



SCHOOL STANDARDS AND QUALITY REPORT 2020/21

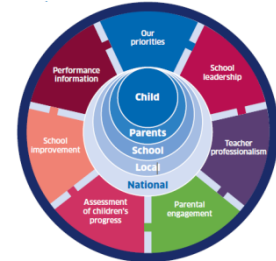


Standards and Quality Report

School/ELC Setting: Kinlochleven 3-18 Campus

Head Teacher: Jemma Playfair

Date submitted: 24.09.21



Context of the school:

Kinlochleven 3-18 Campus is a small state school, with a roll of 13 in the nursery, 46 in the primary and 145 in the secondary. The Primary and nursery serve the small town of Kinlochleven and the High School is 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 embedding our shared school identity this year.

Our school has a nursery class for 3 and 4 year olds which operates the full 1140 hours and is open for young people from 9am-3pm. 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 and 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:

Vision

At Kinlochleven 3-18 Campus we believe that a happy child is a successful child. We believe that to ensure success for each of our pupils we need to provide a high quality education in a safe, respectful and inclusive environment, which builds a foundation for life-long learning.

At Kinlochleven 3-18 Campus we believe that working collectively and creatively with our whole school community ensures positive and sustained successes for our pupils.

Values

Respect

Aspiration

Resilience

Equity

School Motto

“Small school, big ideas”

Aims

At Kinlochleven 3-18 Campus we aim to:

- provide a safe environment that is built on mutual **respect**
- be **aspirational** for every pupil, preparing them for future life
- support our pupils to build their **resilience**
- embed **equity** and equality into the campus ethos

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 20/21, like session 19/20, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would be normally engage with our school/ELC 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 we did last session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 21/22.

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

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of remote learning and other disruption 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 in session 21/22 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

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 mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 21/22, our main focus will therefore continue to be on three key areas:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We may carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2021/22 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 periods of remote learning 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 and values of the school are ambitious and 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 staff members and the HT
- Baseline surveys from pupils, staff and parents/carers

Question 3

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

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.
- We will continue to consult our whole school community on our school Vision, Values and Aims to ensure they are embedded into our campus ethos
- 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 periods of remote learning). **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 periods of remote learning). **ELC setting**

good

Add more rows if you have more than one school (e.g. 3-18 settings).

Q1 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 periods of remote learning 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
- Most lessons are planned proportionately and clearly identify what has to be learned and assessed
- Primary and Secondary staff are working together on Teaching Sprints and refreshing their engagement with different teaching methodologies

Question 2

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

- Evidence is stored electronically, in Google Classroom and Google Drive
- Pupil surveys

Question 3

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

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.

- Learning Walks to be re-introduced
- 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
- Learner’s 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
- All Course Plans to be updated and refreshed in light of digital learning advances

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Q1 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 periods of remote learning 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
- Pupils across the whole Campus have access to a Wellbeing PSA who supports young people's social and emotional wellbeing

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
- Pupils are involved in school working groups and feel like their voice is listened to
- Pupils able to access support via Guidance teacher or Wellbeing PSA

Question 3

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

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.

- Acting Guidance staff to undertake relevant training to ensure they understand all the safeguarding procedures in The Highland Council
- More knowledge on UN convention and staff training. Rights respecting school but will open conversation about rights and responsibilities
- Campus Equalities policy created by staff and pupils
- Campus to complete Bronze RRSA prior to moving on to the Silver award
- 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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good

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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 periods of remote learning 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
- The school has a high % of pupils leaving and sustaining a positive destination
- Pupils in our ASL department have a tailored curriculum that best suits their needs
- Senior Phase Curriculum has been refreshed to create opportunities for our pupils to gain more qualifications and Wider Achievement Awards
- Literacy and Numeracy PSA's working with pupils and making progress in increasing Literacy and Numeracy levels

Question 2

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

- Most of 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
- Pupils who have engaged in the Literacy and Numeracy interventions show they have increased confidence and they have progressed in their levels

Question 3

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

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 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 poverty and COVID 19 and school closures
- We will continue to review 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 in the Senior Phase has been reviewed and will be monthly from September 2021
- Staff to work more across the campus to look at 3-18 curriculum planning
- Commitment from staff to engage in Teaching Sprints to enhance Learning and Teaching in the classroom
- 6 whole campus working groups introduced (all of which will have pupil representation)

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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?

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- 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
- All staff are engaging with our DYW school coordinator and SDS careers advisor to look at embedding the Career Education Standards and Work Placement Standards into curriculum planning
-

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 periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.
- 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
- Learner Journeys to start in ELC and be shared with staff and the whole school community to support a young person's pathway throughout their time in education

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 periods of remote learning 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".

- Our Parent Council actively seek the views of the school community and work with the school to move
- The school jointly plans and evaluates shared projects with partners (SDS, Kinlochlovin, CLD etc)
- Parental Engagement during school lockdowns was mainly digital, however some parents found this beneficial in being able to connect with the school easier

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 periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 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
- Campus to engage with SCQF this year

