

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24

North West Sutherland Schools



Kinlochbervie High School

HIGHLAND COUNCIL | MANSE ROAD, KINLOCHBERVIE, IV27 4RG

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.

Kinlochbervie High School is part of the North West Sutherland Schools Campus and is located in a rural and coastal setting serving the local community of Durness, Kinlochbervie and Scourie on the North West Coast of mainland Scotland.

There are 27 children attending the school in years S1 to S6.

The headteacher has overall leadership responsibility for the whole campus which includes Durness Primary and ELC School, Kinlochbervie Primary School, Scourie Primary and ELC School and Kinlochbervie High School. The headteacher has a teaching responsibility within the High School. The headteacher is supported by a Depute Headteacher and Four Faculty Heads.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

We have had no exclusions this year.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
27	82.2%	0	9.5

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
5	6	4	4	5	3

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
			90%		10%

Overall ASN	Free School Meal	EAL	Glossary:
XX%	19%	0%	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

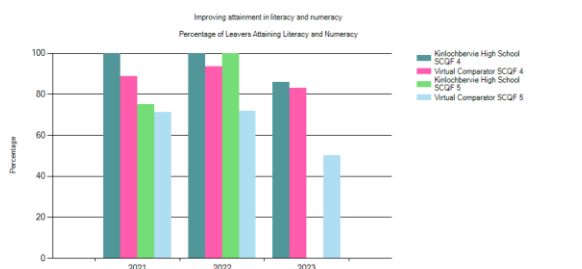
Attainment

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

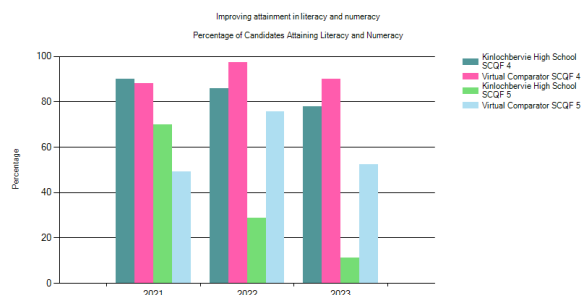
Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

Reading	Writing	Listening and talking	Numeracy
Almost All	Almost All	Almost All	Almost All
Level 4			
Reading	Writing	Listening and talking	Numeracy
Almost All	Almost	Almost All	Almost All

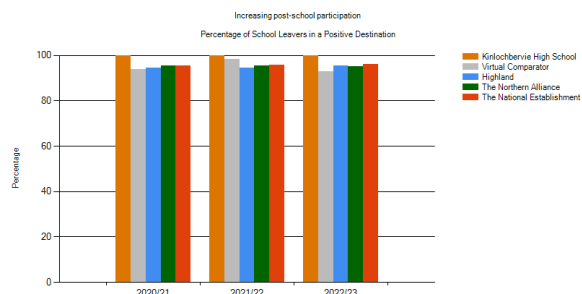
Senior Phase



Our Literacy and Numeracy attainment showed that we were above our virtual comparator for SCQF 4 but way below our virtual comparator for SCQF 5 over a number of years. Work was carried out this year to give staff more confidence in measuring attainment at SCQF 5 and we hope this has now been addressed.



Destinations of School Leavers



Our desire to get each pupil into a positive destination post school is shown clearly in INSIGHT that over a number of years we have been above our Virtual comparator as well as above the National, Highland and Northern Alliance data.

Cohorts

Due to the small number of candidates we are unable to share detailed data with you however

- ✓ Students did incredibly well in English with ALL pupils passing at N5 or H
- ✓ No students achieved 5@5
- ✓ A lot of developmental work has been undertaken this year to enable teachers to look at aspirations of pupils and for pupils to take more ownership of their learning.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

We have just been through a consultation in regards to our values and vision statement. The values were too complicated and too long for pupils and staff to remember so a consultation went out to all pupils and staff to discuss the new values for the high school and in turn how that fits into the school vision.

Pupil Parliament and Parent Council approved the following for 'CARE' (which replaced 'RESPECT')

- ✓ COURAGE
- ✓ ASPIRATION
- ✓ RESPECT
- ✓ EQUALITY

The Vision statement for the 3-18 campus then changed to



COURAGE - ASPIRATION - RESPECT - EQUALITY

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: Pupil Wellbeing and Rights Respecting Schools	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ As a campus VERY GOOD progress has been made in this school priority through work by pupils, staff and the wider community. ✓ Throughout the academic year the following has contributed to the impact of meeting this priority ✓ Right of the Month programme embedded in school calendar in all school and ELC settings thus enabling staff to a collegiate approach to work being done across the campus in this area. ✓ Working Group meetings termly staff across all settings and stages therefore enabling shared practice and staff support to meet the needs of all pupils and staff in all settings are more confident at teaching about children’s rights . ✓ Pupils have shown an increased awareness to Children’s rights across NWSS and are able to communicate their rights in a confident way whilst discussing their work or needs. ✓ Resources for Right of the Month suitable for pupils in ELC to HS monthly shared with all staff across all settings to help staff feel more confident in delivering the rights. ✓ Rights Respecting Schools displays are prominent in all settings across NWSS – being created by pupils and staff to reinforce a deeper understanding. ✓ Children’s rights are linked to curriculum planning- long, medium and weekly plans in all primary settings and used when looking at LI and SC. ✓ Weekly plans identifying Right of Month shared with parents via SEESAW platform to primary parents so they are empowered to discuss these at home with their child. ✓ Survey of all pupils and staff (March 2024) carried out on knowledge of rights. This formed the basis of the new Right of the Month calendar. ✓ Pupil Parliament : members from all NWSS settings, meet regularly to discuss school improvements and pupils feel they have a real say in their school and how to use their voice for positive change. Socia Justice is key here. ✓ Revised positive behaviour policy based on children’s rights (April 2024) – this was created in conjunction with staff, pupils and parents with a version created for each so it was accessible for all. ✓ Developing the Land NW2045, land regeneration project captured young people’s views across all NWSS settings including families too – working with stakeholders to make a difference to their community and how to use their voice for social justice and change. ✓ Pupil participation and engagement; a wider wider achievement offer was made this year including - Drama (Annie), after school golf, after school football, paddle boarding, sailing, gymnastics club, running club, football trips – enabling more pupils to get involved in the life of the school. ✓ NWSS assemblies have a Children’s rights focus as do school fundraising events eg Save the Children /Christmas Jumper (Children refugees) and Children in Need (children with disabilities) so pupils are able to see the rights in action and how they connect. 	<ul style="list-style-type: none"> ✓ Aim to gain the GOLD Rights Respecting Schools Award ✓ Look at how we can use the Global Goals as part of our LI and SC ✓ More pupil leadership opportunities

School Improvement Plan Priority 2: Our Place within the Community	
Summary of impact	Next steps
<p>As a campus GOOD progress has been made in this school priority through work by pupils, staff and the wider community.</p> <p>Throughout the academic year the following has contributed to the impact of meeting this priority</p> <ul style="list-style-type: none"> ✓ Pupil Parliament was created to give each pupil a voice in the leadership of their school either through their elected peers or themselves. Impact has meant pupils have felt empowered to create meaningful change within their school through use of 'pupil empowerment' initiatives such as budget allocation and campaign delegation. ✓ A termly newsletter written by the pupils has been circulated to the wider community so the campus community are more aware of the work being done within the school and the work the pupils are undertaken. ✓ We held parent/carer open sessions where the wider community could come and see the school and be part of lessons. ✓ The Head Teacher had an informal monthly drop in session for parents and the community to speak to him about any issues/concerns or achievements they wanted to share. This was across the whole campus and has been well attended ✓ Parental survey went out across the community to give the school a more detailed impression of the work we are currently doing and what we need to develop. This will be sent out again a year after it was initially sent out to see impact. ✓ Developing the Land NW2045, land regeneration project captured young people's views across all NWSS settings including families too – working with stakeholders to make a difference to their community and how to use their voice for social justice and change. This project as been pivotal for the campus to work with the wider community and for us to enable ✓ School representation on community groups to see how we can we work together and give a more supportive impression of the school across the campus. ✓ Parents on working groups to help shape and structure the improvement plan from a more 360 approach ✓ Curriculum reform and rationale added aspects to the curriculum that the community highlighted were needed e.g. Hospitality, Rural Skills, Travel and Tourism etc ✓ Curriculum reform and rationale took on board comments made by young people and community about current learning and teaching aspects needed reenergised. 	<ul style="list-style-type: none"> ✓ Leadership at all levels ✓ Curriculum rationale and reform evaluation ✓ Use of 'Wee' HGIOS to shape improvement. ✓ Community representation on working groups ✓ Adult Education classes ✓ Parent and Child classes

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Numeracy

Using our PEF funding to help support young people through a PSA enabled us to meet our Numeracy targets and support young people feeling more confident in this area. PSA allocation was used to support pupils in individual and direct work related to raising attainment in numeracy. The impact of this has helped us focus our curriculum rationale to become more about support and challenge in the BGE and learners have ALL said they feel more confident in numeracy in the BGE, with almost all of S3 all achieving L4 in numeracy.

Oracy

Learners involved in the Anne Frank Project spoke highly of being engaged in a project that pushed them out of their comfort zone with one learner saying 'I would never have done this normally'. They ALL developed skills in ORACY (pace of talking, tone, pitch, engagement etc) as well as developing skills in memory and team work. The work undertaken by young people showed not only leadership skills in having to lead tours but also resilience and confidence.

Wider achievements Coileanaidhean nas fharsainghe



The school was used as a location for a new Netflix drama! We were involved but ssshhh we signed an NDA still the film has been released (August 2025)

Comments from learners, families, stakeholders and staff

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



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	Weak
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Weak
Other QIs reviewed	

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

Below is our key improvement priorities for the High School. As a campus we share the first two priorities across ELC, Primary and Secondary – with priority 3-5 having been decided through discussion with staff and evaluative data from the past academic year.

Improvement Priority Title
1. Health and Wellbeing (3-18 Campus Focus)
2. Learning and teaching (3-18 Campus focus)
3. Leadership at All Levels
4. Attainment at All Levels
5. Curriculum

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 <https://www.nws-schools.com/> or by contacting the school office