

SCHOOL STANDARDS AND QUALITY REPORT 2020/21

Standards and Quality Report

School: Kinlochleven 3-18 School

Head Teacher: Jemma Playfair

Date submitted: 16.11.20



Context of the school:

Including some or all of the following: local contextual issues (such as rurality/cluster arrangement/features of the catchment area/ASG arrangement/ELC arrangements etc); Scottish Attainment Challenge involvement; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority quality improvement visits, inspection activity etc. Suggested word range 200-300 words.

Kinlochleven 3-18 School is a small state school, with a roll of 18 in the nursery, 50 in the primary and 146 in the secondary. The Primary and nursery serve the small town of Kinlochleven and the High School is also the partner High School for Ballachulish, Glencoe, St Brides and Duror Primary Schools.

We were officially launched as a 3-18 school in November 2019, however some work still needs to be completed on developing and implementing our shared 3-18 Visions, Values and Aim. We are excited to work as a whole school in creating our shared school identity this year.

Our school has a nursery class for 3 and 4 year olds which currently operates morning sessions only. We were last (24.4.17) visited by the Care Inspectorate who rated our service as 'level 5' - very good. The nursery's projected roll for 2018/19 is 16 and we are registered to cater for a maximum of 20 children.

We are moving 1140 hours in the nursery in January so this will have a signiant impact on the learning and engagement in the Nursery.

- 20% of our school population are in receipt of free school meals

12% of our school population are learning with English as an additional language

29% of our school population are identified as having additional support needs, 20% of the total ASN is level 3 or 4

School Vision, Values and Aims:

Include a *brief* statement of VVA – no need to explain the process through which they were produced. Indicate if the ELC setting VVA differs from the school's.

Under the direction of the new Head Teacher, the school will work with pupils, staff, parents/carers and the whole school community to develop a shared Vision, Values and Aims relevant to Kinlochleven 3-18 School and the Kinlochleven community.

In terms of our High School we are on the national Schools for Higher Education Programme (SHEP) as a result of our long running history of low progression to Higher/Further Education. The school works closely with ASPIRENorth to ensure that barriers to Higher and Further Education are removed. Pupils are supported by school staff and ASPIRENorth to work on their UCAS applications and prepare them for furthering their education after High School. This is important work because as recently as 7 years ago less than 6% of our youngsters progressed to Higher Education.

Historically recognised as an area of multiple deprivation, there are many families who have little or no experience of Higher Education, many of whom have experienced adverse social and economic circumstances. This is compounded by our rurality and social isolation. We are unable to run a full range of Advanced Highers due to the financial constraints incurred by our small school roll. Where Advanced Highers are offered they are done so with a limited amount of teacher input and a high level of independent study, although a small number of pupils have taken up the virtual schools offer in recent years.

This year we have a combined PEF allocation of **£30,630**. Although we are a small school, we do not feel that this is a fair representation of our need, as we know that some of our families in the High School do not apply for free school meals. Nonetheless, we are grateful for the extra funding and feel that we have utilised it well. We have modified and adapted our risk matrix to ensure that the data we have genuinely identifies those at risk; SIMD can be a poor indicator in a rural and diversely populated area such as ours. We monitor and track not only academic performance but wider engagement, and with the help of our partner agencies, we are able to see not only how our various projects impact on our young people, but how many are involved, the range and number of projects they have got involved in (or not) and, most importantly, which pupils we need to work with to further engage them, not only in the life of the school but in the opportunities that are available to them out with school hours. We feel that this is now an accurate indicator of need, and an effective tool to measure engagement and wider achievement, which will help us to use data and evidence effectively to evaluate our recovery, PEF and school improvement projects.

Whilst continuing our focus on Health and Wellbeing, knowing that happy, healthy children will attend and achieve more, our key drivers for improvement through 2020-21 will be recovery, particularly through H&W, Literacy and Numeracy. We have involved all ASG schools in our Literacy programme with the aim of developing a consistent approach from 3-18. Unfortunately, there has been no numeracy equivalent in recent years. Nonetheless, we have now employed a PSA for targeted intervention with those pupils that struggle with numeracy to support the recovery curriculum. We are also pleased to now be in a position to have a whole campus Mymaths subscription that will allow us to boost numeracy in all areas through interactive mathematics lessons and digital tasks, allowing us to keep robust records of attainment. It is our aim to dedicate more time to planning, implementation, assessment and moderation.

Literacy, Numeracy and Wellbeing will run alongside the recovery curriculum in 2020-21. We plan to continue with our programme of literacy, numeracy and nurture while further developing our strategies for maintaining good mental health for both pupils and staff across the campus. This will be reinforced with further work on promoting positive relationships and our inclusion, rights and equalities agenda.

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, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- 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.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting:

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.

As a whole school community we will undertake a whole school Self Evaluation Summary "How Good is Our Kinlochleven 3-18 School" to map where we are in relation to the HGIOS? 4, HGIOELC? and HGIOURS?

Review of School Improvement Work against the National Improvement Framework Priorities

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

In the past year we have 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, our 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.

QI 1.3

Leadership of change

Themes (HGIOS?4)

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

Themes (HGIOELC?)

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

Question 1

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

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".
- The vision of the school will be ambitious and will focus on improvements for all
- Senior leaders are ensuring they create conditions to support creativity, innovation and enquiry
- All staff are committed to change which will result in improvement for all learners

Question 2

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

- We will have evidence of consultation with the whole school community
- 1-1 consultations with all staff members with new HT (outlining their views on strengths and next steps of school)

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so
- We will be consulting our whole school community on our school Vision, Values and Aims to ensure they feel they have ownership of them
- Senior Leaders will carefully plan the strategic direction of the school and the pace of change will result in positive outcomes for learners in our school

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

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). **ELC setting**

satisfactory

QI 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

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

Themes (HGIOELC?)

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

Question 1

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

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment"
- Use of G-Suite to aid multilevel classrooms - mainly in terms of allowing some virtual class time-teacher-contact, i.e. setting tasks and giving pupils feedback out with timetabled class time
- Virtual transition went well for P7's in lockdown- pupils were able to get a taste of lessons and meet their teachers virtually
- Most lessons are planned proportionately and clearly identify what has to be learned and assessed

Question 2

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

- Evidence is stored electronically, in Google Classroom, Google Drive and Gmail
- Virtual transition went well for P7's in lockdown

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so
- A more coherent way of recording evidence would be an improvement as at the moment evidence is too scattered
- Learners should play a more active role in the school and wider community, regularly taking on leadership roles- including leading learning
- Learners achievements in and out of school are recorded and recognised. Pupils should understand how these achievements help them develop knowledge and skills for life, learning and work

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satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). **ELC setting**

good

QI 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

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

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Ensuring wellbeing, equality and inclusion"
- Taking more time to support pupils' social and emotional needs appears to be having the effect of allowing pupils to do better quality learning
- Staff understand GIRFEC and the Wellbeing Indicators. Staff are sensitive and responsive to the wellbeing of each individual child
- High School learners are knowledgeable about equalities and inclusion. They feel confident to be able to challenge any behaviour that is against the 2010 Equality Act

Question 2

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

- In class discussion teachers have observed lateral thinking from (some) pupils expressed via their questions. Also, when explaining answers (some) pupils are able to freely use their own words to explain. Pupils have been talking more freely to me about their lives
- During lockdown we ensured we kept in contact with pupils and we engaged more than most schools in Scotland. Regular meetings every week with faculties. We have a nurture room to help out pupils
- Lockdown had drop ins for pupils. In Primary there were H&W drop ins to assist the pupils and talk things over. Spoke with parents to discuss how we can help them with the change to learning
- Mental Health training meant pupils and teachers could share how to care for ourselves and each other. End of year celebration was still done to show appreciation of pupils' hard work
- Virtual playground for social time allowed pupils to keep talking together etc. (Primary)

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so
- Introduction of 2 PTG's in the High School to ensure pastoral support is readily available to all pupils who require it
- More knowledge on UN convention and staff training. Rights respecting school but will open conversation about rights and responsibilities
- Primary school to complete Bronze RRSA prior to whole school looking at the Silver award
- PLP (PSE) curriculum needs to be well planned and progressive to ensure it covers all relevant curricular areas
- Re-build management systems (reporting, referrals, tracking+monitoring) with pupil support

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satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). **ELC setting**

satisfactory

QI 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

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

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

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

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress"
- Almost all children are attaining at appropriate levels (Primary and Nursery)
- The school has a high % of pupils leaving and sustaining a positive destination

Question 2

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

- Our staff make effective use of assessments and they regularly share understanding of standards at Department Meetings
- Our Insight data shows an increased % in Positive destinations for our school leavers

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so
- The whole school will look at employing a Raising Attainment Strategy to ensure that there are no long term attainment gaps because of Covid and school closures
- We will look at reviewing our Senior Phase Curriculum to ensure there is a healthy breadth of courses on offer for our pupils
- We will use Pupil Voice far more to involve pupils in decisions regarding their learning
- Tracking and Monitoring system to be reviewed in consultation with the whole school community

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

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). **ELC setting**

satisfactory

KEY THEME

from QI 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

Question 1

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

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways"
- There is a reasonable level of personalisation and choice within the curriculum
- Pre-covid, Outdoor Learning was integral to learning and teaching to ensure a progressive curriculum led experience for all learners

Question 2

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

- Curriculum plans
- Pupil Voice activities- looking at personalisation within the curriculum

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so
- This year we will look at our BGE provision and review our curriculum Rationale to ensure there is enough pace and challenge in the BGE
- The Senior Phase Options Process will be more widely shared with parents/carers to ensure pupils are coursed appropriately in line with their Learner Journey
- We will develop a Skills Framework that will be used throughout the whole school

KEY THEME

from QI 2.7

Partnerships

Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

Question 1

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

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Partnerships – parental engagement”
- All parents/carers are fairly represented by the Parent Council and any complaints are acted upon in a timely manner
- The school jointly plans and evaluates shared projects with partners (SDS, Kinlochlovin, CLD etc)

Question 2

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

- Minutes from Parent Council meetings
- Partnership Agreements

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so
- The school will look to consult and involve more parents and the wider school community on any changes happening within school
- The school will seek to engage in more active partnerships with local businesses to bring a “real life” context to learning