

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



Listening
Èisteachd

Support
Taic

Lifeskills
Sgilean-beatha

Ambition
Miann

GAIRLOCH HIGH SCHOOL ÀRD-SGOIL GHEÀRRLOCH

GAIRLOCH HIGH SCHOOL

HIGHLAND COUNCIL | ACHTERCAIRN, GAIRLOCH, ROSS-SHIRE, IV21 2BP

School Profile

Pròifil na Sgoile

Gairloch High School is situated in the beautiful district of Wester Ross, under the jurisdiction of Highland Council. Pupils live either within the environs of Gairloch village or travel many miles from the outlying villages - having attended the associated Primary schools of Gairloch (English or Gaelic Medium), Shieldaig, Poolewe or Bualnaluib. A significant number of our pupils travel by bus each day to reach school.

At Gairloch High School we provide a full and comprehensive curriculum for pupils aged 11–18 (S1- S6) and offer the language of Gaelic (Learners) and Gàidhlig (Medium).

We take great pride in the positive relationships between staff and pupils and strive to raise attainment achievement for all pupils in an environment of support and encouragement. The school works closely with pupils, parents and the wider community to ensure that pupils have the opportunity to gain the qualifications they needed to progress beyond school.

As a result of collegiate work to encourage an ethos of promoting positive relationships, we have had only 1 exclusion during the course of the current session.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is very good at senior phase. Children achieve appropriate CfE levels in literacy and numeracy and across the school, with a few children exceeding nationally expected levels. The majority of pupils who face barriers to learning are making good progress towards meeting their individual targets with appropriate support offered by our Additional Support for Learning colleagues.

In session 2023/24 the role was 89 pupils which included some new starts during the session. The Acting Head Teacher is supported by 4 curriculum Faculty Principal Teachers, a Principal Teacher Guidance and Principal Teacher ASN. During the session, three of the four curriculum Principal Teachers and the PT Guidance all stepped up to take on a portion of the vacant Depute Head Teacher role due to issues attracting any potential candidates for the vacant fixed term position.

Staffing continues to be a major challenge this session in terms of secondments and lack of available cover to backfill posts. There is also ongoing concern into the staffing formula applied to schools in our region – the lowest of the 32 local authority areas in Scotland. This results in our school having significantly fewer teachers compared to an equivalent sized school in other local authority areas. The true commitment to achieving equity and raising attainment, as premised in such publications as the National Improvement Framework (2020) and Delivering Excellence and Equity in Scottish Education (2016) publications means that this imbalance needs to be addressed. There has been an increased reliance on supply cover with an increased cost but, more importantly for pupils, lessons not being covered by subject specialists.

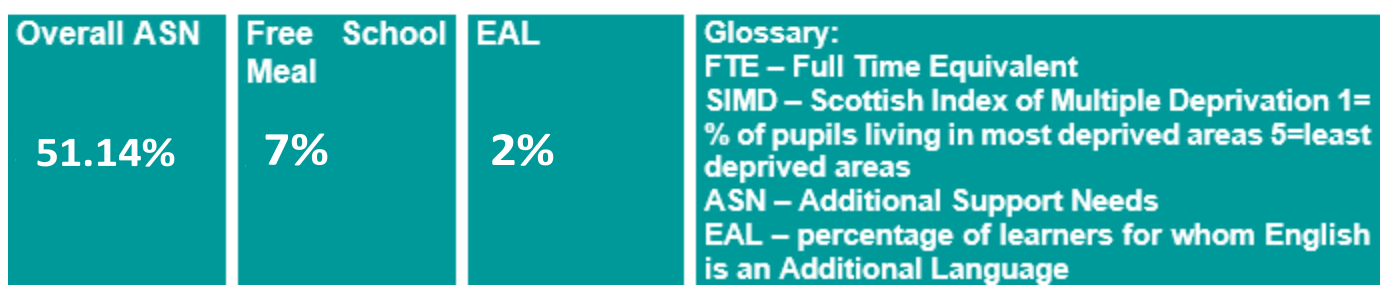
Still with regards to the concerns around the appropriateness of the staffing formula, the school has been significantly over-staffed and this in combination with a falling school roll, challenges remain in providing all aspects of a balanced curriculum. We continue to work with learning partners to provide further opportunities for pupils to access a wide range of courses in our senior phase and are well supported by colleagues from HighLife Highland, Skills Development Scotland and DYW West Highland.

There also continues to be a significant impact for our pupils that require support via Additional Support for Learning mechanisms. Ongoing budget cuts means that key positions such as Pupil Support Assistants have been reduced in recent years. This has resulted in an increased workload for our existing staff and at a point where our human resources are stretched significantly in order to be able to support our pupils in reaching their full potential. There is also a continuing concern with regards to further reduction in Pupil Support Assistants with the new allocation model that puts school at risk of not being able to meet the needs safely for some of our young people in coming sessions.

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.

LISTENING | SUPPORT | LIFESKILLS | AMBITION

Data relating to our context:



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:



Level 4:



Gaelic Medium 2023/2024 proportion of pupils achieving expected Curriculum for Excellence levels by the end of S3:

Level 3:



Level 4:

Gaelic Reading

50%

Gaelic Writing

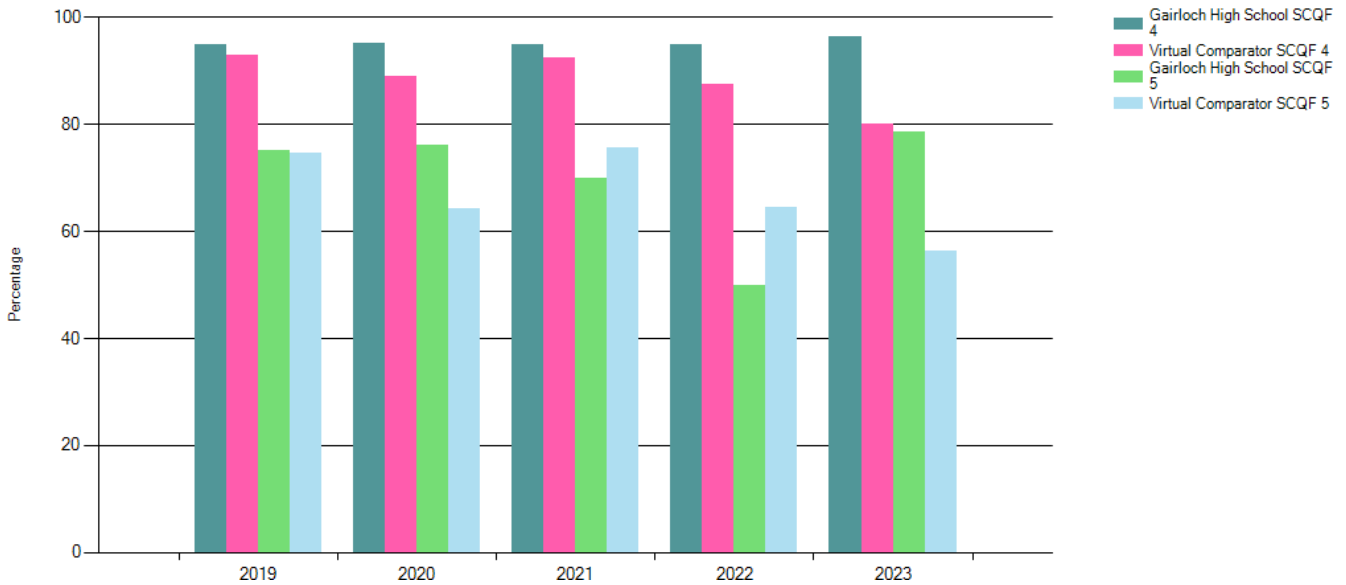
50%

Gaelic Listening & Talking

50%

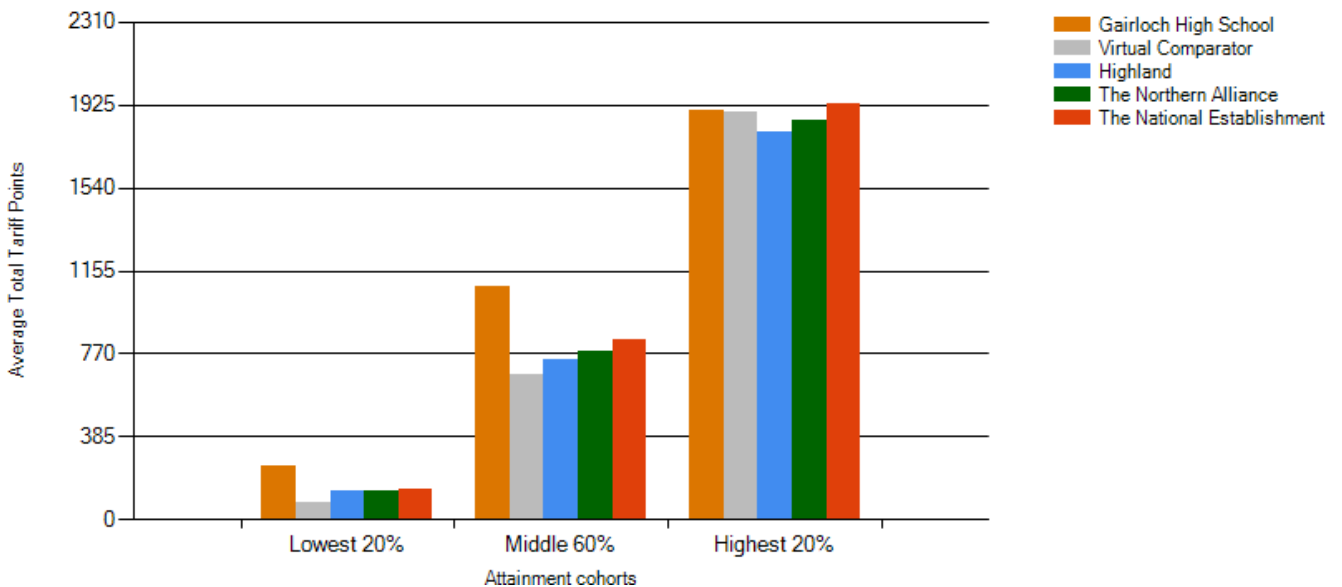
Attainment: Senior Phase

Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Literacy and Numeracy



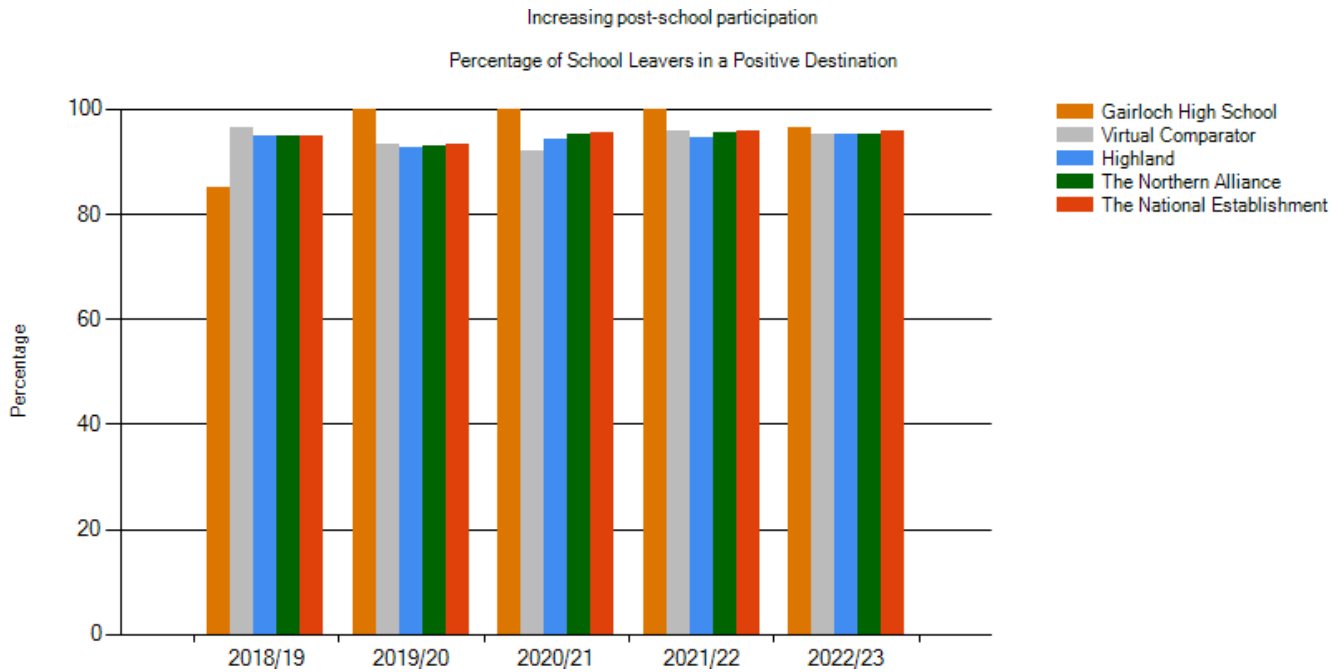
- Performance in both **Literacy and Numeracy at SCQF Level 4, 2023** is **positive**.
- Performance in both **Literacy and Numeracy at SCQF Level 5, 2023** is **positive**.

Improving attainment for all
Average Total Tariff Points



- Tariff points are awarded to all SCQF graded courses in Senior Phase. This data shows that pupil attainment in the year for Gairloch High School continues to be very good. This has been supported by the introduction of new course types such as National Progression Awards (NPAs) and Foundation Apprenticeships.
- Performance in the **Lowest 20%** is much **greater** than both Highland, National and Comparator average for 2023 which is **positive**.
- Performance in the **Middle 60%** is much **greater** than both Highland, National and Comparator average for 2023 which is **positive**.
- Work is ongoing to support our Highest 20% in increasing their attainment through undertaking a range of courses and awards aimed at maximising their time in S6 in particular. These courses/awards also aim to support improvement skills and wellbeing development which are key to supporting pupils in taking on opportunities post-school.

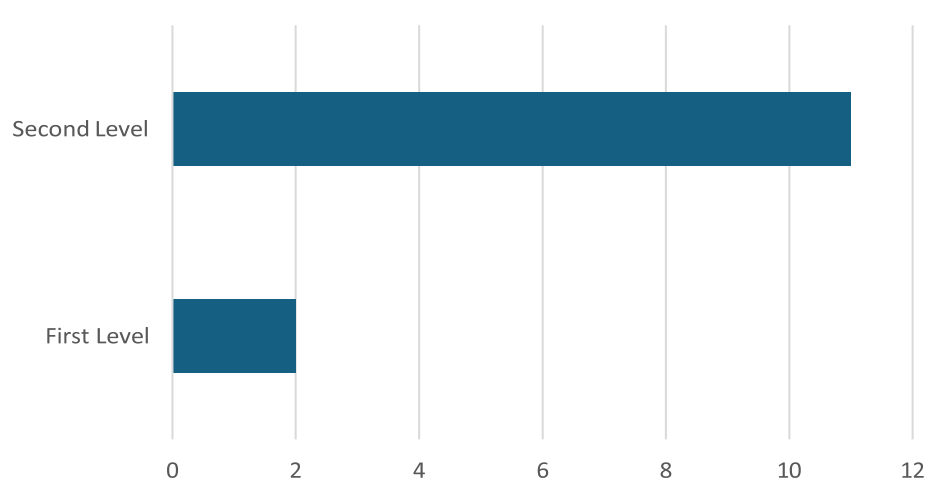
Destinations of School Leavers



- Since 2018/19, our data shows that almost all leavers from Gairloch High School consistently move on to a positive destination.
- Post-covid, the range of destinations changed significantly from the majority moving on to Further or Higher Education to many pupils choosing to seek employment until the COVID situation was resolved. Whilst some have moved on to FE and HE from initial destinations of employment in the years following COVID, others have forged a path into industry, taking up opportunities such as traineeships and apprenticeships.
- In the past year, the previous trend of many pupils moving on to positive destinations offered by FE and HE providers has returned, although through observations and discussions with pupils, many are taking more time to also explore opportunities offered through traineeships, modern and graduate apprenticeship routes before making final decisions on applying for places.
- During Session 23/24 the school has invested time and effort into exploring skills gaps amongst pupils, using the Skills Development Scotland meta-skills framework as the foundation for this work. Having discussed skills gaps with staff and local employers many of whom are engaged with Developing the Young Workforce West Highland, too many young people are still focusing too heavily on attainment and not seeing the benefit of reflecting on and setting targets and goals to develop their employability skills moving forwards. Continued work in this area will continue into session 2024/25.
- Another observation across the local community over the years that has led to the need for a more structured focus on is that some pupils are not sufficiently prepared for life post-school with regards to their health and wellbeing. Whilst we pride ourselves on having mechanisms to support pupils with their wellbeing, including a strong PSHE program aimed at support and preparing pupils for post-school life, we will continue to reflect and review on our whole school effectiveness and use research-backed evidence to support our decision making around implementing suitable solutions and, where applicable to make adaptation to our systems with a view to best supporting pupils leaving school and moving away from home for the first time.

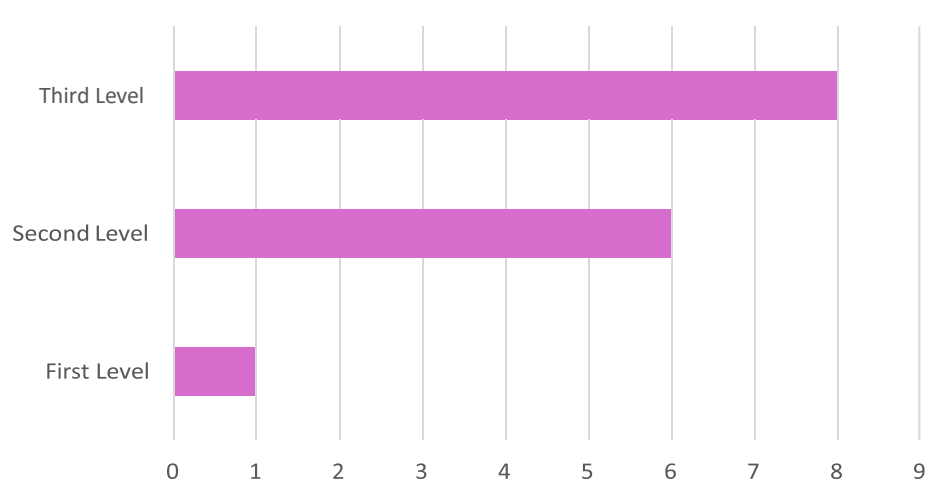
Cohorts: S1-3 Numeracy

Numeracy - S1 cohort - 13 pupils



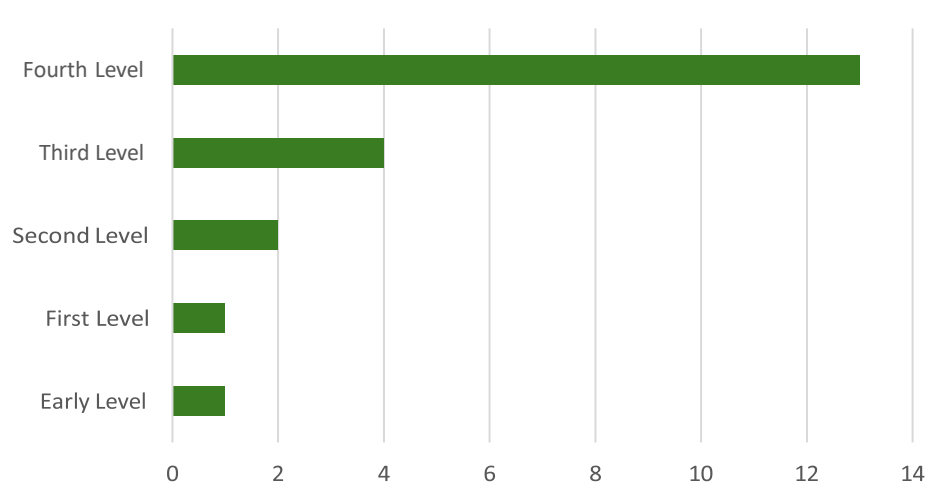
- Since P7, most pupils have achieved at least a level higher than the level they entered Secondary school having previously attained.
- Since P7, less than half of the cohort have not progressed to a more advanced level.
- At the time of writing, few pupils in the cohort had recognised additional support needs.

Numeracy - S2 Cohort - 15 pupils



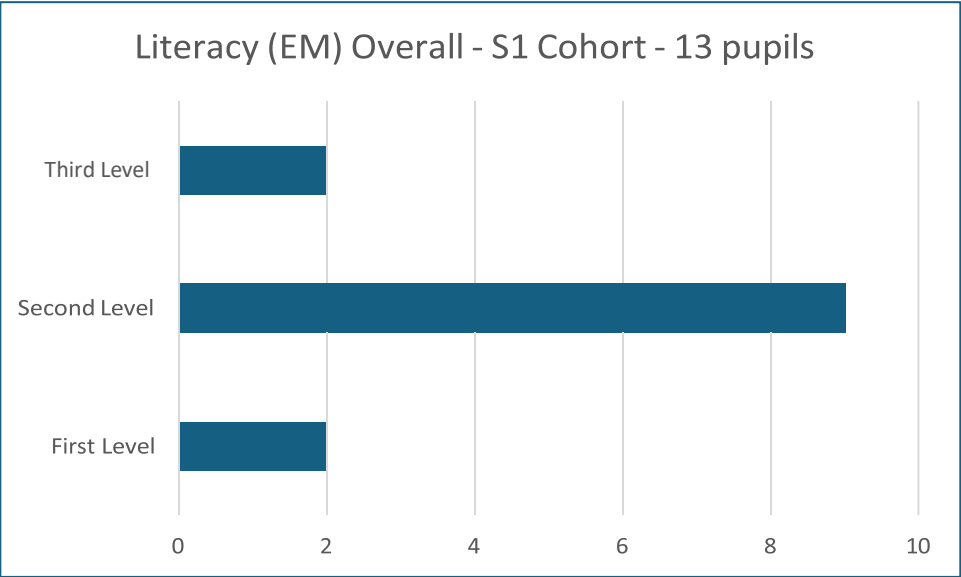
- Since P7, most pupils have achieved at least a level higher than the level they entered Secondary school having previously attained.
- Since P7, less than half of the cohort have not progressed to a more advanced level.
- At the time of writing, less than half the cohort had recognised additional support needs.

Numeracy - S3 Cohort - 21 pupils

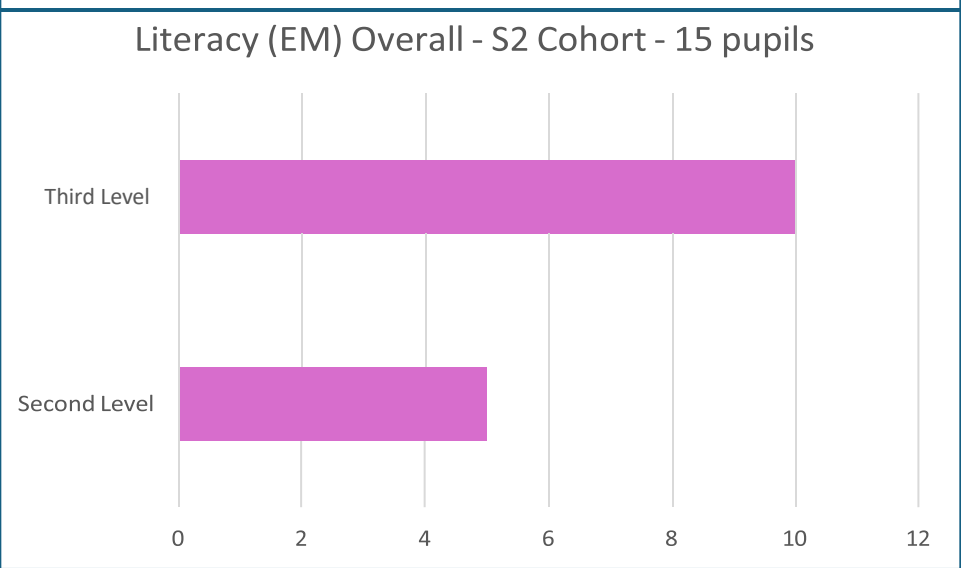


- Since P7, most pupils have achieved at least 2 levels higher than the level they entered Secondary school having previously attained.
- Since P7, a few of the cohort have not progressed to a more advanced level.
- At the time of writing, less than half the cohort had recognised additional support needs.

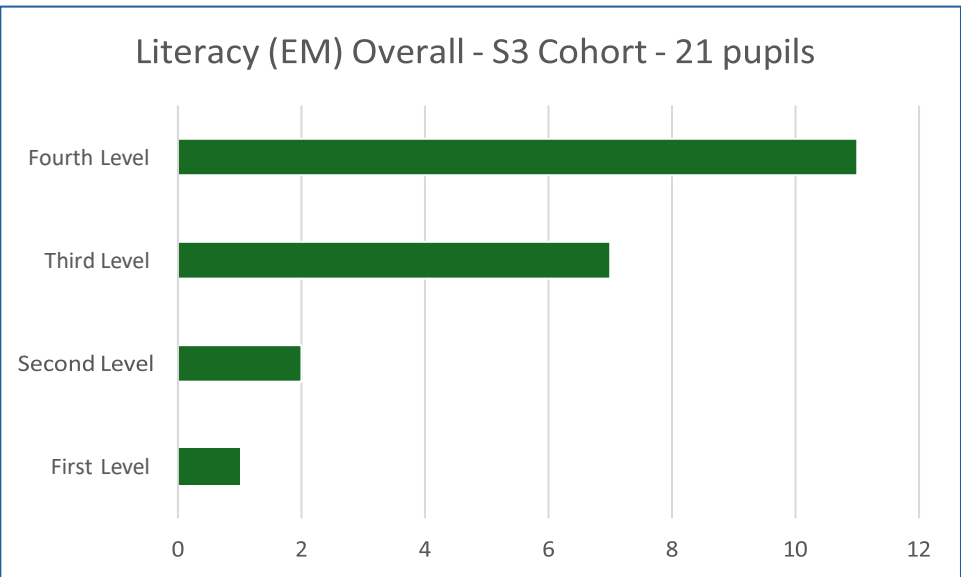
Cohorts: S1-3 Literacy – English Medium (EM)



- Since P7, most pupils have achieved at least a level higher than the level they entered Secondary school having previously attained.
- Since P7, less than half of the cohort have not progressed to a more advanced level.
- At the time of writing, few pupils in the cohort had recognised additional support needs.

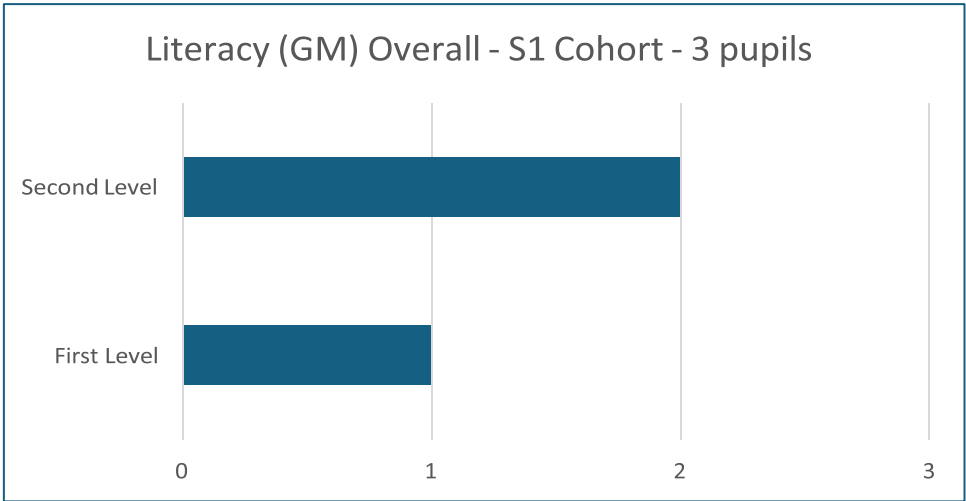


- Since P7, most pupils have achieved at least a level higher than the level they entered Secondary school having previously attained.
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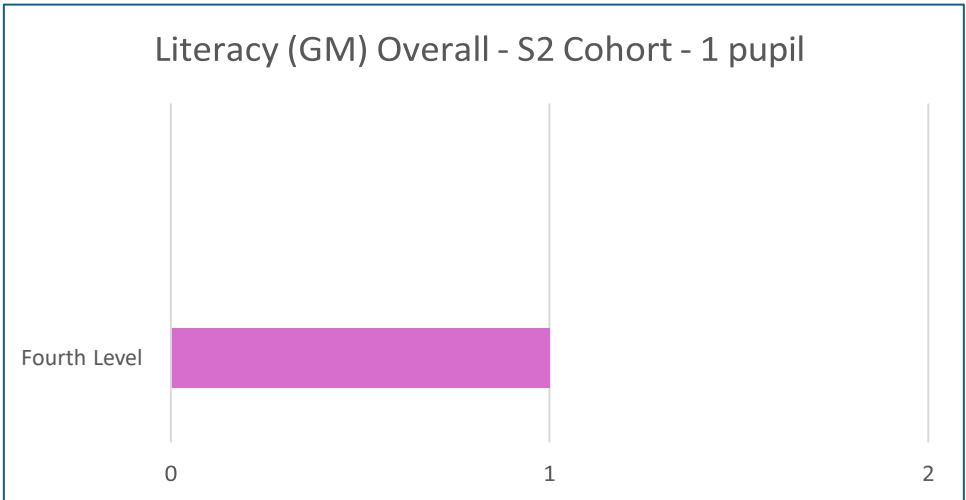


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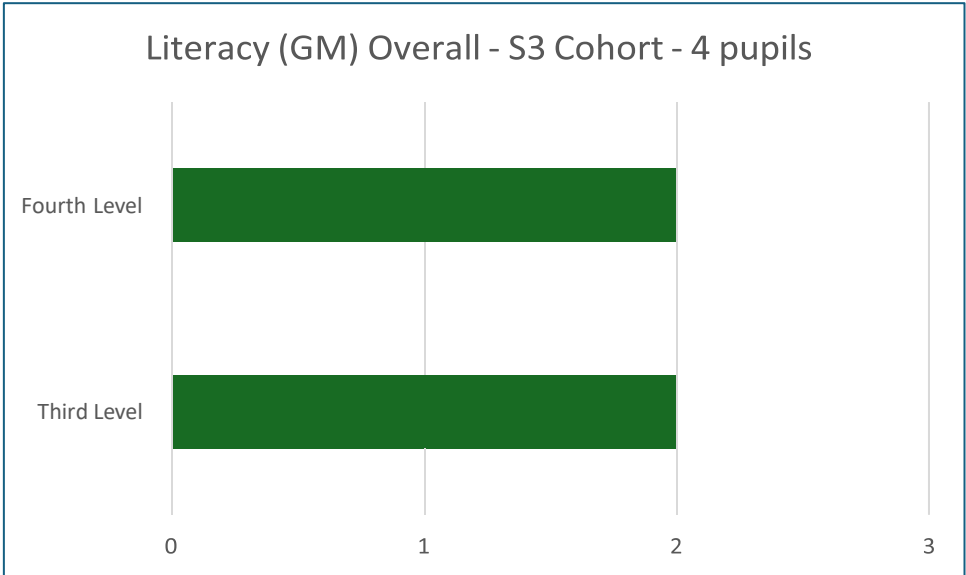
Cohorts: S1-3 Literacy – Gaelic Medium (GM)



- Since P7, most pupils have achieved at least a level higher than the level they entered Secondary school having previously attained.
- Since P7, less than half of the cohort have not progressed to a more advanced level.
- At the time of writing, few pupils in the cohort had recognised additional support needs.



- Since P7, our sole GM pupil has shown sustained progress at Fourth level.

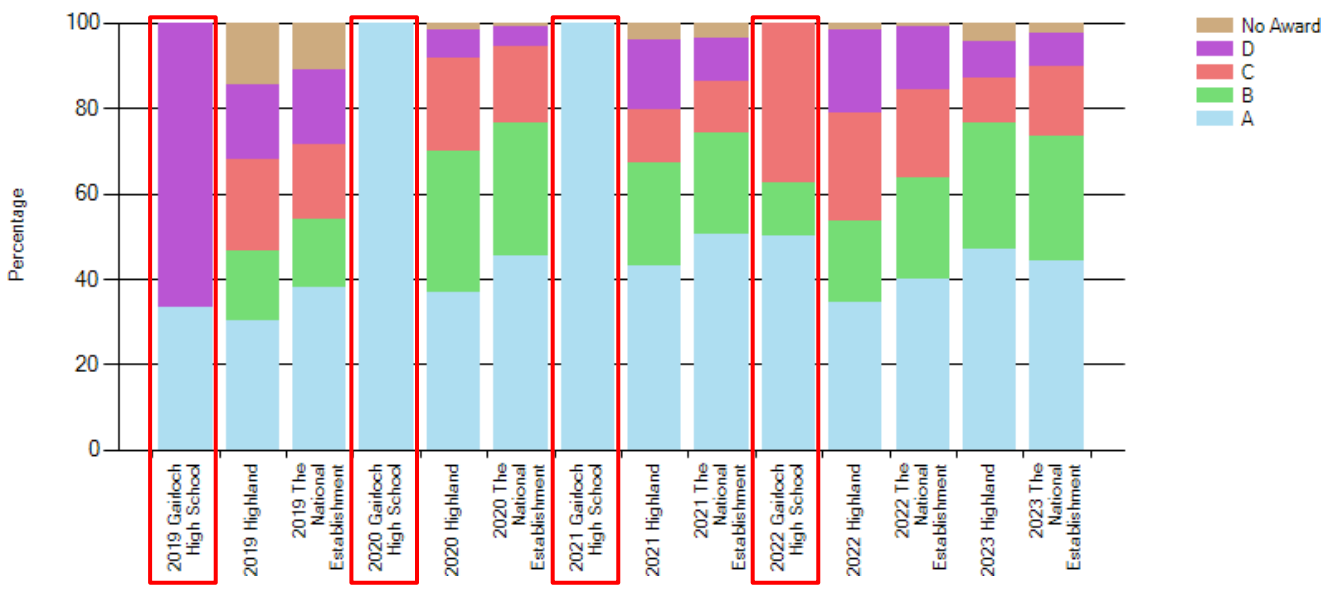


- Since P7, most pupils have achieved at least 2 levels higher than the level they entered Secondary school having previously attained.
- Since P7, a few of the cohort have not progressed to a more advanced level.
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Cohorts: Whole School 23/24 – Gaelic Learners

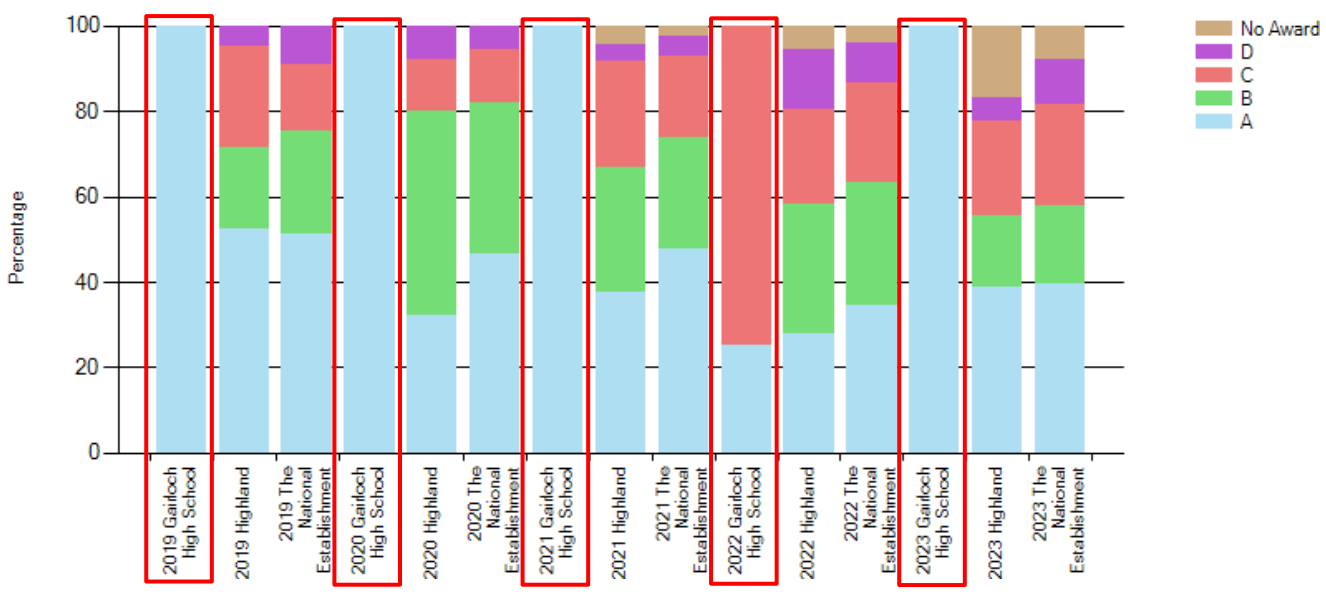
Learner/ Medium	S1	S2	S3	Senior Phase	% of whole school
Gaelic Learner	10	14	10	4	43%

Attainment: National 5 Gaelic Learners



The data highlighted above shows consistent and outstanding attainment in National 5 Gaelic Learners.

Attainment: Higher Gaelic Learners

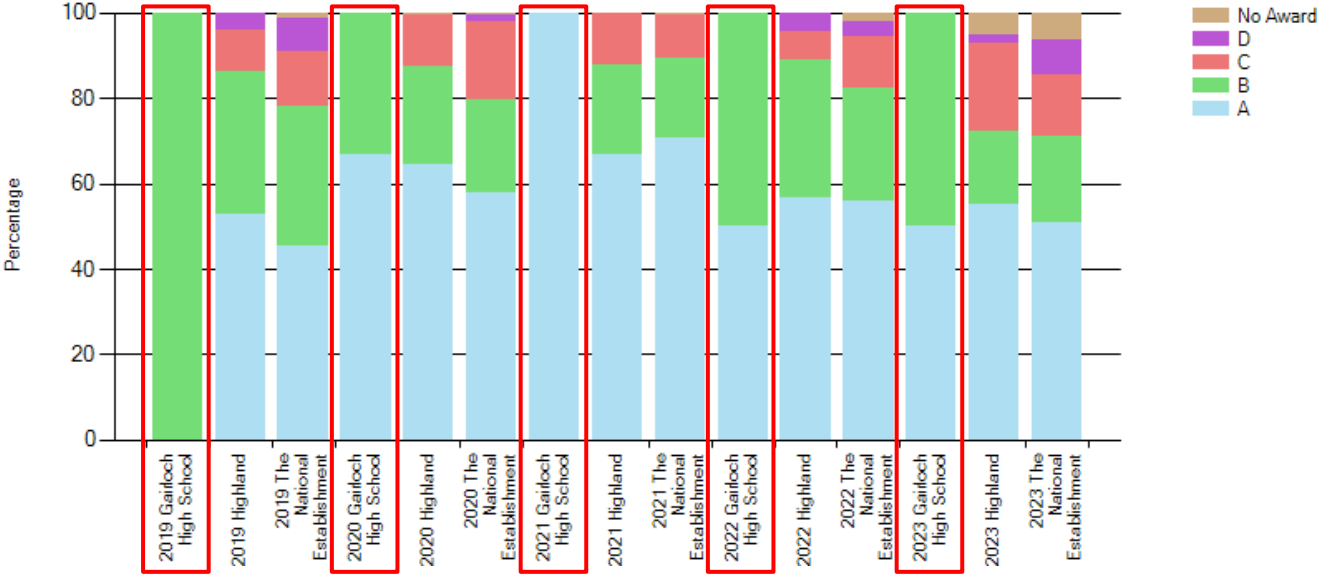


The data highlighted above shows consistent and outstanding attainment in Higher Gaelic Learners.

Cohorts: Whole School 23/24 – Gàidhlig

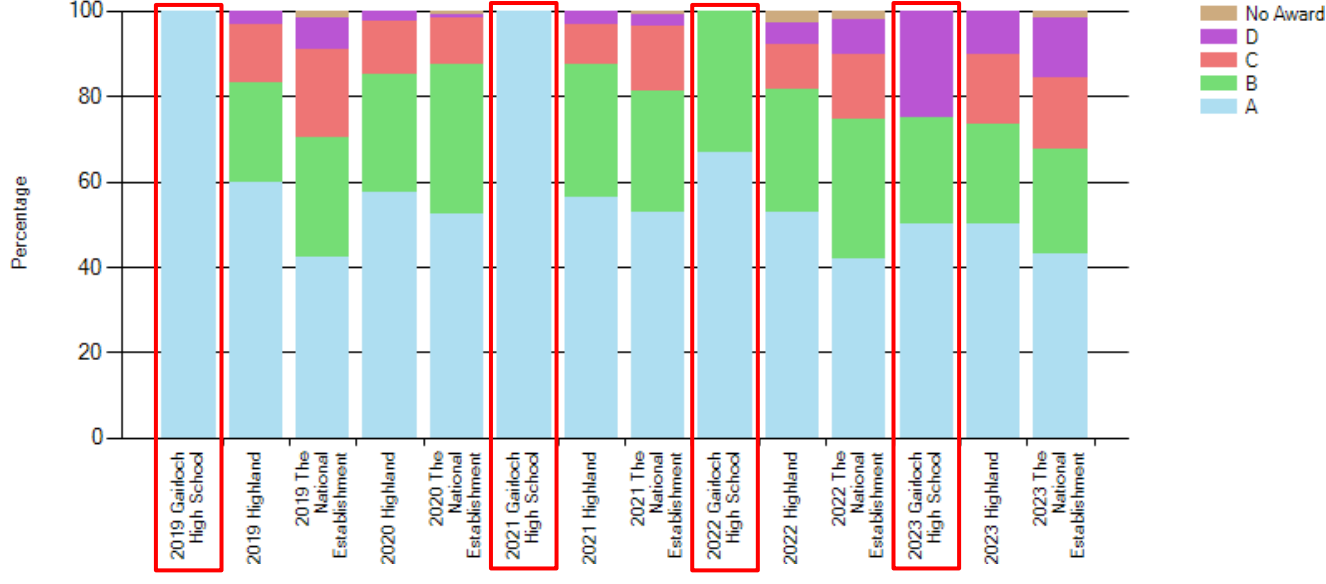
Learner/ Medium	S1	S2	S3	Senior Phase	% of whole school
Gaelic Medium	3	1	4	5	15%

Attainment: National 5 Gàidhlig



The data highlighted above shows consistent and outstanding attainment in National 5 Gàidhlig.

Attainment: Higher Gàidhlig



The data highlighted above shows consistent and outstanding attainment in Higher Gàidhlig.



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GAIRLOCH HIGH SCHOOL

ÀRD-SGOIL GHEÀRRLOCH

Our Vision:

Our school nurtures a caring, inclusive community where every pupil can achieve their potential. We foster resilience, respect, and open-mindedness, encouraging growth and creativity. We strive for excellence, instilling confidence and a love of learning for future success and positive contributions to society.

In Gairloch High School we aim to:

Cultivate a Supportive and Inclusive Environment: We aim to create a nurturing school community that embraces diversity, promotes acceptance, and provides a safe space for every pupil to thrive and feel valued.

Encourage Personal Growth and Self-Discovery: We empower pupils to explore their interests, talents, and passions, fostering resilience, self-confidence, and a mindset of continuous learning and self-improvement.

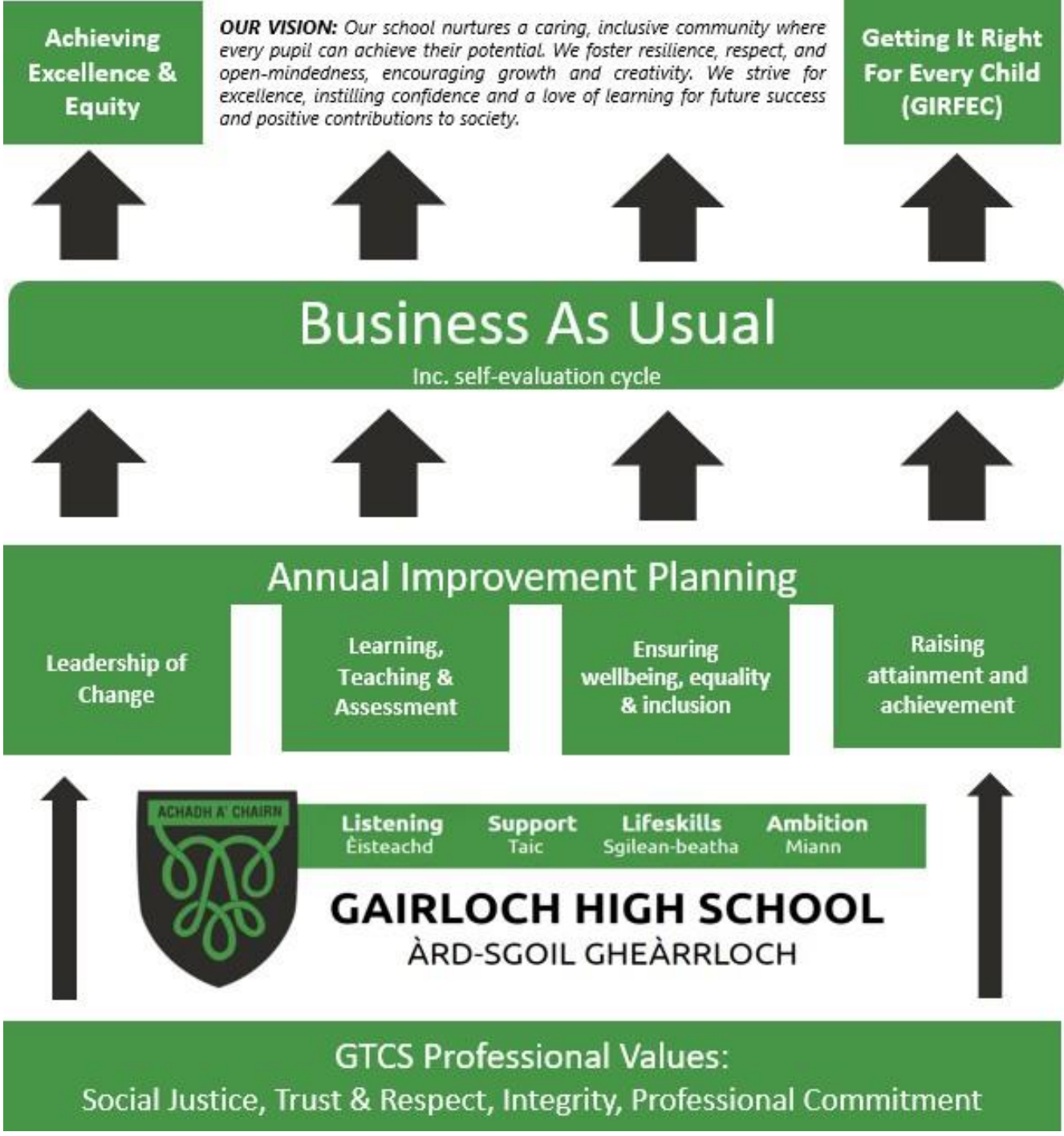
Promote Creativity and Critical Thinking: We engage pupils in educational experiences that stimulate creative expression, problem-solving skills, and open-mindedness, encouraging them to think critically and embrace intellectual curiosity.

Emphasise Academic and Vocational Excellence and Lifelong Learning: We strive for academic and vocational excellence by providing a challenging and engaging curriculum that instils a love for learning, enabling pupils to develop the knowledge, skills, and mindset necessary for future success.

Develop Responsible and Ethical Citizens: We nurture a sense of social responsibility and ethical values in pupils, empowering them to become actively engaged in their communities and contribute positively to society.

Our Improvement Framework

Frèam Leasachaidh



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 Priority (Project 1): Empowerment	
Summary of impact	Next steps
<ul style="list-style-type: none">✓ Good progress was made in this area.✓ 5 of 6 planned activities were carried out to varying degrees of success (RAG: 4 amber, 1 red)✓ Staff are more aware of the need for/importance of ensuring pupils are empowered (staff feedback)✓ Observations of pupils taking part in empowerment sessions run by both Sparqs and priority leads that the almost all pupils engaged well.✓ The majority of pupils who took part in learning and teaching empowerment sessions indicated that they felt that the potential to do more work in this way would help them feel valued more and listened to.✓ There is clear evidence that the output of this project will enhance the quality of opportunities for pupils to thoroughly engage in co-designing learning and teaching now and in the future. Just one example of HGIOURS (Our Learning and Teaching) highly-effective practice that this work will support the school in overtaking is:<ul style="list-style-type: none">✓ <i>We are actively involved in planning what and how we learn.</i>✓ <i>We get to make choices about our learning.</i>✓ There is clear evidence the output of this project will go a long way to ensuring that the human rights and needs of every child and young person are consistently at the centre of all improvement work moving forwards.✓ There is clear evidence that the output of this project will support the development of leadership skills at all levels of the system (pupils and staff) for now and the future✓ There is clear evidence that this work shows the school's commitment to overtake the following themes of QI 1.3:<ul style="list-style-type: none">✓ Strategic planning for continuous improvement✓ Implementing improvement and change✓ Whilst output and some impact has been clearly identified in this priority area, additional responsibilities assigned to working group leads (stepping up to Acting DHTs) certainly limited progress resulting in empowerment being included in SIP 24/25 as part of the new 3-year strategy for the school. With such a small number of teaching staff (<14 FTE during session 23/24)	<p>Building on the work done to date, the school will absorb this project into a new project, which is being viewed as phase two of our journey to ensuring pupils are genuinely empowered and that the pupil voice is seriously considered with regarding to informing improvement. The aim continues to be moving from tokenism to impact (SIP 24-27 Priority 1: Empowerment for Self-Improvement).</p> <p>Whilst the empowerment focus initially be on learning and teaching, there is scope for the model to be adapted to support more effective parent/carers engagement in the school improvement process, ensuring that the feedback received can really be acted upon and is clear and succinct.</p> <p>GME: upon finalisation of the empowerment model for Gairloch High School, a next step would be to have this translated into a Gaelic version which could be used in any and all language and culture improvement work moving forwards.</p>

Review of progress of improvement plan projects for session

2023/24

Ath-sgrùdadh air adhartas airson an t-seisein

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School Improvement Priority (Project 2): Learning & Teaching	
Summary of impact	Next steps
<ul style="list-style-type: none">✓ Good progress was made in this area.✓ 4 of 5 planned activities were carried out to varying degrees of success (RAG: 2 green, 2 amber, 1 red)✓ This work has had an impact at leadership level as it has encouraged planning reflective and structured programme of staff meetings to ensure that all staff are supported in sustaining and developing their practice for the benefit of the modern learner during session 24/25.✓ Some staff are beginning to engage more closely with research around aspects of learning theory such as metacognition and retrieval practice.✓ SLT observations of pupils in a few subject areas show that they are clearly benefitting from teachers planning lessons based on examples of highly-effective practice and modern research. This in turn shows a commitment to teacher and practitioner professionalism.✓ Linked in the Priority 1 above, there is clear evidence that the output of both projects will enhance the quality of opportunities for pupils to thoroughly engage in co-designing learning and teaching now and in the future. Just one example of HGIOURS (Our Learning and Teaching) highly-effective practice that this work will support the school in overtaking is:<ul style="list-style-type: none">✓ <i>Our learning is planned so we can each build on what we already know and can do. Our learning is differentiated to meet our needs. It isn't always the same task for everyone in the class.</i>✓ There is clear evidence that this work shows the school's commitment to overtake the following themes of QI 2.3:<ul style="list-style-type: none">✓ Learning and engagement✓ Quality of teaching✓ There is clear evidence that, as a school we are aiming to ensure the highest quality of learning and teaching for each and every learner in both English Medium and Gaelic Medium subject areas.	<p>Based on a thorough review of how far we have come with regards to this area, this work will now be absorbed into business as usual.</p> <p>Development of a digital learning and teaching framework, specific to our context has begun and will be used as the core tool in striving for consistency in this area. Improved guidance, examples and available tools relating to literacy and numeracy will be shared as part of this platform.</p> <p>Learning and teaching has been built into our whole school staff meeting agenda and the framework will continue to be developed but all teaching staff across the school as a way of sharing best practice and connecting learning experiences where applicable across the curriculum.</p>

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 Priority (Project 3): Monitor/Track Progress & Intervention	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Very Good progress was made in this area. ✓ 3 out of 3 planned activities were carried out to varying degrees of success (RAG: 1 green, 2 amber) ✓ Based on staff feedback about using the spreadsheet system to capture, adaptations were made to improve its usability, efficiency in supporting data capture and effectiveness in providing relevant information to support teacher, middle-management and senior-management tasks. This has proved successful as almost all staff are happy with the system ✓ Further impact as a result of discussions during improvement activities noted that our Extended Leadership Team (ELT) felt that it would be useful to review this data on a termly basis with class teachers to identify progress, required interventions etc. The full impact of this work on learners should be noticed during session 24/25. ✓ The Senior Leadership Team (SLT) and ELT have identified how the newly formatted data and associated meeting schedule (termly meetings) will support learning conversations between practitioners and pupils. There is potential for this to also link in with skills development and wellbeing data sessions to ensure pupils are able to identify their holistic progress, not just academic. Again, the full impact on learners should be noticed during session 24/25. ✓ There is clear evidence that the output of this project will better support quality learning conversations between staff and pupils. Just one example of HGIOURS (Our Learning and Teaching) highly-effective practice that this work will support the school in overtaking is: <ul style="list-style-type: none"> ✓ <i>We get helpful feedback on our work. We all understand what we have done and what we need to do to improve.</i> ✓ There is clear evidence that this work shows the school's commitment to overtake the following theme of QI 2.3 and QI 3.1 <ul style="list-style-type: none"> ✓ Planning, tracking and monitoring ✓ Attainment in literacy and numeracy ✓ Attainment over time ✓ There is clear evidence that, as a school, almost all staff confidently engaged in implementing improvement and change in the area of data capture, management and effective use as part of tracking, monitoring, intervention and reporting work. 	<p>Based on a thorough review of how far we have come with regards to this area, this work will now be absorbed into business as usual. A group of colleagues will be making minor updates to our system and processes throughout session 24/25 including improving the efficiency of the way data is captured from all teaching staff and then prepared in ways that suit both in-house scrutiny tasks and parent/carers and pupil review to help plan next steps in pupil learning.</p> <p>In addition to building on current developments in the tracking and monitoring of pupil progress, a pilot project as part of the Holistic Pupil Support and Development priority will involve the capture and analysis of wellbeing and skills data. Almost all teaching and ASN staff supporting the running of data capture sessions where pupils input the data into dashboards which they can use to illustrate their holistic journey through their time in school and where the data they enter can also be analysed to identify required interventions that may need to be put in place.</p>

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 Priority (Project 4): Wellbeing	
Summary of impact	Next steps
<ul style="list-style-type: none">✓ Very Good progress was made in this area.✓ 7 out of 8 planned activities were carried out to varying degrees of success (RAG: 5 green, 2 amber, 1 red)✓ Almost all staff were able to identify training needs to better support them in promoting gender equality and reducing gender-based violence.✓ Through this project and in connection with our PSHE curriculum, some pupils are becoming more aware of the need to promote changing behaviours and attitude towards unwanted sexual attention.✓ Almost all staff and pupils took part in completing wellbeing questionnaires with that data being used to inform improvement planning and curriculum adaptations.✓ There is clear evidence that the output of this project will better support quality learning conversations between staff and pupils. Just one example of HGIOURS (Our Health and Wellbeing) highly-effective practice that this work will support the school in overtaking is:<ul style="list-style-type: none">✓ <i>Our learning about health and wellbeing takes into account of where we live and what problems and challenges we face in our community.</i>✓ <i>We have opportunities to influence our learning about health and wellbeing and personal and social education.</i>✓ There is clear evidence that this work shows the school's commitment to overtake the following theme of QI 3.1<ul style="list-style-type: none">✓ Wellbeing✓ Fulfilment of statutory duties✓ There is clear evidence that the school places the human rights and needs of every child and young person at every stage of improvement planning and that maximising health and wellbeing for all children and young people is a top priority across the school.✓ There is clear evidence that, as a school, all staff and pupils are given the opportunity to effectively feed into improvement planning in the areas of Health and Wellbeing with feedback being thoroughly scrutinised to ensure that the key information is extracted and used to inform decision making across the school.	<p>Based on a thorough review of the data from this improvement area gained over recent years, and in addition to data gained from observations within the school and linked in with views of parents/carers and pupils, this priority area will continue to be an area of improvement for the school to work on. This will involve looking at developing our Holistic Pupil Support and Development plan (SIP 24-27 Priority 3) and reviewing the ways in which we address behaviour, inclusion and equity across our school community (SIP 24-27 Priority 4)</p> <p>Work to support staff on topics such as gender-based violence and discrimination will be included in staff professional learning projects and meetings during the course of session 24/25.</p> <p>Better support for parents/carers on learning about important topics such as gender-based violence and discrimination will be included in communications with parents/carers over the course of session 24/25.</p> <p>Continued opportunities for pupils, staff and parents/carers to feedback on aspects of health and wellbeing improvement will be maintained.</p> <p>Continued partnership working will be key to ensuring pupil needs are met.</p>

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Impact / progress summary
PSA support from August for targeted intervention aiming to closing the attainment gap, offering wider achievement awards	The increased support offered to a range of classes, particularly in BGE has ensured that pupils that pupils requiring additional support beyond the allocated capacity assigned to the school have received this, particularly in the areas of literacy and numeracy.
Purchase of IDL software solution to support literacy and numeracy developments as part of 2.5 year pilot.	This trial was to ensure that the platform would be fit for purpose with the aim of improving attainment for all in the areas of literacy and numeracy. It is expected that the real impact on pupils will be fully realised during sessions 24/25 and 25/26.
4 different working groups (anger management, self-esteem, time out and young carers)	The budget to support the running of TOG groups was mainly spent on a set of wellbeing journals and various art and craft supplies. This year timeout groups have also included a number of 1-2-1 art/craft sessions targeted at a new S2 and new S4 pupil to specifically encourage conversations that promote their wellbeing and better school attendance. Observations across the school indicate that all 9 pupils who took part benefitted from the sessions.
4 sessions supporting parents/carers on wellbeing topics: Online safety, Teenage brain, Diet, Anxiety, substance misuse.	<p>This intervention did not take place during the session. Funds were re-allocated to other projects.</p> <p>This piece of work will be overtaken during session 24/25 as part of the HT project to introduce bitesize communications to parents/carers using a modern, microlearning programme.</p>
Purchase of equipment and ingredients to support pupils in furthering developing Hospitality education	Enabled pupils with learning support needs to undertake and complete a recognised qualification supporting is proposed pathway. into employment.
Purchase of handy cup to support pupil with level 4+ Additional support needs personal development	Enabled pupil who required 1:1 support Monday to Friday to achieve milestones and personal development targets

Progress and impact of Pupil Equity Fund

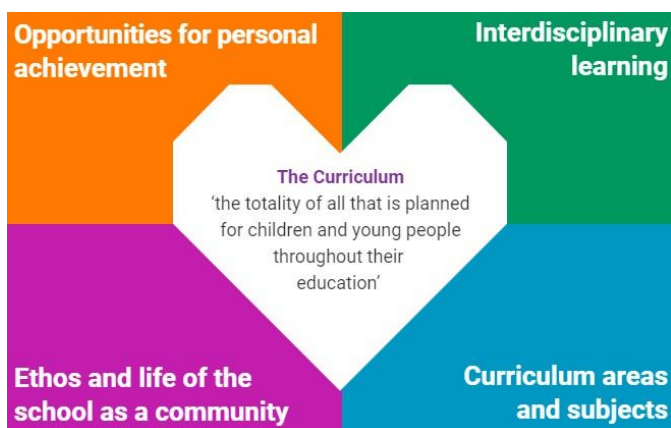
Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Impact / progress summary
Purchase dyslexia and reluctant readers library to encourage pupils to read more. Books will be prioritised for FSM pupils but also be available for all pupils looking at developing their reading skills	To encourage more pupils to get involved in reading, especially those with dyslexia which these specific resources aim to overtake.
Purchase of stationary and other learning resources that pupils with FSM entitlement can get given free of charge to support their learning	To support pupils entitled to Free School Meals and Clothing Grants in accessing equipment designed to support their learning in classrooms and at home across the school. Enough equipment was purchased to ensure ongoing impact over the coming year through the creation of these 'PEF boxes'.
Purchase of Magnetic Letters to support pupils with literacy development in ASfL.	To support differentiated learning for pupils during tutorials in Support for Learning. These proved useful in session 23/24 in engaging pupils and will be able to be used as and when required to support literacy development in the coming years.
Purchase of Outdoor clothing to support and support equity in allowing pupils from low-income families to fully engage in the wide range of outdoor learning opportunities available in our area	Pupils utilised these resources on a range of trips and activities both locally and further afield over the course of the year. Observations of the pupils who took advantage of these resources was that they engaged well and felt included.
Purchase of Outward-bound style course from local, recognised instructors aimed at encouraging inclusion amongst S2 which in turn would aim for improved health, wellbeing, and feeling of inclusion for pupils in a difficult year group.	Almost all of S2 engaged well with the programme with the instructors noticing real improvement in confidence and engagement by the end of the week. It is anticipated that this will support improved engagement in learning and better inter-personal relationships within the group during session 24/25.

Wider achievements

Coileanaidhean nas fharsainghe

In the context of Scotland's Curriculum for Excellence (CfE), "wider achievement" refers to the recognition and celebration of a broad range of accomplishments and experiences that contribute to the overall development of children and young people, beyond formal academic qualifications. It encompasses a variety of activities and achievements that help to develop skills, values, and attributes essential for personal growth and success in life.



Spors Gàidhlig: pupils continue to take part in Spors Gàidhlig, an immersive language experience whilst undertaking exciting and adventurous activities.

FilmG: annual production of high-quality short film involving the development of many skills.

Activities Week 2024: in addition to our S1 pupils heading to the Cairngorms for a week-long residential event exploring outdoor activities, the following activities were undertaken by S2-5 pupils over the course of the week. Almost all pupils engaged in these wider achievement experiences:

- Beach cleaning
- Gardening
- First Aid training
- Practical cookery – how to cook a roast dinner
- Mountain studies workshop
- Mountain biking
- Digital Ambassadors workshop
- Hillwalking
- Coasteering
- REHIS online training
- Mosaic crafts
- General sports
- Gairloch Place Planning workshop
- Leadership



C for Craic: our traditional music group, made up largely of pupils in our Senior Phase continue to go from strength to strength, most recently completing for, and winning, the Scottish Traditional Ensembles competition at the Inverness Festival Association back in March.

Wider achievements

Coileanaidhean nas fharsainghe

S1/2 STEM Day: co-planned and delivered by our NQT and our DYW Coordinator, pupils were able to take part in a range of activities to support their understanding of how science is used in the wider world.



S1 Outdoor Careers Trip: co-planned by our DYW Coordinator and Countryside Learning Scotland, this overnight trip took pupils to the far North-West of Scotland to visit Reay Estate to find out more about careers available working on Estates and in outdoor leisure. This trip was supported by our HighLife Highland Youth Development Officer Parent Council co-Chair.



Self-management	Social Intelligence	Innovation
<ul style="list-style-type: none"> Focusing Integrity Adapting Initiative 	<ul style="list-style-type: none"> Communicating Feeling Collaborating Leading 	<ul style="list-style-type: none"> Curiosity Sense-making Creativity Critical thinking

Introduction to Meta-Skills: sessions were introduced over the course of the session to better engage S1-3 pupils in reflecting on their strengths and setting goals for the future. This was delivered as a digital session whereby pupils used spreadsheets connected to radar charts to identify areas for development. This work is being further developed to track skills and wellbeing development with a view to identifying interventions to support the holistic development of pupils.

Music Showcase: led by our Music teacher, pupils from all year groups put on an evening of live music, showcasing their talents and the development of these to a large audience of parents and wider community members. This was the first time many of the performers have played in front of strangers which was designed to both build their confidence and inspire them to want to perform more often.



Hospitality: in partnership with West Highland College UHI (now UHI North, West and Hebrides) our pupils spent the year developing a range of culinary production and customer service skills in classes from S1-6. Our Senior Phase pupils undertook the new SCQF level 4 and 5 Foundation Apprenticeship courses with the S1-3 pupils gaining recognised awards in practical cookery. This has been an exciting and innovative intervention ensuring experiences and outcomes are being met in creative and collaborative. Whilst National budget cuts and new rules placed on Colleges have resulted in Hospitality being temporarily removed from our wider achievement curriculum offering, plans are already underway to ensure that experience sessions are implemented for all year groups over the course of session 24/25 with a view to engaging new partners in time for session 25/26 to deliver the same range of qualifications once again.



Our charity: set up by staff and members of the Parent Council aimed at enhancing educational experiences and supporting personal development, Slattadale is proving to be an extremely well utilised resource. A range of events were run this year supported by partners such as Nature.Scot and Forestry & Land Scotland with DYW West Highland and our Youth Development Team planning exciting new opportunities for our children and young people during session 25/26.

Wider achievements

Coileanaidhean nas fharsainghe



Duke of Edinburgh : this year we had a total of 11 pupils undertaking the Duke of Edinburgh Bronze Award . It is important to recognise the input and support given by staff and volunteers, especially when activities involve being away overnight. A cohort of pupils have already signed up to do Silver next session which is great to see.



Woodland Trust: our S1/2 pupils worked with the Woodland Trust in the south of our catchment area supporting efforts in restoring and expanding Scotland's rainforest.



Powering Futures: this year we had a group of S5/6 pupils undertaking the Powering Futures award at SCQF Level 6.

<https://www.poweringfutures.com/>

My Future, My Success: this valuable programme supported some of our senior pupils this sessions, helping them navigate their way through the year and onwards to further qualifications and awards and enabling them move on to recognised positive, sustainable destinations.



Mock Interviews: supported by DYW West Highland and valued community volunteers, our S6 pupils were able to experience what it is like to go through a real-life interview. These sessions are vital in helping our young people develop the confidence and wider employability skills they need when the leave school.

Inter-disciplinary Learning: S3 pupils took part in a workshop, in English and Gaelic, facilitated by Lateral North. Their aim was to give space for discussion about new national parks and whether Wester Ross should be proposed as part of the process. The S3s expressed their hopes and concerns for the area and have passed on powerful messages to Wester Ross UNESCO Biosphere who are helping to facilitate discussion across the different comm



Comments from learners, families, stakeholders and staff

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

Learners

"It's a small school therefore we get more individual attention to help us learn."

"The school promotes regular activities by offering after school sports and other after school activities."

"The school offers regular trips throughout the school year starting with an S1 trip to the Cairngorms."

"Despite the fact we as a rural school have quite the lack of resources, the staff members do their utmost to provide and grant the students' academic wishes, for example this year they have been able to work hard in providing the Advanced Higher English course for those who will really benefit from it."

"The school is particularly strong in reinforcing their support for students' mental health and help solve problems immediately as possible. Our guidance teacher works well in making sure everyone knows she is there for anything, as well as most other staff."

"The school is great for making time for allowing students to experience a variety of school trips and out of school activities, and work alongside outsiders to provide good opportunities for pupils throughout the school year, like the Slattadale activities and junior trips."

Parents/Carers

"I have always felt that pupil support is an area where GHS really shines. My son has had understanding and flexibility from his form tutor as well as the designated pastoral staff and headteacher. Thank you all again for this."

"I've always thought that everyone having a voice is another strength at GHS."

"I cannot thank you all enough. I appreciate so much your offer of support going forwards."

Partners

"School leadership at GHS is fully supportive of partner activity and in my time coordinating the DYW programme at the school, I received positive and collegiate support from school leaders. Leadership's plan for how programmes were embedded into the curriculum and supported wider skills development within the school was strategic and well thought out."

"There is a wide variety of partners engaged in the education of learners at the school, and the initiation of ongoing Partners meetings was a really positive step in further promoting collaborative working to the benefit of learners. From a DYW standpoint, the encouragement of targeted, curriculum driven programmes was encouraging and has a demonstrable impact on learners that will continue to develop."

"Gairloch High School and Countryside Learning Scotland have formed a solid working relationship across the last few years, through regular contact, discussions, and joint working practices. From staff members to Head teacher, this is reflected in a clear flow of information as to the requirements of both school and pupil, balanced against available resources. This has allowed all parties to continue to offer a realistic program of training and activities to fit with the school curriculum and all relevant targets."

"Working with partner agencies that are not directly part of the school is a key factor in opening up opportunities to pupils of all years, and Gairloch High School staff embrace this every chance they get. It allows pupils to understand that there are a range of connected routeways and organisations that can assist them in their social and career development, offering them an interactive learning process with a wide range of practical experiences and activities to draw upon."

Staff

"Our pupils are encouraged to respect and care for the physical school environment and equipment, instilling a sense of responsibility."

"Our pupils take advantage of and engage well in a range of extra-curricular opportunities both in school time and after school hours, despite the vast distances some have to travel."

"Our pupils connect regularly with our community in both English and Gaelic. Pupils give visitors and volunteers a warm welcome when they come to the school and engage positively as part of their learning."

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:

QUALITY INDICATORS	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	Good
QI 3.2 Raising Attainment and Achievement	Very Good
Other QIs reviewed: <ul style="list-style-type: none"> QI 2.2 Curriculum: Theme 3 – Learning pathways QI 2.7 Partnerships: Theme 3 – Impact on learners (parental engagement) 	Good Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

In session 2024/25 we are introducing a new self-evaluation for self-improvement cycle focusing on the core QIs, HGIOURS and ensuring that all other QIs are reviewed at least once every 3 years.

Core Quality Indicators:

- 1.3 Leadership of change
- 2.3 Learning, teaching & assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

QI/Improvement Area Focus

Our core focus each year will be on ensuring we are striving for excellence and equity across all **4 core Quality Indicators** supported by pupil engagement in evaluating **Our Learning and Teaching** and **Our Health and Wellbeing** using the HGIOURS framework.

In addition, the following QI's/HGIOURS Themes will be evaluated as part of our self-evaluation cycle (Business As Usual).

Year 1	Year 2	Year 3
1.1 Self-evaluation for self-improvement		
1.4 Leadership and management of staff	1.2 Leadership of learning	2.1 Safeguarding and child protection
2.7 Partnerships	1.5 Management of resource to promote equity	2.4 Personalised support
HGIOURS: Our Relationships	2.2 Curriculum	2.5 Family learning
	3.3 Increasing creativity and employability	2.6 Transitions
	HGIOURS: Our School and Community	HGIOURS: Our Successes & Achievements

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Empowerment for Self-Improvement: encouraging student agency
2. Securing the foundations: literacy, numeracy and home-learning
3. Holistic pupil support and development: pastoral care, wellbeing and skills
4. Behaviour, inclusion and equity: Promoting Positive Relationships, UNCRC and Rights Respecting Schools
5. Our Gaelic Language Plan: supporting our local language and culture

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://gairlochhigh.org.uk/plans-reports> or by contacting the school office

Gaelic



Listening **Support** **Lifeskills** **Ambition**
Èisteachd Taic Sgilean-beatha Miann

GAIRLOCH HIGH SCHOOL

ÀRD-SGOIL GHEÀRRLOCH

Plans | Reports

School Improvement Plans ▼

Standards and Quality Reports ▼

Q1 1.3 Leadership of Change

<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this Q1 using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Develop a shared vision, values and aims:</p> <p>We currently grade ourselves as 'Satisfactory' for this theme.</p> <p>Almost all pupils and staff have been involved in finalising our vision, values and aims this session.</p> <p>Most pupils are aware of the purpose of our values.</p> <p>We believe our finalised vision, values and aims are clear and understandable for all pupils, staff, parents/carers and wider stakeholders</p>	<p>Our final version of the school's vision, values and aims has just been launched alongside our School Improvement Plan for 24/25.</p> <p>Values are clearly being referenced and reflected on by less than half of the staff.</p> <p>Values are yet to be referenced and reflected on as part of activity planning with partners.</p>	<p>We will embed the vision, values and aims narrative into all aspects of school, from classroom learning to parental engagement and improvement planning.</p> <p>We will embed the vision, values and aims narrative into all aspects of partnership working.</p>	<p style="text-align: center;">Good</p>
<p>Theme 2: Strategic planning for continuous improvement</p> <p>We currently grade ourselves as 'Good' for this theme.</p> <p>The majority of staff engage well with embracing change ideas, especially when a clear rationale is provided.</p> <p>The Acting DHT in collaboration with the Acting HT feel confident that the pace of change is manageable based on well-structured plans</p>	<p>Staff feedback shows that the majority are comfortable with the pace of change.</p> <p>The majority of staff feel supported in embracing change ideas by SLT providing clear rationale behind required adaptations or additions to systems.</p> <p>Observations show that learners cope with change well and are developing a wider understanding of the need for review and change with a view to supporting them in achieving their full potentials</p>	<p>We will use the tools developed during session 23/24 to regularly capture, review and interrogate a range of data to ensure that our current and future change actions have impact on learners and the whole school.</p>	
<p>Theme 3: Implementing improvement and change</p> <p>We currently grade ourselves as 'Good' for this theme.</p>	<p>The majority of staff across all levels are comfortable with implementing new change provided there is sound rationale behind any adaptations.</p> <p>SLT observations and peoples' views gained as a result of collegiate working show that, whilst there is still capacity of improvement, the majority of staff are positively influencing change rationale.</p> <p>We have robust and appropriate tools in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.</p>	<p>Continue to embed and develop our empowerment framework in work with pupils, staff, parents/carers and other stakeholders.</p> <p>We will use the tools developed during session 23/24 to support the planning and implementation of change actions.</p>	

Q1 2.3 Learning, teaching and assessment

<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this Q1 using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Learning and engagement</p> <p>We currently grade ourselves as 'Good' for this theme.</p> <p>All are given opportunities to reflect on their rights and positive relationships.</p> <p>The majority of our pupils are eager and active participants in learning</p> <p>In the majority of classes across all year groups there are opportunities for choice in learning. There is more flexibility for choice in the BGE in comparison to senior phase.</p> <p>All pupils in the school make appropriate use of digital technology in their learning</p> <p>The majority of pupils know that their views are sought. valued and acted upon where required.</p>	<p>The school assembly programme has the UNCRC and GIRFEC language embedded.</p> <p>Learning walks and TMR data have highlighted the need to encourage more learners to be active rather than passive in their learning</p> <p>Pupils need to have more opportunities for choice in their learning where appropriate to support increased engagement in learning.</p> <p>Staff make positive and appropriate use of digital technology across the school</p> <p>Pupils have engaged well in trial empowerment sessions across the school</p>	<p>Embed the UNCRC firmly into classroom practice to be reflected on alongside our vision, values and aims.</p> <p>Continue to develop the learning and teaching framework to shared good practice which is research-informed. Looking at choice and pupil interests should be a key focus along with ensuring pupils are able to understand the purpose of/and take appropriate responsibility for their learning.</p> <p>Create a structured plan for SLT and ELT learning walks with a view to entering findings into an analysis tool to support decision making around appropriate interventions.</p>	<p>Good</p>
<p>Theme 2: Quality of teaching</p> <p>We currently grade ourselves as 'Good' for this theme.</p> <p>Less than half of the staff use the school's vision and values to underpin teaching</p> <p>Most staff utilise a range of learning environments and creative teaching approaches to engage learners.</p> <p>Most staff use a range of questioning techniques and engagement to promote curiosity, independence and confidence. Less than half of staff need to develop further skills in this area.</p> <p>Most staff observe learners well, providing timely feedback and well-timed interventions to support learning.</p>	<p>Vision, value and aims task has just been completed.</p> <p>Learning walks have shown that most pupils are consistently engaged in learning across the school as a result of well-planned and delivered lessons with many lessons observed containing examples of skilled questioning aimed at enabling higher-order thinking. Staff were shown to offer appropriate and timely feedback with clear instructions and guidance on how to proceed and overtake next steps in learning.</p> <p>Learners are developing a deeper understanding of their need to develop meta-skills and where they can do this as part of learning.</p>	<p>Embed ways of underpinning teaching using vision, values and aims into the learning and teaching framework.</p> <p>Continue to encourage staff to engage with learning partners such as DYW to support engagement in active learning.</p> <p>Continue work on embedding the meta-skills framework into classroom and extra-curricular learning.</p>	

QI 2.3 Learning, teaching and assessment

<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</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 3: Effective use of assessment</p> <p>We currently grade ourselves as 'Good' for this theme.</p> <p>Almost all of the staff use appropriate assessment approaches to allow learners to demonstrate their knowledge and understanding skills, attributes and capabilities in different contexts across the curriculum</p> <p>All staff use appropriate tools for assessment to ensure validity and integrity.</p> <p>We are confident that all of our assessment evidence data is robust in both BGE and Senior Phase.</p> <p>Whilst literacy and numeracy assessment clearly shows attainment progression of pupils, there is work to do on moderation of both literacy and numeracy to ensure standards continue to be clearly defined, understood and agreed between ASG primary and secondary staff.</p>	<p>Learning walks and feedback from Faculty Principal Teachers confirms that appropriate assessment approaches are being used across the school.</p> <p>Feedback from Faculty Principal Teachers confirms that appropriate tools for assessment are being utilised at in both BGE and Senior Phase. Staff delivering Senior Phase courses are confirmed to be regularly engaging with Understanding Standards documentation with regular reminders being sent out via SQA Coordinator and Head of Centre as appropriate.</p> <p>Faculty Principal Teachers regularly check in with teaching staff to ensure that they are following best practices and using appropriate assessment tools and practices in both BGE and Senior Phase course delivery.</p> <p>Review of quantitative data shows concerns around levels coming up from Primary to Secondary. In addition, in recent years other data shows that there is occasionally a discrepancy between the assessment of a level in literacy and numeracy between primary and secondary practitioners.</p>	<p>Continue to ensure that a range assessment approaches are continued to be used across the school to check for learning. This will be evaluated through continued SLT/ELT learning walks and review of ongoing course evaluation documents which have been introduced as part of department self-evaluation and improvement planning in session 24/25.</p> <p>Ensure that staff continue to develop links with other practitioners, both in primary and secondary to ensure they continue to use consistent approaches and tools to support assessment.</p> <p>Ensure that staff delivering Senior Phase courses continues to engage with weekly SQA updates and advice posted on the Understanding Standards website.</p> <p>Faculty Principal teachers will continue to check-in with staff with SLT also keeping a check to ensure that all staff are engaging with appropriate support networks, practitioners and related partners including ASG primaries (Second – Fourth level BGE).</p> <p>ASG moderations plans have been developed to re-evaluate and support consistent and clear understanding of what levels look like at Second, Third and Fourth levels in the BGE.</p>	<p>Good</p>

QI 2.3 Learning, teaching and assessment

<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</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 4: Planning, Tracking and Monitoring</p> <p>We currently grade ourselves as 'Good' for this theme.</p> <p>All staff plan effectively to ensure that the needs of learners at BGE and Senior Phases are met although we do need to improve how learners are involved in planning learning in both the BGE and Senior Phase.</p> <p>Following some outstanding work by our improvement working group over the past few years, we now have a range of up to date and sustainable data that allows use to effectively monitor and evaluate learners' progress and their overall attainment at regular intervals in the year.</p> <p>We are strong around supporting pupils facing additional challenges and use pupil data well to ensure that plans are put in place that meet their needs and that these challenges do not severely impact their holistic development. This</p>	<p>Whilst all staff are strong in planning for cohorts of learners, and whilst the majority of staff do factor in times to work with pupils via learning conversations and timely feedback to set targets/goals, we need to develop this area further to ensure we meet the needs of all learners and that they are all clear, regardless of age and staff, on how to use their own data and feedback to plan their next steps in learning.</p> <p>From a whole school perspective, the data collected at regular periods throughout the year have and continue to support timely interventions to help pupils. This can be illustrated at an academic level when referred to our attainment data for the past year.</p> <p>Both Guidance and ASfL staff regularly interrogate a range of data, both internal school data and data provided by partners provided as part of multi-agency support packages to ensure that pupils are able to engage in suitable learning and that their core development in the areas of literacy, numeracy and health/wellbeing is prioritised.</p> <p>SLT liaises closely with PT Guidance and PT ASfL to ensure that Pupil Equity Funding (PEF) is used appropriately to support the challenges of pupils as defined in policy.</p>	<p>As part of our school improvement plans relating to empowerment and development of our learning and teaching frameworks, we will engage with pupils on what works and what could be improved with regards to supporting them on being more involved in planning their own learning as an individual. We will also ensure that staff are engaging in research to support this work with SLT ensuring that the tools are put in place to do this efficiently without increasing staff workload.</p> <p>Whole school data will now be analysed carefully and on a regular basis to identify potential whole school interventions and areas of potential improvement to ensure attainment and achievement figures remain outstanding and sustainable.</p> <p>SLT will work with PT ASfL over the course of the coming session to review how data is used to support planning for all, especially for pupils with needs moving from BGE into Senior Phase.</p> <p>PEF funding continues to be carefully and creatively used to ensure pupils who require interventions are able to access these at appropriate times throughout the school year.</p>	<p>Good</p>

Q1 3.1 Ensuring wellbeing, equality and inclusion

<p>How well are you doing?</p> <p>What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now?</p> <p>What are your improvement priorities in this area?</p>	<p>How would you evaluate this Q1 using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Wellbeing</p> <p>We currently grade ourselves as 'Very Good' for this theme.</p> <p>Our school continues to put wellbeing at the core of what we do. We continue to develop a shared understanding of dignity and worth of every individual.</p> <p>Pupils are provided with ways to inform key members of staff about any negative impacts on their wellbeing based on their SHANARRI indicators.</p> <p>We are confident that our learners benefit from a high-quality education.</p> <p>Most relationships across the school are positive and supportive.</p> <p>Most staff are and partners are proactive in promoting positive relationships across the school.</p> <p>We are strong on ensuring that children and young people are active participants in discussions and decisions which may affect their lives.</p>	<p>Feedback over recent sessions and from parents/carers notes that the school works hard to support pupil wellbeing.</p> <p>Almost all staff see pupil wellbeing as their responsibility based on feedback from middle leaders and observations by SLT.</p> <p>We have a SHANARRI form for pupils to confidentially raise concerns about themselves and/or others. Recent adaptations to the form include the opportunity for initial discussions between staff and pupils to take place via email in the first instance to avoid the potential for peers (small school) to identify them as informants.</p> <p>Our S1 initial settling-in report encourages pupils to engage in self-evaluating their wellbeing which is shared with PT Guidance, SLT and parent/carers.</p> <p>We know that most relationships across the school are positive and supportive through corridor monitoring, staff feedback, pupil feedback etc.</p> <p>We see the impact of positive relationships being built across the school with the lack of complaints being raised by pupils, their feedback that most staff support them and take a valid interest in their holistic development.</p> <p>Pupils are strongly encouraged and supported to positively engaged in discussions around their development, especially in meetings around child's plans, general wellbeing etc.</p>	<p>One of our core priorities over the next 3 years is to ensure that we are increasing the opportunities to support pupil wellbeing by introducing a planned Holistic Pupil Support and Development Framework as part of our responsibility of all.</p> <p>As part of the Holistic Pupil Support and Development Framework, pupils will have the opportunity to regularly feedback the state of their wellbeing with a view to ensuring that year group and/or whole school interventions can be put in place to support them.</p> <p>Development of a staff microlearning course will include reference to health and wellbeing being the responsibility of all and provide staff advice and guidance on how to support pupils in this area.</p> <p>Continued work to support the development of positive relationships across the school will continue as part of the improvement priority on Promoting Positive Relationships linked in with Rights Respecting Schools and the UNCR.</p>	<p>Good</p>
<p>Theme 2: Fulfilment of statutory duties</p> <p>We currently grade ourselves as 'Good' for this theme.</p> <p>We strive to ensure that we actively engage with statutory requirements and codes of practice.</p>	<p>Staff work commendably, in some cases with limited resources, to ensure that our statutory duties and codes of practice are overtaken effectively,</p>	<p>SLT will continue to identify creative ways of ensuring all duties and codes of practice are overtaken. The Head Teacher will continue to raise concerns regularly with senior council officers in a timely fashion when there are concerns that these may be at risk of not being met due to conditions that cannot be solved in the local context of the school.</p>	

QI 3.1 Ensuring wellbeing, equality and inclusion

<p>How well are you doing?</p> <p>What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now?</p> <p>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 3: Inclusion and equality</p> <p>We currently grade ourselves as 'Good' for this theme.</p> <p>Most learners feel engaged and involved in the life of the school.</p> <p>Most learners, parents/carers, staff and partners feel that they are treated with respect in a fair and just manner although a few have noted in increase in incidents where non-inclusive (potentially misogynist and/or racist) language is being used.</p> <p>We are confident that we have removed barriers to participation and achievement.</p> <p>We have clear strategies in place which are improving attainment and achievement for children and young people facing challenges.</p>	<p>Observations and discussions with pupils support the evaluation that most learners feel included, engaged and involved in the life of the school.</p> <p>Feedback from stakeholders leave us confident that we continue to treat everyone with respect and in a fair and just manner.</p> <p>We have had few complaints or concerns raised around inclusion and equality of the course of the past sessions.</p> <p>Examples of strategies to support children and young people facing challenges are visible across the school and are regularly reviewed and where required, adapted to ensure they support each pupil in improving their attainment and achievement.</p>	<p>Further work using our new empowerment model aims to increase the number of pupils that feel truly engaged and involved in the life of the school.</p> <p>Continued work to embed the understanding of children's rights (UNCRC) aimed at tackling the few instances of non-inclusion interactions between pupils.</p> <p>Continued capture and analysis of feedback on inclusion and equality will be part of both our ongoing self-evaluation cycle and school improvement activities over the next 3 years with a view to putting in suitable interventions.</p> <p>SLT will continue to work with PT Guidance and PT ASfL to ensure that strategies to support children and young people facing challenges are appropriate and impactful.</p>	<p>Good</p>

QI 3.2 Raising attainment and achievement

<p>How well are you doing?</p> <p>What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now?</p> <p>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: Attainment in Literacy and Numeracy</p> <p>We currently grade ourselves as 'Very Good' for this theme.</p> <p>Based on data coming in from ASG primaries, we can clearly show that we are raising attainment consistently across the school in the areas of literacy and numeracy</p>	<p>Our attainment data (both BGE and Senior Phase) shows strong progress in this area.</p>	<p>Working is being done at ASG level on moderation of literacy and numeracy to ensure consistent and agreed understanding of what levels look like from Second to Fourth at BGE</p>	
<p>Theme 2: Attainment over time</p> <p>We currently grade ourselves as 'Very Good' for this theme.</p> <p>Most pupils are able to access a range of courses that they find enjoyable and engaging and that take them on appropriate learner journey's to positive destinations.</p> <p>Almost all pupils benefit from the robust nature of our internal tracking and monitoring system.</p> <p>The attainment of individuals and groups has improved consistently over time.</p>	<p>Our attainment data (both BGE and Senior Phase) shows strong progress in this area.</p> <p>Pupils in the senior phase engage with planning next steps in learning using prelim data the foundations for making informed decisions as part of learning conversations with staff. This data is included in the school report.</p>	<p>We will continue to identify ways of ensuring pupils are provided with the opportunity to study a varied range of courses mapped to the SCQF to ensure that they leave Gairloch High School with more than just the minimum requirements to get them into their positive destination, increasing the likelihood of achieving their preferred next steps in life.</p> <p>We will continue to evaluate the effectiveness of our tracking and monitoring of attainment data to ensure that it has an effective and positive impact on supporting pupils in planning their next steps in learning.</p> <p>Work will be undertaken at S1/2 level as part of literacy and numeracy improvements to help learners' develop their skills of planning their own next steps in learning.</p>	<p>Very Good</p>

QI 3.2 Raising attainment and achievement

<p>How well are you doing?</p> <p>What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now?</p> <p>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 3: Overall quality of learners' achievement</p> <p>We currently grade ourselves as 'Good' for this theme.</p> <p>The majority of pupils contribute to the life of the school and have achieved a range of skills and attributes through a wide range of activities.</p> <p>The majority of pupils take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>Observations from stakeholders including learning partners show that the majority of pupils contribute to the life of the school and have achieved a range of skills and attributes through a wide range of activities but that there is capacity for improvement.</p> <p>Observations from stakeholders including learning partners show that the majority of pupils take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>The school will continue to reinforce the importance of holistic development beyond purely academic attainments.</p> <p>The school will embrace the meta-skills framework and use this with pupils to reflect on strengths and identify targets for development.</p> <p>The school will continue to work with a range of learning partners to ensure that pupils are given every opportunity to add value to their achievements and, importantly see the value of these with regards to supporting them in achieving their preferred positive destinations.</p> <p>The school will provide pupils with the opportunity to reflect and record their wider achievement through the introduction of a new school profiling system linked in with wellbeing and skills development.</p>	<p>Very Good</p>
<p>Theme 4: Equity for all learners</p> <p>We currently grade ourselves as 'Very Good' for this theme.</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We continue to consistently raise attainment of all our learners.</p> <p>Almost all of our learners consistently move on to sustained positive destinations.</p>	<p>Our data shows that our lowest 20% consistently attain higher than local, regional and national averages,</p> <p>Our data relating to positive destinations shows that almost all of our learners consistently move on to sustained positive destinations.</p>	<p>Work will continue with PT Guidance an PT ASfL to ensure attainment is remains high and that all pupils with additional challenges in life are support to achieve their full potential and move on to appropriate positive destinations.</p> <p>We will continue to work with partners to identify a range of potential sustained positive destinations for pupils with additional support needs and/or other challenges and, where applicable, support with long term transition planning.</p>	

QI 2.2 Curriculum: theme 3 – Learning pathways

<p>How well are you doing?</p> <p>What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now?</p> <p>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 3: Learning pathways</p> <p>We currently grade ourselves as 'Good' for this theme.</p> <p>Despite resource challenges, we implement a curriculum that provides flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all our learners.</p> <p>The sustainability of our learning pathway provision continues to be impacted by increased pressure on resources leading to concerns around ensuring all design principles are able to be included.</p> <p>The majority of staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum.</p> <p>Less than half of staff support pupils in demonstrating literacy, numeracy, health and wellbeing and digital literacy at a high-level in a variety of meaningful contexts.</p>	<p>Almost all of our pupils consistently move on to sustained positive destinations.</p> <p>The majority of parents/carers and less than half of pupils are concerned about the sustainability of learner pathways moving forwards.</p> <p>The majority of staff are concerned about the sustainability of course delivery and quality learning and teaching given the strains being put on the system because of resource reductions.</p> <p>Observations of lessons and review of course planning show that the majority of staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum which in turn has a positive impact on learners but that more impact could be had by supporting learners in being given the opportunity to demonstrate these skills at a high level in a variety of meaningful contexts.</p>	<p>SLT will work closely with senior council officers and other learning providers to ensure that our curriculum continues to effectively support learners in accessing their preferred positive destinations by the time the leave Gairloch High School. Without this work, there is a risk that we will have to downgrade from Good to Satisfactory in this area in the coming sessions.</p> <p>SLT and ELT will be working closely to ensure that we get to a stage where all staff take a deeper and more reflective responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Staff will be supported by SLT and ELT to ensure impact becomes more noticeable on learners.</p>	<p style="text-align: center;">Good</p>

QI 2.7 Partnerships: theme 3 – impact on learners (parental engagement only)

<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</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 3: Impact on learners</p> <p>We currently grade ourselves as '<i>Satisfactory</i>' for this theme.</p> <p>Less than half of parents/carers are evident to be engaging in their children's learning.</p> <p>There is little data to support whether their involvement has a positive impact on raising attainment and achievement, particularly in literacy and numeracy.</p>	<p>In recent sessions, parent/carer engagement sessions have been poorly attended.</p> <p>In recent sessions, less than half of parents/carers confirm they have read pupil reports, and few respond with any comments asking for clarification or ways to support their children at home.</p>	<p>Following consultation, SLT will be creating a range of microlearning courses aimed at 'drip-feeding' information about the school, including ways of supporting learning at home to parents. This tool will track engagement and support required interventions.</p> <p>The priority 'Securing the foundations' in our SIP aims to remove barriers to home learner, making it easy for parents/carers to engage in effective and appropriate exercises to develop literacy and numeracy</p>	<p>Satisfactory</p>