

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



Ardnamurchan High School & Strontian Primary Cluster

HIGHLAND COUNCIL | ANAHEILT, STRONTIAN, ACHARACLE, PH36
4JA

School Profile

Pròifil na Sgoile

It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

Ardnamurchan High School and Strontian Primary School and ELC is in a rural setting serving the local communities of Acharacle, Ardgour, Kilchoan, Lochaline, and Strontian on the Ardnamurchan Peninsula.

The roll in Nursery is currently 7, in Strontian Primary 23, and in Ardnamurchan High School 126, with a total of 156 pupils across the Campus.

The headteacher has overall leadership responsibility for Ardnamurchan High School and Strontian Primary Cluster. The headteacher is supported by a PT in Primary and Early Years, and one Depute in Secondary. Staff and children from both schools work together regularly.

We have had no exclusions this year.

Data relating to our context: Ardnamurchan High School & Strontian Primary School

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
149	92%	0	19.15 + 1 UHI

P1-4 numbers	P5-7 numbers				
12	11				
S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
19	18	22	27	25	15

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q4	Unknown
0	0	0	98.6%	1.4%	0

Overall ASN	Free School Meal	EAL	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language
37.6%	9.4%	1.49%	

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
96%	92%	92%	%

Level 4

Reading	Writing	Listening and talking	Numeracy
56%	60%	72%	%

Gaelic Medium

2023/2024 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3.

Level 3

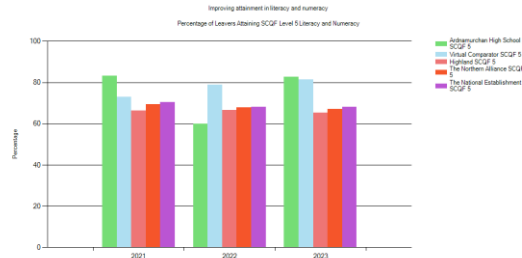
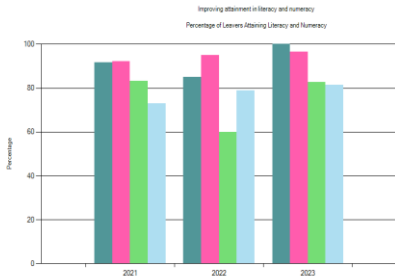
Gaelic reading	Gaelic writing	Gaelic listening and talking
100%	100%	100%

Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
100%	66.7%	100%

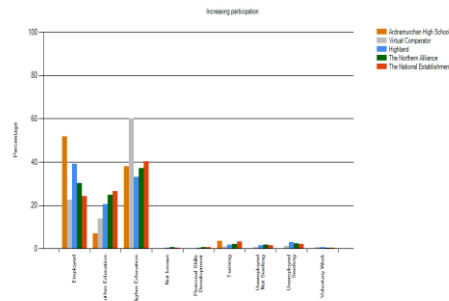
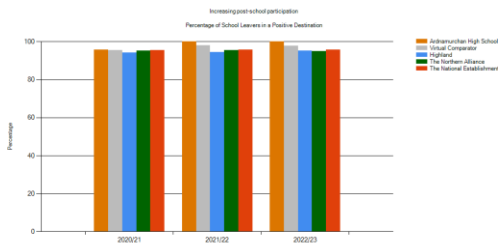
Senior Phase

For *Literacy and Numeracy Attainment*, there has been an improvement following the post-Covid dip. Performance at Level 4 has increased from last year, putting us ahead of our virtual and national comparators. The same is true for our Level 5 attainment. Overall, the picture is positive and demonstrates significant improvement from last year.



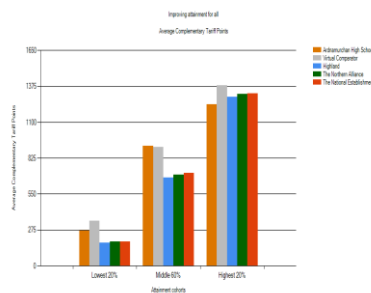
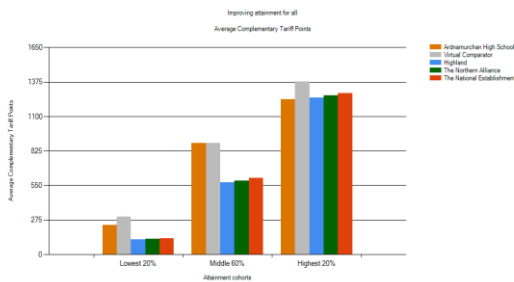
Destinations of School Leavers

Overall, we are very good in ensuring that our pupils move on to positive destinations, with 100% moving on to positive destinations over the last two years. For the last three years we have sat above our virtual and national comparators, demonstrating success for our pupils. A higher number of our pupils move on to employment and training, rather than further education. This is in line with regional data and reflects the opportunities for our rural context relating to land management, fishing and crofting.



Cohorts

We have a higher pupil retention rate in the senior phase than that of the national average. Data shows that for all of our senior phase cohorts, attainment has steadily risen and is similar to national and regional data and slightly behind our virtual comparator.



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ardnamurchan High School's VVAs were extensively reviewed in session 2017-18 through consultation with pupils, parent council and staff. The design with core values and aims is shown below.

A similar process was conducted for Strontian primary school in 2019/20 with the Pupil Council adopting the same graphic as AHS in September 2020, following a return from lockdown.



Review of progress of improvement plan projects for session 2023/24

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1 <i>Raising Attainment Curriculum Model Revision (Secondary)</i>	
Summary of impact	Next steps
<ul style="list-style-type: none"> We have completed the second year of a three-year raising attainment project. We are broadening the curriculum model and S3 pupils have experienced a curriculum of 9 subjects of their choice this session, including Gaelic Medium Social Subjects, thereby, broadening and personalising the Curriculum for pupils. Current S3 pupils have chosen 7 certificate subjects for S4, including Gaelic Medium Nat4/5 History with the new timetable being accommodated to ensure that pupils experience a broader curriculum of their choice than previously. Under the NIF Key Priority, '<i>Improvement in attainment, particularly in literacy and numeracy</i>', we have focused on supporting pupils pass the Numeracy and Literacy units within the National courses for those who do not gain an overall award in a bid to ensure that pupils can maximise their literacy and numeracy attainment. ACEL and INSIGHT data demonstrate good progress in this area. In a bid to provide more equitable and accessible courses, we encourage Maths Applications in place of Maths for those not progressing to Higher Maths. Course choice forms demonstrate engagement and motivation from last year's cohort, and the current cohort. 	<p>Delivery phase of S4 Curriculum in 2024-25</p> <p>Further investigation regarding broadening our curriculum to improve attainment.</p>

School Improvement Plan Priority 2 <i>Understanding and improving assessment and moderation strategies in learning, teaching and assessment (Primary)</i>	
Summary of impact	Next steps
<ul style="list-style-type: none"> Very good progress is being made in this area, with full participation from all EM staff across our ASG, and agreement on levels between colleagues is leading to more consistent judgements across the school. Staff have articulated improved confidence in ACEL judgements and have fed back how beneficial these collegiate opportunities have been in improving their own practice. An increased understanding of the data used by all is ensuring progress and informing next steps to improve pupil attainment. Staff are beginning to engage with the moderation and assessment toolkit to support learners effectively. 	<p>QUAMSO will continue to lead ASG moderation in EM, with full participation from our school staff.</p> <p>Disseminate the toolkit amongst secondary staff as scaffolding for good practice.</p>

School Improvement Plan Priority 3 <i>Rights Respecting Schools (Primary & Secondary)</i>	
Summary of impact	Next steps
<ul style="list-style-type: none"> We have achieved Bronze level as a Rights Respecting School, and have made a start on working towards Silver level. We regularly use assemblies to discuss a theme, and pupils have just 	<p>Continue to develop whole school ethos and practice to align with the RRSA</p>

<p>begun to deliver their own assemblies as part of our pupil leadership programme.</p> <ul style="list-style-type: none">• A pupil led steering group has been implemented to include pupil led actions within the action plan for the RRSA Silver Award.• Pupil leadership opportunities in the form of Wellbeing Champions, continue to work with and support younger pupils, who have reported a positive impact upon their outlook, attitude, and health.	<p>perspective and the ambitions of the UNCRC.</p>
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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PRIMARY:

All target pupils demonstrate very good progress in all intended outcomes for raising attainment level to a confident reader, correct and consistent letter formation and independent writing. Our data confirms that our interventions have ensured that all elements of attainment gaps under these measures have reduced significantly with all target pupils achieving appropriate levels for age and stage.

SECONDARY:

Almost all targeted pupils have increased their attainment to age target for numeracy and literacy. Where required, additional support strategies are in place with Highland Council's 'My Future, My Success' team and HVA.

Wider achievements

Coileanaidhean nas fharsainghe

PRIMARY:

Our school and partnership statistics indicate that all primary pupils have engaged with extra-curricular and optional school based/organised activities, that all senior pupils (P5-7) chose to take part in at least 1 extra inter-schools' sports competition/tournament, and that a majority of all eligible (and age dependent) pupils learn 1 or 2 instruments weekly.

The activities and wider achievement opportunities include:

- Swimming lessons
- Three day Abernethy Trust P5-7 outdoor adventure activity
- Instrumental tuition, including Wind, Strings, Piano, Guitar
- Cross country competition P5-7
- Rugby training sessions
- Tag Rugby Tournament P4-7
- UHI Shinty Tournament P5-7
- After school shinty P1-7
- Kodaly

SECONDARY:

Most pupils are involved in lunch and after school activities provided by Active Schools, and staff. Less than half of the school role are actively volunteering through the HLH leadership program for Active Schools Activities. Volunteering and leadership opportunities are present through youth clubs and after school clubs at each of the five local Primary Schools.

The activities and wider achievement opportunities include:

- Shinty
- Handball
- Running
- Rugby Union
- Football
- Girls Football
- Table Tennis
- Volleyball
- Badminton
- Film G
- The Mod
- Music tuition
- Eco-Schools
- Digital Leaders
- Pupil Council
- House leadership
- YPI
- Debating

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

The following information was collated from our campus and stakeholder ethos consultation, December/January 2023.

Almost all parents responded that their child likes being in school and that they feel safe, and that staff treat them fairly and with respect. Most parents would recommend the school to other parents.

A majority of pupils enjoy learning at school, and almost all report that school work is challenging, that staff help them to understand how they are progressing, and that staff encourage them to always do their best.

All staff responded that they find it rewarding to be a member of staff at the school, that they are valued and well supported.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

	2023-2024
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Very good
QI 3.2 Raising attainment and Achievement	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Self-evaluation: Understanding and developing effective self-evaluation tools and procedures for whole campus improvement.
2. Ethos: Refreshing vision, value and aims to incorporate whole 2-18 campus.
3. Learning, Teaching and Assessment: Developing pupil voice for evaluation and improvement.
4. Moderation: Improving assessment and moderation strategies in learning, teaching and assessment.
5. UNCRC: To achieve Silver RRSA.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Ardnamurchan High School](#) / [Strontian Primary](#) or by contacting the school office on 01397 700 105.

Appendix 1: Local and National Context

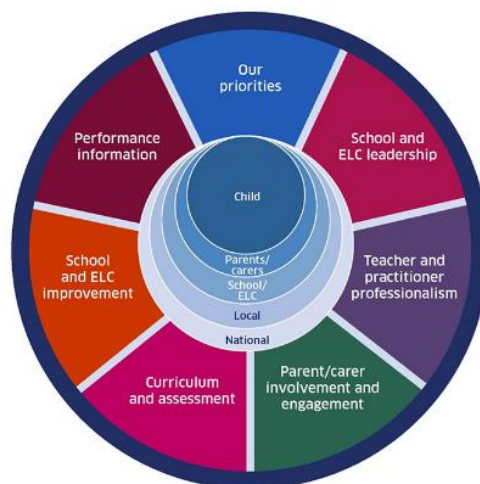
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Accuracy?

Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

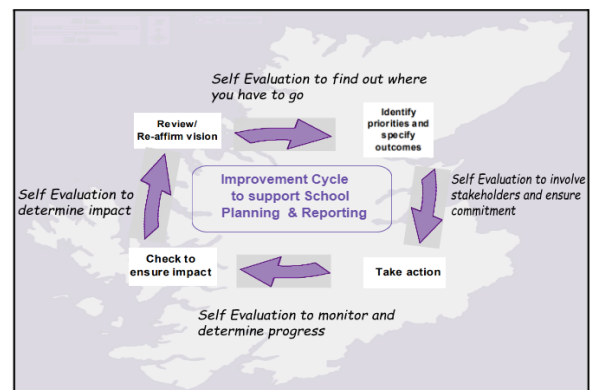
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Laura Hannah
Head Teacher
Ardnamurchan High School & Strontian Primary Cluster

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
QI 1.3 Leadership of change			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Develop a shared vision, values and aims Click here to insert text</p>	Click here to insert text	Click here to insert text	Choose an item.
<p>Theme 2: Strategic Planning for continuous improvement Click here to insert text</p>	Click here to insert text	Click here to insert text	
<p>Theme 3: Implementing improvement and change Click here to insert text</p>	Click here to insert text	Click here to insert text	
QI 2.3 Learning, teaching and assessment			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Learning and engagement Click here to insert text</p>	Click here to insert text	Click here to insert text	Choose an item.
<p>Theme 2: Quality of teaching Click here to insert text</p>	Click here to insert text	Click here to insert text	
<p>Theme 3: Effective use of assessment Click here to insert text</p>	Click here to insert text	Click here to insert text	
<p>Theme 4: Planning, Tracking and Monitoring Click here to insert text</p>	Click here to insert text	Click here to insert text	
QI 3.1 Ensuring wellbeing, equality and inclusion			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Wellbeing Click here to insert text</p>	Click here to insert text	Click here to insert text	Choose an item.
<p>Theme 2: Fulfilment of statutory duties</p>	Click here to insert text	Click here to insert text	

Click here to insert text			
Theme 3: Inclusion and equality Click here to insert text	Click here to insert text	Click here to insert text	
QI 3.2 Raising attainment and achievement			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Attainment in Literacy and Numeracy Click here to insert text	Click here to enter text.	Click here to enter text.	Choose an item.
Theme 2: Attainment over time Click here to insert text	Click here to insert text	Click here to insert text	
Theme 3: Overall quality of learners' achievement Click here to insert text	Click here to insert text	Click here to insert text	
Theme 4: Equity for all learners Click here to insert text	Click here to insert text	Click here to insert text	
QI 2.2 Curriculum: theme 3 Learning pathways			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.