system. This will better facilitate learning conversations between our pupils, their tutors and guidance.
- We have formed a Teaching and Learning Community, providing a voluntary forum for teachers to meet and discuss teaching and learning strategies on a regular basis
- We provide plenty of extra-curricular activities, with a good range of learners engaged, especially in outdoor education and sport.

##### **What we would like to improve:**

- We know there is always room for improvement and that the alternative is complacency.
- We need to develop our knowledge of standards for improvement
- We will need to monitor and evaluate the progress regarding the implementation of our new Monitoring and Tracking process, PLP and learning conversations, as well as BGE Interim Reports as these are implemented.
- More competition is required to drive the motivation of our youngsters to achieve their very BEST. Our pupils need more challenge. We are looking for ways to encourage ambition in our young people.

#### **Learners' experiences**

##### **What we are doing well:**

- Lots of curricular and extra-curricular trips have been built into pupil experiences in a purposeful manner, with strong curricular links, all of which embrace the 4 capacities
- Large numbers of pupils are involved in these out of classroom and extra-curricular activities such activities are provided for every year group e.g. Outward Bound, John Muir Award, Ocean Youth Trust, Duke of Edinburgh at all levels. This is now being monitored and tracked to provide an overview for staff as well as support the recognition of achievement through PLP and pupil profiling
- Pupils have completed evaluations, surveys and questionnaires to take account of their views and build

in further improvements in a purposeful and inclusive manner e.g. pupil leadership structure, pupil council, new behaviour policy.

- A co-ordinated approach is being taken with child plans and formal reviews
- In terms of the development of the 4 capacities:-
  - Our pupils are confident individuals and are well supported emotionally.
  - The new roles developed through the pupil leadership team and pupil council are having a positive effect in terms of supporting our youngsters to become responsible citizens and effective contributors.

### **What we would like to improve:**

- Staff feel that more could be done in relation to the John Muir Award, both within school and our local community
- For some pupils there still isn't enough challenge and we need to address this
- We would like to develop more lunchtime and after school clubs to cater for all needs, interests, abilities and attributes
- We should evaluate our current curriculum structure with pupils before new option forms are created to take account of pupil views
- In terms of the development of the 4 capacities:-
  - We are still not necessarily supporting all of our pupils sufficiently to become successful learners. Our pupils are still not sufficiently involved in all areas and can sometimes expect to be 'spoonfed'. In response we need to better train our youngsters to set their own tasks. Our self-evaluation needs to work to make this more effective.

### **Meeting learning needs**

#### **What we are doing well:**

- As a school we have a positive ethos, striving to meet the needs of all of our youngsters.
- Staff differentiate work, both in lessons and in assessment/exam situations. The school is very proficient in the use of digital exam papers for instance; Digital papers are used copiously with several staff now trained in how to make them
- Staff set appropriate expectations. Target setting is improving through PLP lessons.
- Additional support is of a high standard, with thorough assessment of needs and individualised planning for each child concerned.
- We are good at sharing information. Sole teachers discuss plans and ideas to ensure that their topics and delivery complement, rather than repeat, each other. Schemes of work and course plans are readily available on the shared area of the school network.
- Our specialist staff (Pupil Support) respond quickly to requests.
- Pupil support work well with outside agencies e.g. social work, school nurse, vision support to address the needs of our more vulnerable pupils.
- We value the changes that have been made to develop a Personal Learning Planning (PLP) programme (as the schools next step from PSE and Tutor time)
- PTs Pupil Support (guidance) are approachable and helpful. Issues raised by pupils or parents to either PT Pupil Support (guidance) or SMT are dealt with quickly and supportively.
- Specialist staff have been invited to the school e.g. EAL, ASD, Visual Impairment to provide advice. This has led to changes in classroom practice.
- Learning support staff are excellent on focusing on literacy. They are also excellent at sharing learning needs information

#### **What we would like to improve:**

- We would like to further develop our resources particularly in the use of ICT. We feel that this would be of particular use for those pupils with issues surrounding literacy who could potentially go on to use digital papers.
- ASN staff would like more teachers to save their lesson resources as PDFs to help conversion into digital paper format. This would improve the experience of our pupils with additional support needs. This needs to be consistent across all lessons and subjects.
- We also recognise that we need to further challenge our most able pupils
- Pupils should discuss and identify what is best for them with the class teacher to ensure relevant resources are available to them.
- We could be more efficient in the way that information is transmitted from PT Pupil Support (guidance)

or SMT. This is partly a timetabling issue as both PT Pupil Support (guidance) currently have very little non-contact time.

- The information we receive from primaries can be a bit more variable and we would like to work with the primary schools in a more collaborative way to improve information sharing and so transition.
- EAL needs further attention to ensure that what we have learnt is effectively implemented.

## The curriculum

### What we are doing well:

- Staff continue to evaluate and further develop the curriculum to ensure all children and young people benefit from their entitlement to a BGE. This is done well and regularly.
- Staff have worked hard to develop a curriculum that provides appropriate specialisation as well as continued breadth of experience through S1 to S3.
- Staff are continuing to design and refresh programmes and courses using the Es and Os and SALs to plan a coherent approach to learning, teaching and assessment in order to ensure children and young people are developing the knowledge, skills, attributes and capabilities of the four capacities, and making suitable progress in learning. In the senior phase staff are also using the new qualifications and award specifications for this purpose, being the first school in Highland to convert entirely to the New Highers during the last academic year.
- The school has moved to an Interim Report model in the Broad General Education in order to more effectively link assessment with reporting in a way which is proportionate, valid, reliable and manageable. We believe that our new Interim Reporting system will help inform progression.
- Assessment is being planned as part of learning and teaching, and staff are making increasing use of the significant aspects of learning to ensure approaches are manageable.
- Staff are working with SDS, ASPIRENorth, and West Highland College to improve planning for progression through the BGE, into and through the senior phase to meet the needs of all children and young people. We have developed a new focus, working more closely with ASPIRENorth to demonstrate the wide range of options available to our pupils as then plan for beyond the senior phase.
- Kinlochleven High School was the first school in Highland to move completely to the new Highers
- We have good links with our neighbouring small school, Ardnamurchan High School, building a good support network for sole teachers of subjects. This has been of great use for cross marking and the planning of new course e.g. BGE RME
- We work with West Highland College to build flexibility and a more vocational approach to our curriculum
- Teachers are very flexible in their approach and deliver subjects as dual level courses to provide a wider range of progression routes for our youngsters.
- We are developing better links across departments in the school, sharing approaches to common themes e.g. measuring in maths, science and tech to improve consistency and to help pupils make stronger links across subject areas
- Some of our pupils have made good use of distance opportunities e.g. Higher Dance at Eden Court. This year we have pupils who are travelling to Inverness to study both Higher Dance and Higher Drama.
- Staff delivering PLP have improved the personal support aspect of the curriculum to support children and young people in developing an increased awareness of their own progress and their strengths and next steps in learning, through learning conversations and developing the use of profiling
- Staff involved in the new PLP delivery have developed a programme where we evaluate children's and young people's progress in Health and Wellbeing across the four aspects of the curriculum, including taking account of learners' self-evaluation of their own progress in this area.
- S6 pupils were involved in the development and delivery of our last Interdisciplinary project (Zombie Apocalypse) and this went very well. The school has continued to build on positive IDL experiences such as the S1 Engineering Day. Recently we took a new approach to Inter-disciplinary learning last term (Zombie Apocalypse). Senior pupils collaborated with staff and were involved in both the planning and delivery of the project. As a result, pupils were actively engaged, both as deliverers and recipients. This is a good example of the senior pupils implementing their new leadership role. The feedback from both pupils and staff was very positive. Staff and pupils are keen to build on this experience/opportunity.
- Staff make good use of digital papers and digital text books meet the needs of all learners including those with additional support needs/visual impairment
- We provide a wide range of opportunities for achievement, both curricular and extra-curricular e.g. Outward bound, DofE, OYT.
- Guidance have been very successful at supporting youngsters who aspire to apprenticeships and we have had a very high success rate in this regard

- Changes to P7 transition week, where we further involved pupil leadership team and pupil council with our new S1 (current P7) pupils, worked well. Having listened to feedback from our then current S1 (new S2), we changed our buddy system so that buddy's were closer in age and that they were chosen by the pupil coming up into secondary school rather than by the older pupils. Feedback from our P7 showed that they really appreciated this, felt included and valued, one reporting that they 'thought the summer holiday was not going to get in the way!' Pupil Support visits to the feeder primary schools are a useful way of collecting and collecting information for staff. Outward Bound being incorporated into the transition process has provided a focus and a purpose for the P7 visits, as well as a special bond to carry them through their secondary school experience.

### **What we would like to improve:**

- It is important that we continue to consider the value and purpose of our BGE curriculum in order to ensure that we continue to adapt, maximising the benefit for our pupils
- Staff are aware that we need to have a shared strategy for raising attainment in literacy and numeracy. A numeracy strategy has been developed but we now need to share with all staff, apply and evaluate to ensure this is implemented effectively.
- Transition from BGE to Senior phase needs more focus. Ideas have included a passport into the senior phase or a BGE Baccalaureate, with the aim of giving each pupils BGE experience more meaning, both to the pupils and their parents, as well as better preparing them for the senior phase. This will improve the quality and impact of the profiling process. Our aim is to provide a clearer focus on skills development, using profiling to inform and improve future learning.
- Departments have started to look at level 4 outcomes and how this dovetails into the National 4 course (likewise level 3 and National 3 as appropriate) to ensure smooth progression from BGE to Senior Phase in line with each child's ability.
- Pupils are not necessarily well prepared for assessment demands and we need to consider how we address this.
- We need to continue to develop our (staff) knowledge of options that are available beyond the senior phase other than university.
- We need to develop partnerships with the community and make better use of links between the curriculum and the everyday life of our community
- We also need to consider how we assess and report on literacy and numeracy, using the Highland Council Progression frameworks as a tool for doing this, and tying it together with our new Interim Reporting structure.
- We plan to continue with our Employability Working Group as we feel this is a key area for development
- We need to develop more partnerships with local employers to build up the local database of employers who offer work experience opportunities. We also need to liaise with Highland Council 16+ to make this possible, thereby maximising the learning derived from work placements
- Staff have requested support so that they can become more familiar with the new national draft Standards for Career Education and Work Placements, and the guidance on school-employer partnerships (due for publication autumn 2015).
- We want to be able to provide some form of certification or accreditation for the work pupils do in terms of research and preparation for their selected positive destination e.g. ASDAN Employability qualification
- We would also like to make better links with West Highland College. For instance our Technical teacher would like to make stronger links with the construction lecturer at college so that they can liaise about the work, projects and skills that they complete in their parallel courses. Likewise PE and SfW Sports and recreation
- Pupils could make better use of our Wifi access. Learners all have a computer (mobile 'phone) in their pocket and this could be used constructively as a part of their learning.