

# PLOCKTON HIGH SCHOOL STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

2023/24



**PLOCKTON HIGH SCHOOL**  
PLOCKTON, ROSS-SHIRE IV52 8TU

*We are: kind, respectful, resilient and hard-working*

## 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.

Plockton High School is located in the village of Plockton in Wester Ross and serves the local communities in the surrounding area of Lochalsh and south Skye. Pupils join us from eight associated primary schools: Applecross Primary, Auchtertyre Primary, Glenelg Primary, Kyle Primary, Kyleakin Primary, Loch Duich Primary, Lochcarron Primary and Plockton Primary.

There are 210 children attending the school.

The Head Teacher has overall leadership responsibility for Plockton High School, Plockton Primary School /Bun Sgoil a' Phluic and Sgoil-àraich (GM Nursery). The Head Teacher is supported by two Depute Head Teachers.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

## Data relating to our context:

<b>Pupil Numbers</b> 210	<b>Attendance</b> 89.51	<b>Exclusions</b> XX	<b>Teacher Numbers (FTE)</b> 23.5
-----------------------------	----------------------------	-------------------------	--------------------------------------

<b>S1 numbers</b> 35	<b>S2 numbers</b> 33	<b>S3 numbers</b> 44	<b>S4 numbers</b> 37	<b>S5 numbers</b> 33	<b>S6 numbers</b> 28
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

<b>SIMD Q1</b> 0-10%	<b>SIMD Q2</b> 10-20%	<b>SIMD Q3</b> 60-70%	<b>SIMD Q4</b> 20-30%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
-------------------------	--------------------------	--------------------------	--------------------------	-------------------------	-------------------------

<b>Overall ASN</b> 45%	<b>Free School Meal</b> 7.5%	<b>EAL</b> 0.95%	<b>Glossary:</b> 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

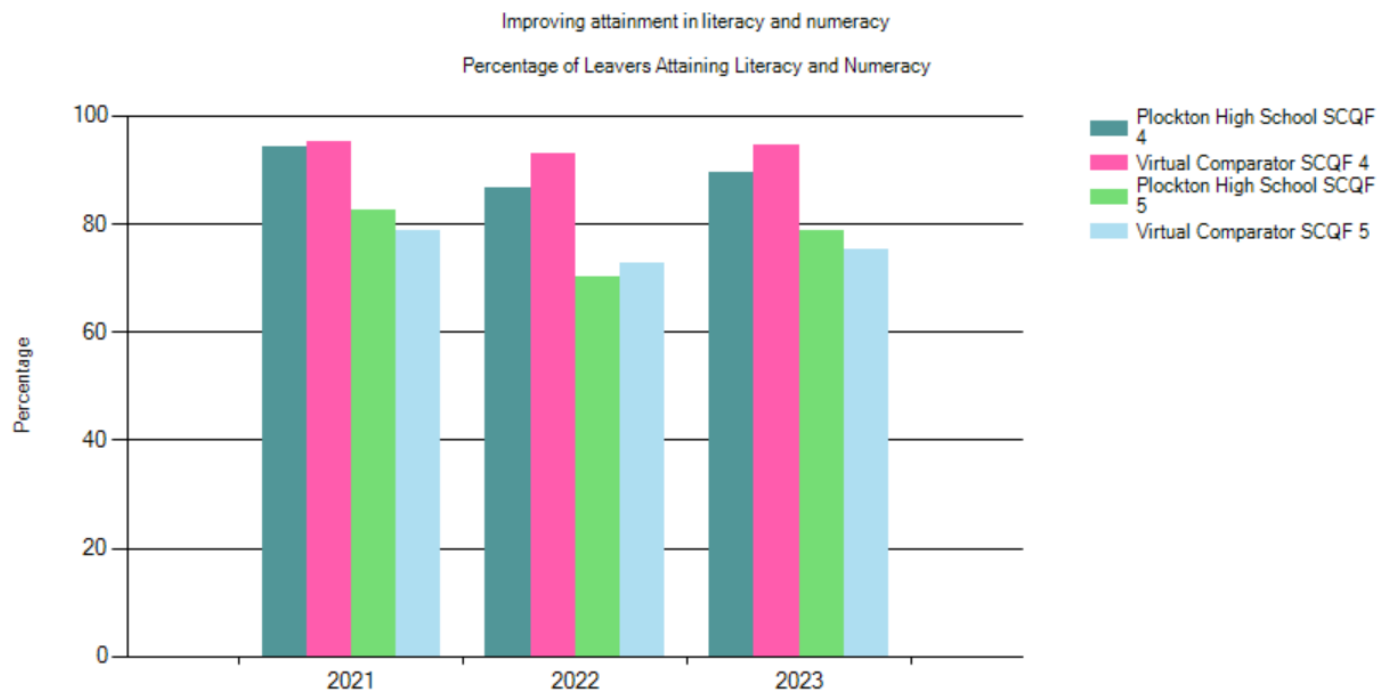
<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
91%	87%	91%	95%

Level 4

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
53%	33%	56%	41%

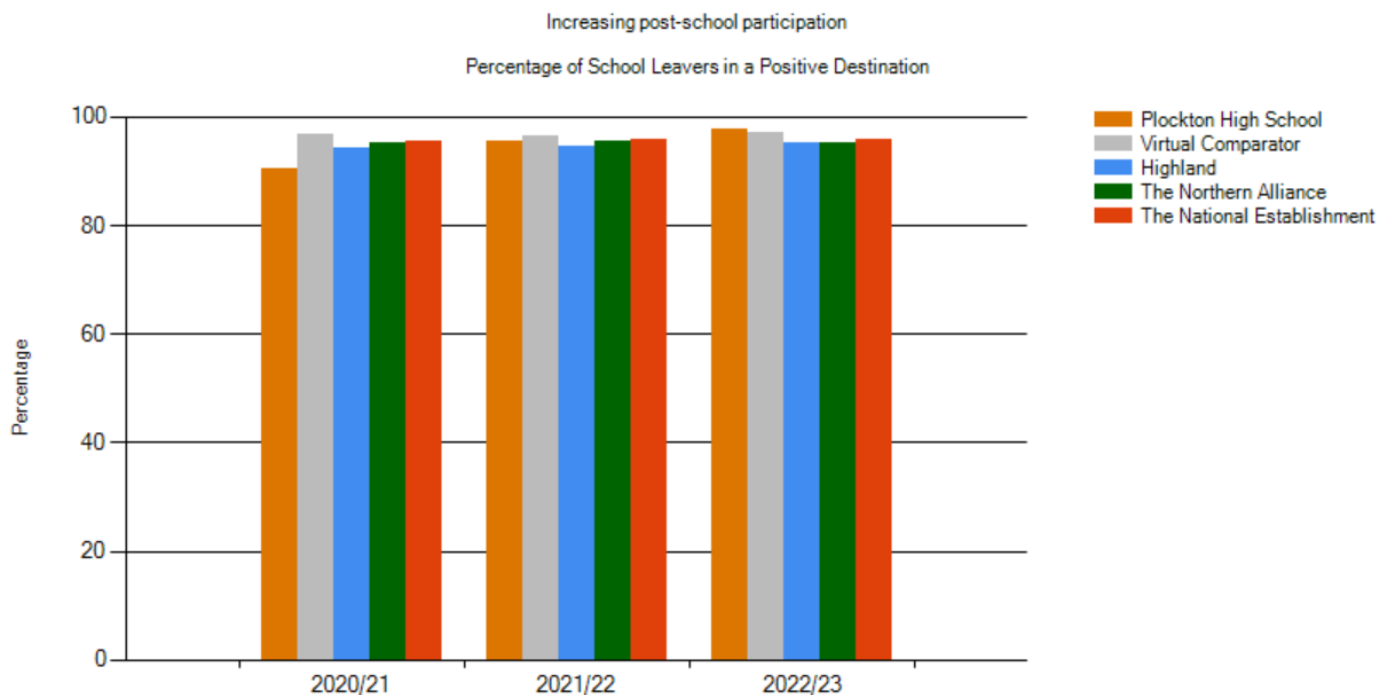
*We are: kind, respectful, resilient and hard-working*

## Senior Phase



### Literacy/Numeracy in S4, S5 and S6 – Senior Phase

The figures for 2023 show an improvement on 2022 figures for National 5, and a return to outperforming our comparator school. Figures at National 4 remain positive and we know that these are affected by the attainment of interrupted learners. This year we have been trialling strategies to support the literacy and numeracy attainment of our interrupted learners



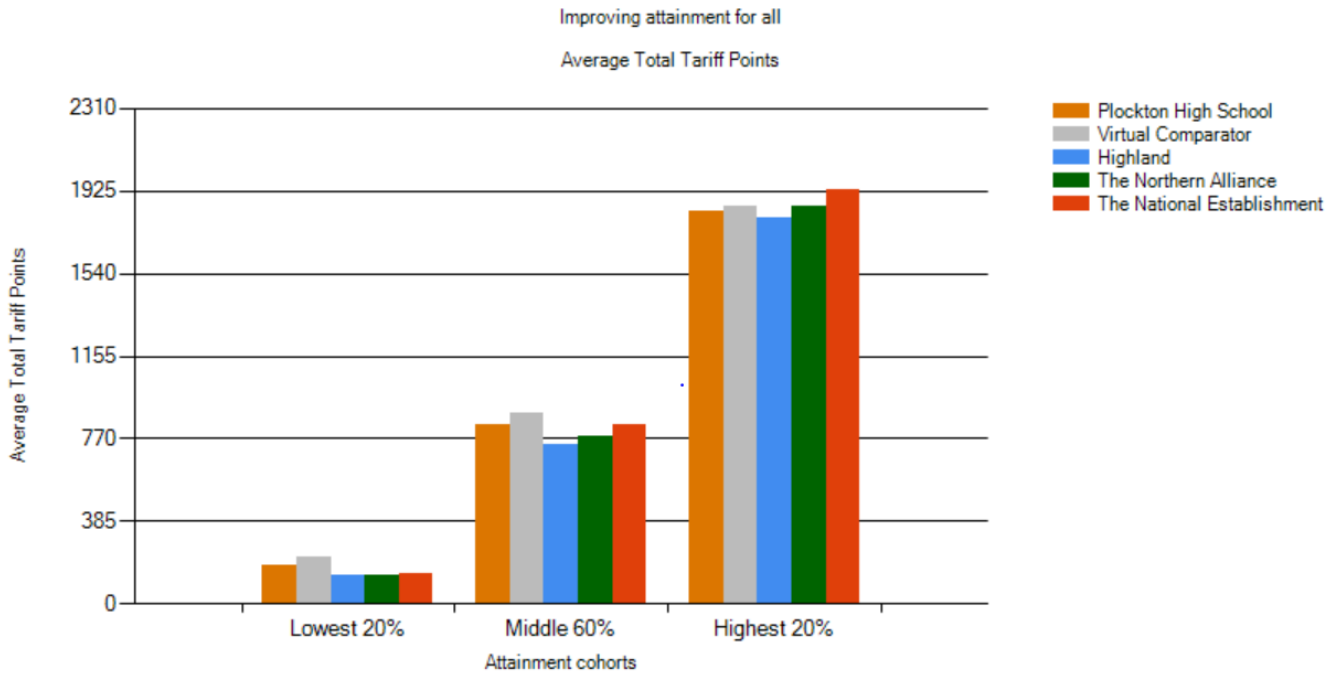
### Destinations of School Leavers

The situation regarding school leaver destinations continues to be very positive. Our Employability focus provides targeted support to pupils at risk of not achieving a positive destination and strong working links

*We are: kind, respectful, resilient and hard-working*

with colleagues in Developing the Young Workforce and Skills Development Scotland are key to supporting pupils in to positive destinations post-school.

The selected year is 2023



We are: kind, respectful, resilient and hard-working

## Cohorts

Performance comparisons between Plockton High School, Highland, The Northern Alliance and The National Establishment remain favourable, particularly in relation to the lowest 20%. Following the introduction of coaching for our senior pupils, we are refining this to develop a more targeted approach aimed at raising attainment.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

---

#### Vision

Our learning community encourages enthusiasm and enjoyment of learning. We recognise the unique place Gaelic and Music have and strive to be a learning community where:

- we value learning, ourselves and each other
- we have an ethos of high expectations and ambition
- we have pride in ourselves and our learning community

#### Values

We are:

- **Kind:** we use our words and actions to help others.
- **Respectful:** of ourselves and of others. We treat others as they want to be treated.
- **Resilient:** we keep going when faced with challenges and ask for help.
- **Hard-working:** we try our best and take responsibility for our actions.

#### Aims

To achieve our vision our aims are to:

- Encourage and support everyone to be the best version of themselves and achieve all that they can.
- Celebrate our successes.
- Encourage and support engagement in our local languages, culture and community.
- Foster an ethos where we look after each other.

## Review of progress of improvement plan projects for session 2023/24 (Maximum 2 pages)

### 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

Understanding & improving assessment & moderation strategies within BGE, across ASG.

In small schools with small numbers of teacher, moderation taking place within the school setting can be limited. Working across the ASG will ensure consistent judgements for Achievement of a Level.

To develop Teacher confidence in planning and using High Quality Assessments.

*We are: kind, respectful, resilient and hard-working*

Summary of impact	Next steps
<p>This was primarily a focus for primary schools in our Associated Schools Group with moderation sessions and activities for both Gaelic and English writing over the course of the session.</p> <p>Secondary Gaelic and English teachers took part in two moderation sessions with primary colleagues.</p>	<p>ASG Improvement Priority for session 2024 – 25</p>

<b>School Improvement Plan Priority 2a</b>	
<p>Insight data on the attainment and achievement of S6 pupils and monitoring by SMT and Pupil Support PTs in school indicate that some S6 pupils find it difficult to sustain engagement in courses across the year and therefore may drop courses altogether or may not attain the grades they are capable of achieving.</p> <p>Self-evaluation of 3.2 Raising Attainment in 2022-23 identified areas for improvement as: using data and increasing differentiation to support the raising of attainment.</p> <p>Raising Attainment:</p> <ul style="list-style-type: none"> <li>- introduce coaching to support the engagement of S6 pupils.</li> <li>- increase the use of data and improve differentiation to support all learners.</li> </ul>	
<p>Summary of impact</p> <ul style="list-style-type: none"> <li>• Coaching</li> </ul> <p>Teachers engaged with professional reading and met as a group to review progress. Almost all S6 pupils engaged positively with coaching and coaches reported that the initiative conveyed a positive message to pupils. Reflection from coaches indicated that a more targeted approach - identifying specific pupils who would most benefit from coaching – would be a good next step.</p> <ul style="list-style-type: none"> <li>• Data engagement</li> </ul> <p>Evidence from Faculty Minutes demonstrates that colleagues are using exam results data, Scottish National Survey of Achievement (S3) reports and subject-specific formative and summative assessment results to review progress at regular Faculty Meetings and adapt teaching approaches as required.</p> <ul style="list-style-type: none"> <li>• Differentiation – literacy focus</li> </ul> <p>Recognising that improvements in literacy are key to progress for pupils, the literacy focus included an input on vocabulary, morphology and spelling from an Education Support Officer. 84% of colleagues who responded to the survey reported that it met its aims, which were: <i>to explore ways that we can develop young people’s vocabulary, spelling and morphology so as to give them a deeper knowledge of the content and ways to read independently for information and to write in texts appropriately.</i></p> <p>We identified that we need to build on this by re-visiting approaches and strategies more frequently.</p> <ul style="list-style-type: none"> <li>• Lesson evaluation toolkit</li> </ul>	<p>Next steps</p> <p>The coaching group’s review highlighted the following as next steps:</p> <p>Earlier engagement with pupils.</p> <p>A review of the scheduling of coaching sessions</p> <p>Adopting a more targeted approach instead of offering coaching to a whole year group</p> <p>Identify and implement approaches to sharing and reviewing whole-school data to review progress and raise attainment.</p> <p>Include more opportunities for colleagues to share good practice in differentiation. Highlight effective strategies more frequently throughout the year.</p> <p>Complete and pilot the Lesson Evaluation Toolkit in Session 2024 - 25</p>

We are: kind, respectful, resilient and hard-working

In May, all teachers contributed to the early stages of creating a Plockton High School Lesson Evaluation Toolkit to support reflective practice and self-evaluation.

**Improvement Priorities 2b and 3 are included in the Primary and ELC Standards and Quality Report**

**School Improvement Plan Priority 4**

This project has been developed to focus on positive relationships and the wellbeing of pupils and staff as a continuing priority following the impact of the pandemic and associated restrictions.

Building on progress made in session 2022-23 by: continuing regular meetings of the Pupil Council and developing Pupil Focus Groups further to reflect on aspects of learning & teaching throughout the year.

Enhancing Pupil Voice in promoting positive relationships

**Summary of impact**

Learners represent peers at regular Pupil Council meetings.

Pupils have engaged in consultations on:

- Rights Respecting Schools Award (RRSA)
- Vision, Values and Aims consultation
- Promoting Positive Relationships consultation within PSE
- The Lochalsh Local Place Plan (February)
- Wester Ross Cultural Heritage workshops (June)

Pupil Council focus group participated in reflection exercises on what makes a good lesson and how they know they have been successful in their learning.

Pupils took part in survey and discussion activities to define values and identify the vision and aims of the school. Updated Vision, Values and Aims for Plockton 3 -18 school were created.

The Promoting Positive Relationships Group identified priorities and actions to take forward.

- Updating the interim Promoting Positive Relationships policy
- Re-launching the House System (with new houses and colours)
- Working with pupils to provide more opportunities to recognise positive choices and celebrate successes
- Making expectations more clear by displaying pictographs for the classroom code and appropriate mobile phone use

The Senior Charities Group organised a series of events aimed at promoting wellbeing, raising funds, and raising awareness.

**Next steps**

Continue regular Pupil Council Meetings.

Improve dissemination of Pupil Council minutes

We are now a RRSA Bronze Rights Committed School with an approved plan for achieving the Silver Award.

Pupil participation in creation of the school's Lesson Evaluation Toolkit (SIP 2024-5)

Updated Vision, Values and Aims

Updated Promoting Positive Relationships Policy to be rolled out to all stakeholders  
Pictographs for Classroom Code and Mobile phone to be distributed  
Reintroduced House System launched and embedding is included as a priority in 2024-5

Merits System to link with Promoting Positive Relationships Policy and House System

*We are: kind, respectful, resilient and hard-working*



Unicef Rights Respecting Schools Bronze Award application in progress	Bronze application includes plan for achieving the Silver Award
---	---

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

---

The daily breakfast club supports all pupils, the majority of whom travel in by bus, to have a hot drink and something to eat before school starts.

Pupils engaging in the FreshStart Literacy programme made good progress and just under half of pupils have now moved on to Lexia Literacy support. Pupils will continue with this programme next session. Pupil Support Assistant time was used to work one-to-one with pupils in session 2023-24

Horse-riding sessions continued to support Health and Wellbeing for pupils involved.

Our Employability focus has supported pupils involved to participate in workplace visits and benefit from in-school events with employers and businesses.

## Wider achievements

### Coileanaidhean nas fharsainghe

---

As part of their S1 Wider Achievement Junior Forester Award all S1 pupils engaged in a tree planting event at Gleann Shildeag where they worked with the Woodland Trust.

S1 & S2 pupils took part in a Science Skills Academy pop up Newton Room.

S3 Crofting pupils and S3/5 Duke of Edinburgh pupils represented the school at an event at Sabhal Mor Ostaig where they met with the Duke and Duchess of Edinburgh and shared their knowledge and experiences of the Crofting course and Duke of Edinburgh Award.

There was a range of opportunities in relation to DYW, including: workplace visits to Qinetiq, Broadford Hospital, Mowi Feedplant and Duisdale House, employer visits, careers fairs and entrepreneur event. S3 girls were involved in the Women in STEM event.

Senior pupils took part in sessions delivered by Live-N-Learn (November) and Jammin Fitness (June) aimed at increasing learner confidence, managing stress and developing responsibility for learning.

Our girls' Shinty players won the Donella Crawford Cup for the first time.

The school continued annual participation in the Youth and Philanthropy Initiative (YPI) with S3 pupils having the opportunity to meet local charities at a Charity Careers Fair and then taking part in advocating for their chosen charities.

Senior pupils took part in the Wester Ross Cultural Heritage Pupil Consultation to explore the culture and heritage of their local area.

We are now a RRSA Bronze: Rights Committed School with an approved plan for achieving the Silver Award.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Promoting Positive Relationships – students identified the following areas as features of our school and important:

'Students and teachers being kind to each other', 'Show that you care by working hard', 'Don't be scared to speak out when there's a mistake', 'Try to relate to everyone and see both sides'.

Families were consulted at Parents' Evenings and via questionnaires regarding Promoting Positive Relationships and Vision, Values and Aims. The importance of 'Community', 'Kindness' and 'Respect' were all highlighted as priorities.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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

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

Cut and paste from SIP

Improvement Priority Title
1. Raising Attainment
2. Self-evaluation
3. Ethos and Wellbeing

## 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 [ADD LINK](#) or by contacting the school office

# Appendix 1: Local and National Context

**This page will be removed if not updated?**

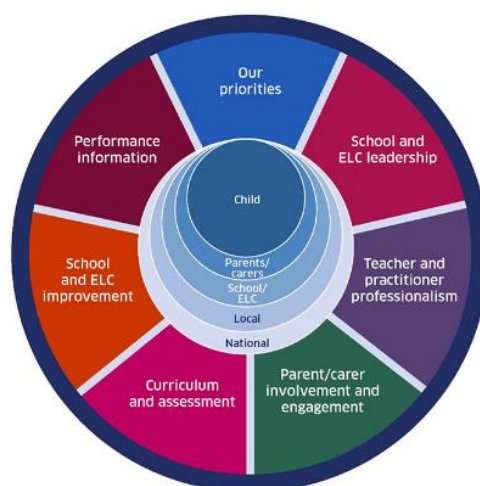
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

### Highland Priorities



### National Improvement Framework Priorities



### Accuracy?

#### Entitlement, Excellence & Equity:

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

#### Empowerment & Leadership:

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

#### Relationships:

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

#### Opportunity:

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

The key priorities outlined in the National Improvement Framework are:

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

#### Self-evaluation

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

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

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

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

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

*We are: kind, respectful, resilient and hard-working*

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

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

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

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

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

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

#### Looking outwards - learning from others

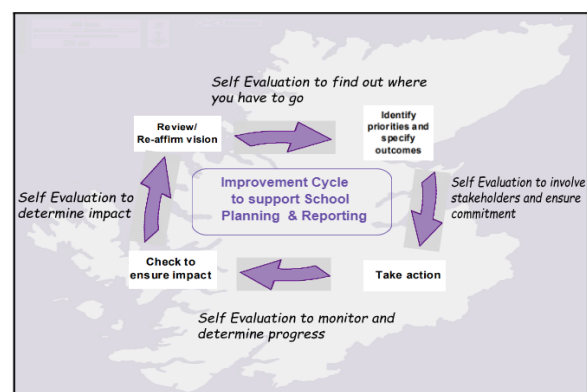
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

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

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

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



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

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

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

Name  
Head Teacher  
School

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

*We are: kind, respectful, resilient and hard-working*

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

*We are: kind, respectful, resilient and hard-working*