

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2023/24



*Striving for Excellence*

READY, RESPONSIBLE, RESPECTFUL, RESILIENT

**Portree High School**

HIGHLAND COUNCIL | VIEWFIELD ROAD, PORTREE, ISLE OF SKYE

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## School Profile

### Pròifil na Sgoile

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Portree High School is a school with a roll of 500 pupils and 40 teaching staff. It serves Skye and Raasay (with the exception of Kyleakin Primary pupils) and has 11 Associate Primaries - Portree, Bun-sgoil Phort-righ, Broadford, Sleat, Raasay, Carbost, MacDiarmid, Staffin, Kilmuir, Edinbane and Dunvegan (Elgol, Struan and Knockbreck are currently mothballed due to low pupil number). We also have a school residence with 38 pupils. The headteacher is supported by 2 Depute Head Teachers and 7 curriculum principal teacher(s) and 4 principal teachers Pupil support/Support for learning.

We have a House system with one House for our Gaelic Medium pupils. Our Gaelic ethos is strong. We celebrate the rich linguistic heritage of the area by providing education through the medium of Gaelic for fluent speakers and Gaelic classes for learners. Our provision in Gaelic and Gaelic Medium Education remains one of our key duties to our pupils and is a priority which has parity with English Medium Education. Pupils have a great pride in their school, and we celebrate success at every opportunity. As the only secondary school on Skye, we welcome pupils from all parts of the island, and we are fully inclusive, including a significant number with additional support needs.

We have very strong links throughout the community. They support us to provide a range of activities to enhance pupils' learning experiences. Portree High School is a Public Private Partnership (PPP) Community School sharing facilities such as our swimming pool, library and sports facilities with the local community. Both through the school and the local community, our pupils can take advantage of a wide range of activities and leadership opportunities.

As part of the school, we have an Enhanced Provision facility, for learners with complex learning needs, run by our Support for Learning Department. This year we were able to appoint one full-time teacher to run this group, who is supported by 7 PSAs. At the moment, the numbers of EP pupils are increasing, so there will be a bigger demand on resources in the forthcoming year.

Overall, attainment across the school in literacy and English is very good; attainment across the school in numeracy and Mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most of our children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

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Data relating to our context: census point last September (from parentzone), or from today.

|                      |                   |                   |                              |
|----------------------|-------------------|-------------------|------------------------------|
| <b>Pupil Numbers</b> | <b>Attendance</b> | <b>Exclusions</b> | <b>Teacher Numbers (FTE)</b> |
| 489                  | 87.7%             | 10                | 41.6                         |

|                   |                   |                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| <b>S1 numbers</b> | <b>S2 numbers</b> | <b>S3 numbers</b> | <b>S4 numbers</b> | <b>S5 numbers</b> | <b>S6 numbers</b> |
| 96                | 97                | 107               | 84                | 67                | 38                |

|                |                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>SIMD Q1</b> | <b>SIMD Q2</b> | <b>SIMD Q2</b> | <b>SIMD Q3</b> | <b>SIMD Q5</b> | <b>Unknown</b> |
| 0%             | 12%            | 24.6%          | 12.37%         | 0%             | 18%            |

|                    |                         |            |  |
|--------------------|-------------------------|------------|--|
| <b>Overall ASN</b> | <b>Free School Meal</b> | <b>EAL</b> | <b>Glossary:</b>   |
| 39%                | 5%                      | 2.4%       | FTE – Full Time Equivalent<br>SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas<br>ASN – Additional Support Needs<br>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

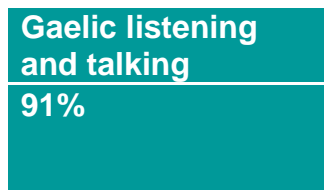
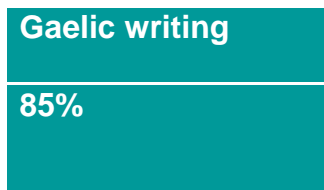
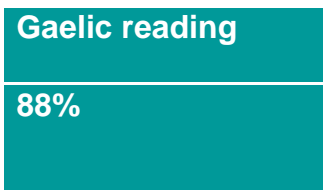
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|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| 92%            | 91.2%          | 91                           | 65%             |

Level 4

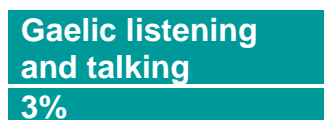
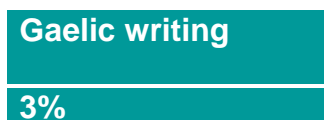
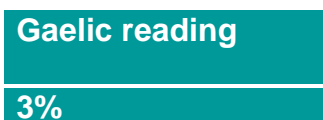
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|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| 21%            | 16%            | 22%                          | 21%             |

**Gaelic Medium** 2023/2024 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3 –

Level 3



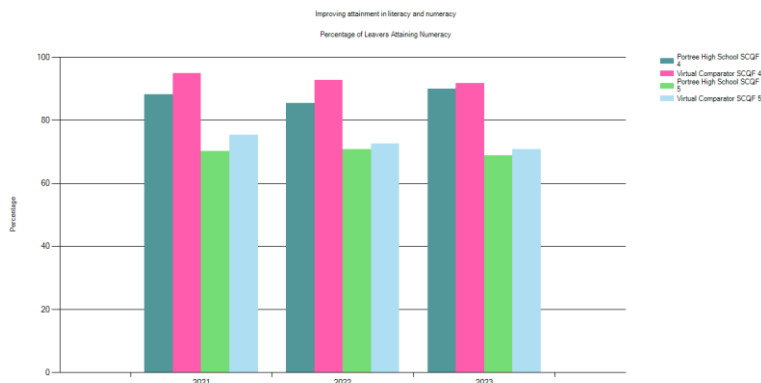
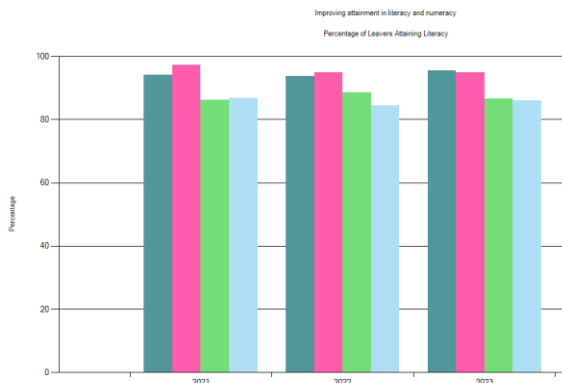
Level 4



Senior Phase

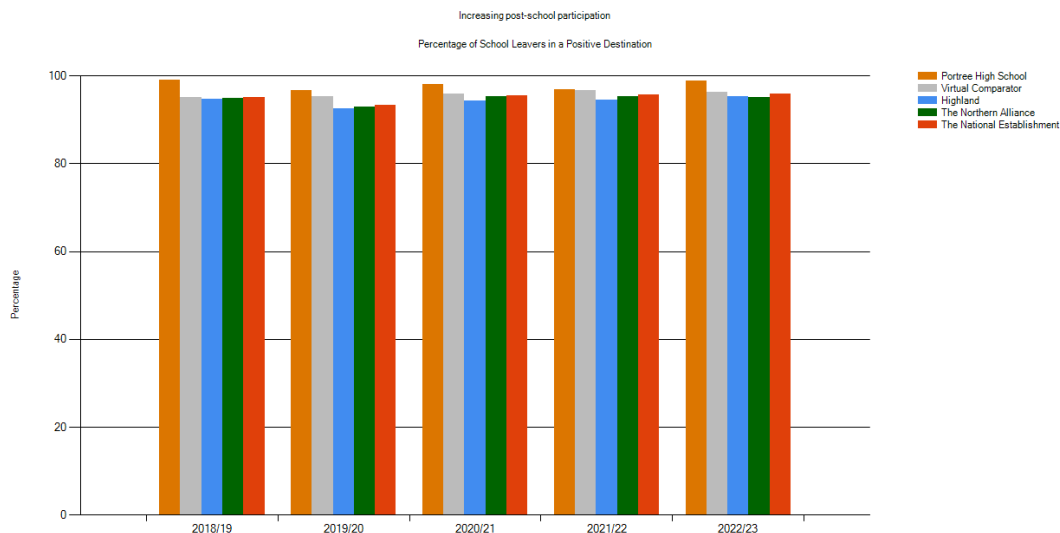
Literacy at Level 4/5/6 above our Virtual comparator school

Numeracy at Level 4, 5 and 6 above or equivalent to our Virtual comparator school in S4/5/6

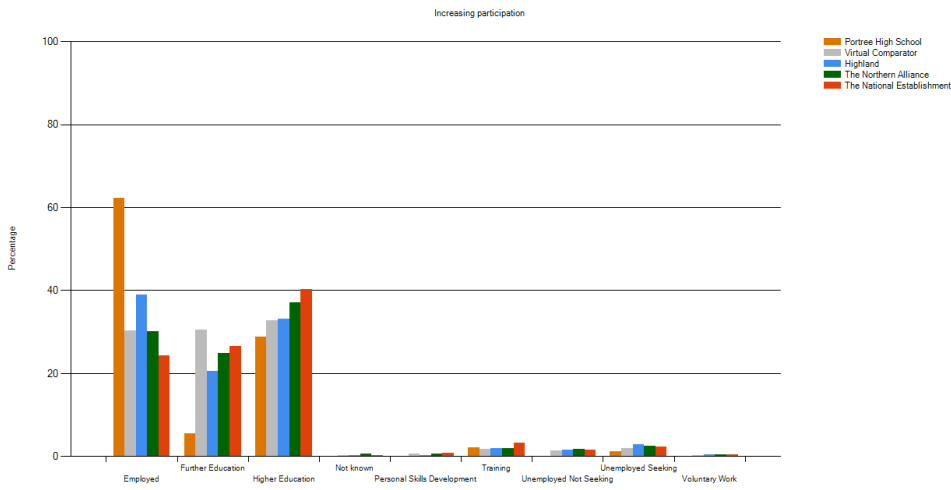


Destinations of School Leavers

Virtually all our young people go onto positive destinations, with over 60% going into education, 7% into Further Education and 30% into Higher Education. Several of our young people opt to take a gap year, before moving onto Higher/Further Education.

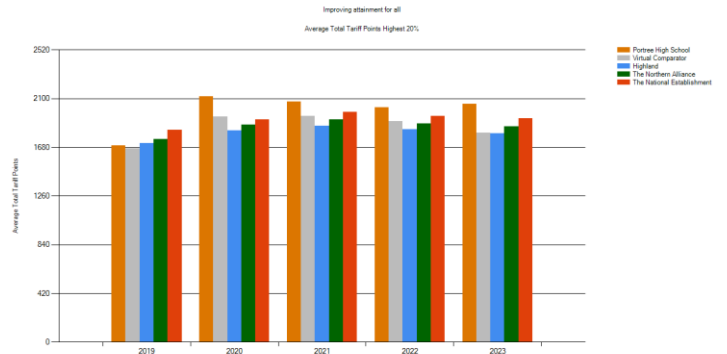
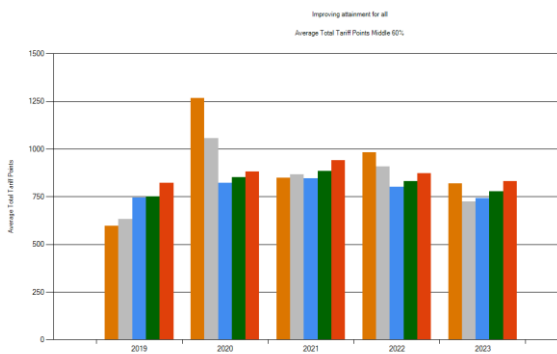
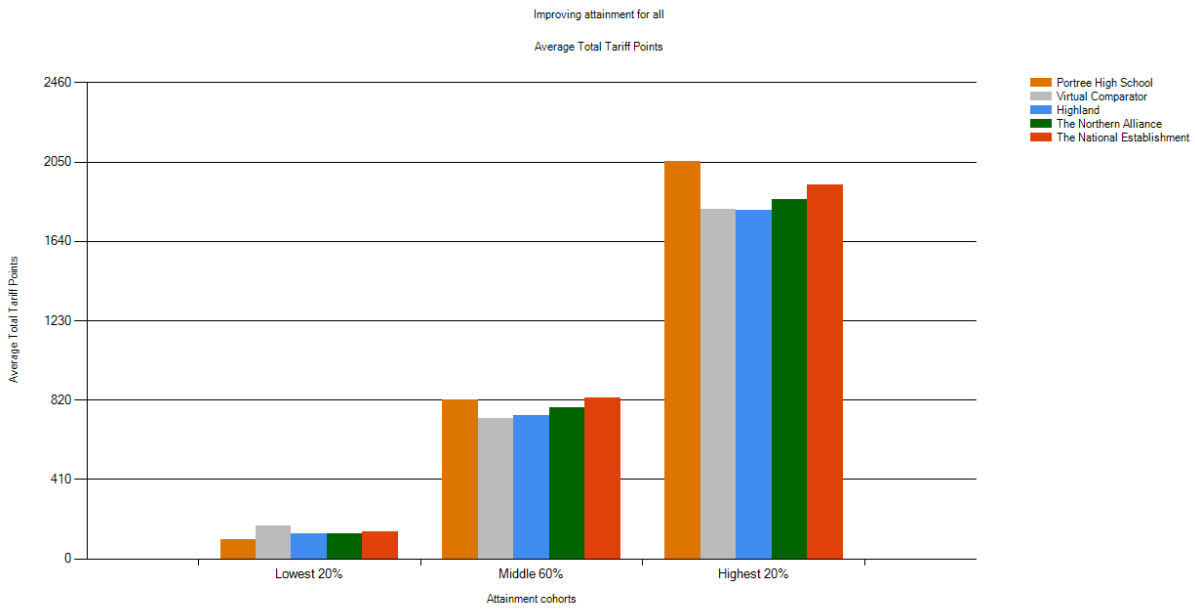


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## Cohorts

Attainment for our middle 60 % and highest 20% consistently above our Comparator schools.



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## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Our vision is to strive for excellence and to empower our young people to succeed in learning, life and work.

#### Values

We place our values of Ready, Responsible, Respectful & Resilient at the core of the school life, and work with our staff, pupils and community partners to ensure that these are embedded in our activities.

#### Aims

- To enable our young people to be confident individuals, successful learners, responsible citizens and effective contributors
- To celebrate the distinctive culture of our island community and to value and promote the Gaelic language
- To foster an excellent relationship between the school and the wider community
- To ensure that our young people aspire to reach positive destinations by responding to the changing needs of society, including developing our young workforce and learning for sustainability
- To promote health and well-being ensuring our young people are safe, healthy, achieving, nurtured, active, respected, responsible, and included
- To promote high quality learning and teaching, striving to raise levels of attainment and achievement for all
- Working in collaboration with parents, the Residence staff and our partners to promote excellence

## 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](#).

| <b>School Improvement Plan Priority 1</b> <i>Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs</i>  |   |
|--|---|
| Summary of impact  | Next steps  |
| <ul style="list-style-type: none"><li>✓ 40 staff members noted an improvement in the engagement of young people following Teaching Sprints work.</li><li>✓ Staff able to share good practice, recorded in Shared folder, for other staff to use to enhance their practice.</li><li>✓ An increase in pupil engagement with active learning in a range of learning activities, noted through classroom observations and pupil voice.</li><li>✓ Improved learner and staff engagement with school values in staff-pupil dialogue.</li><li>✓ Use of Lexia and My Maths workout has increased in current S1 course as part of homework tasks.</li><li>✓ Development of new courses in Criminology, <a href="#">Fashion and Textiles</a> and <a href="#">Rural Skills</a>, enabling a number of young people to engage in a greater range of non-traditional work courses.</li></ul> | <p>Further embedding of Active learning in classroom activities</p> <p>Continued development of rural skill course as in the first year of development.</p> |

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|  |  |
|--|--|
| ✓ Satisfactory progress was made in this area. |  |
|--|--|

| <b>School Improvement Plan Priority 2</b> <i>To improve the culture of respect – further development of pupil voice in classes, in school, in community</i>  |  |
|--|--|
| Summary of impact  | Next steps   |
| <ul style="list-style-type: none"> <li>✓ School values are known by all pupils. 4Rs of PHS are placed at the centre of Staff/pupil interactions and restorative conversations.</li> <li>✓ Rights Respecting articles becoming embedded in almost all Tutor time classes and in most Social Subjects classes, as evidenced in lesson visits throughout the year. 66% of our Young people surveyed reported that RRS Articles have helped them develop their understanding of wider issues.</li> <li>✓ Engagement of 8 of our young people in allotment project, leading to increased attendance and engagement for 6 of the young people.</li> <li>✓ Increased attendance in our Senior phase parental engagement evening to talk over the senior options. Senior pupils also involved in sharing their experiences.</li> <li>✓ Engagement with Columba 1400 leadership academy for our most disengaged S3 pupils lead to 8 young people graduations. It is hoped that these young people will make more successful choices in their future lives.</li> <li>✓ School positive relationship strategy evident in school Management system, with clear routine of procedure established. Pupils know the strategy and how it works.</li> <li>✓ An increase in Gaelic-immersive events for both GM &amp; EM pupils in the junior school lead to more engagement of the Gaelic culture. 2 new traditional music groups in performing in the school, and a trip to N Ireland planned for October 24.</li> <li>✓ 22 S2/3 pupils achieving an SCQF level 5 award in Leadership, through participation at Loch Eil Outward bound.</li> <li>✓ Leadership opportunities for those lower in the school, such as school ambassadors, which allow young people to demonstrate respect for those around them.</li> <li>✓ Pupil voice indicated the need to provide more leadership opportunities for students in Senior phase, so introduction of S5 prefects. 32 young people have applied, showing very positive uptake.</li> <li>✓ Improved support in school by S6 prefects, serving as models of good behaviour for those in junior school wishing to aspire.</li> <li>✓ Review of school mobile phone policy, after consultation with young people and carers</li> </ul> | <p>Further improvements required to ensure that the UNCRC become embedded in all subjects.</p> <p>Further development of a culture of respect in ALL pupils at all years.</p> <p>To work with all staff, young people and partners on the “equally safe at schools” programme to look at appropriate language and respect for all.</p> <p>Roll-out of new version of Mobile phone policy</p> |

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Our PEF Fund this year (£26000) has been used to fund Maths & Numeracy intervention. This year a total of 28 students from S1-S4 accessed additional support for Numeracy and Maths between January and April 2024.

The aims of the intervention was to boost confidence with numbers while increasing enjoyment of and engagement with Maths and also to identify gaps in knowledge due to past absences and set individualised work to target these areas.

- 9 x S1 students received small group Numeracy intervention. Max group size of 4. Almost all pupils should an improvement in Maths assessments.
- 1 x S1 student received 1:1 Numeracy intervention, leading to an increase in attainment in BGE numeracy assessments.
- 1 x student received online tuition, ensuring continued engagement in numeracy activities.
- 4 x S3 students benefited from support on a 1:1 or 2:1 basis, preparing them for NC courses next year.
- 12 x S4 students received support with revision / preparation for assessment. This included consolidation of both strategy and knowledge. All 12 students achieved a N3/4/5 numeracy unit because of this support.
- During times where targeted students could not be extracted from timetabled lessons, there was capacity to support in some S1 Maths classes.

PEF has also been used to finance the purchase of the MyMaths subscription which has been used by all pupils in S1-3 as a revision and homework tool. Increased reporting of completing homework through MyMaths as opposed to paper exercises.

## Wider achievements

### Coileanaidhean nas fharsainghe

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20 Young people completed D of E Bronze award

22 Young people completed Outward bound SCQF level 5 in Leadership

13 groups actively participated in the Youth Philanthropy Initiative, resulting in a £3000 donation for SARDA. Our teams also fundraised for an additional 12 local charities, who benefited from over £1000. This is the 10<sup>th</sup> year of taking part, thus over £30000 raised for local charities in the last decade.

Further charity initiatives, such as fundraising for our Partner school in Zambia and completing over 1200 boxes for Blythswood shoebox appeal.

30 of our young people attended an intensive Battlefields excursion to Belgium/France in October 2023, and another 37 young people achieved a Snowsports qualification at the Aosta Valley Trip, Dec 2024.

2 of our S6 took part in the lessons from Auschwitz visit, then took assemblies and classroom presentations as part of Holocaust week.

Our GM debating team were finalists in the National schools Gaelic debate at the Scottish parliament.

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We have had successful performance and drama evenings in November and May. The development of our Allotment projects in Portree and Broadford have been progressing well, allowing us to develop and run an SQA Rural Skills course.

## Comments from learners, families, stakeholders and staff

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

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#### Parental comments from Survey (APRIL 2024):

“I am delighted with the level of support my son receives in PHS and with the school as a whole. His teachers all encourage him to do his best and I find all staff approachable and supportive. I feel the school has strong community links and appreciate all that you do for my son”

“I am very happy with how my child is getting on at school and with her teachers.”

“I think the school is a very pleasant, encouraging and nurturing environment.”

“My daughter has had an extremely positive last two years of learning at Portree. She has some wonderfully enthusiastic female teachers who have really encouraged the best out of her particularly in English lit and creative arts. I want to emphasise that my daughter has thrived in Portree High and I am very appreciative to the individual teachers who have shown a genuine interest and understanding of her strengths and weaknesses etc.”

“Our daughter has had a very positive first year at PHS and we feel she is thriving.”

“I would like to say how fantastic the Gaelic ethos is in the school as a whole. Suas leis a' Ghàidhlig agus mòran taing airson ur cuid saothair.”

“The staff have been really empathetic and supportive, and her father and I both feel very empowered to seek out more support for her when we feel she needs it.”

- 60% of our parents agree / strongly agree that their child receives the support to do well. 25% are neutral.
- 67% of our parents agree/ strongly agree that their child is making good progress. 23% are neutral.
- 57% of our parents agree / strongly agree that they are satisfied with the quality of learning.

#### **PUPIL COMMENTS FROM SURVEY: *What is working well in the school?***

“Everyone is treated equally”

“Teachers are helpful, Most pupils are well behaved”

“Extra help is almost always available. Pupils are given loads of opportunities to do events in school.”

“Good teacher communication”

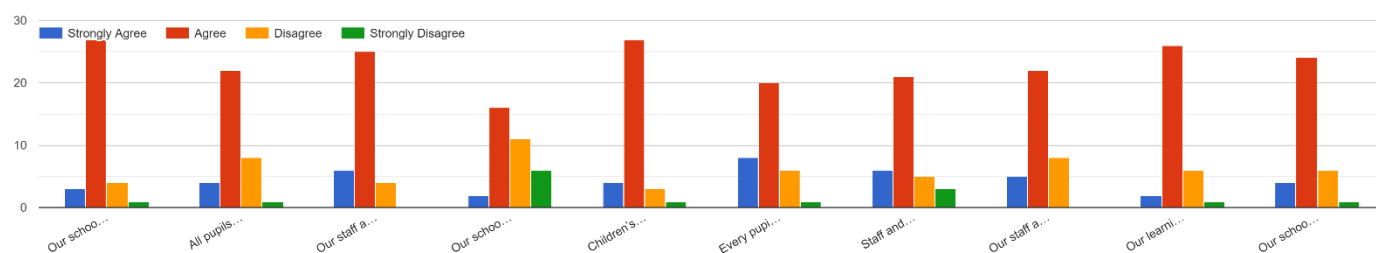
“Lots of education opportunities are advertised on daily information, which provides choice for students”

“I feel that teaching methods are working well and there is plenty of support available for pupils when needed.”

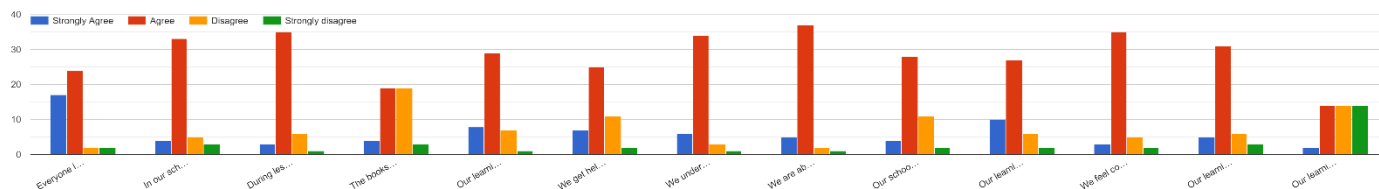
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- “Plenty of support given by teachers”
- “Making sure everyone knows their rights”
- “Teachers giving us advice”
- “Good opportunity to learn”
- “The teachers usually give equal treatment to all the students and everyone is given equal opportunities to learn”
- “How different age groups interact with each other.”
- “Many students demonstrate the school's values and set a good example through their actions”

Our Relationships



Our Learning and Teaching



Add examples here Back it up. Have evidence. Digital evidence for each QI

## 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: Back it up. Have evidence. Digital evidence for each QI

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

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| Improvement Priority Title  |   |
|---|---|
| 1.  | Quality of Learning, teaching and assessment-<br>Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs |
| 2.  | Developing a culture of respect across the school, community and world-<br>To improve the culture of respect – further development of pupil voice in classes, in school, in community           |
| 3.  | Raising attainment and achievement across the curriculum<br>Continue to improve the attainment for all, including those in the lowest SIMD and lowest attaining 30% of our pupils               |
| GAELIC MEDIUM EDUCATION PRIORITIES -to immerse pupils in Gàidhlig to the greatest degree possible throughout their learning by developing and enhancing the Gàidhlig provision in our school. |   |

## Planning ahead

### A' planadh air adhart

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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](#) or by contacting the school office

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## Appendix 1: Local and National Context

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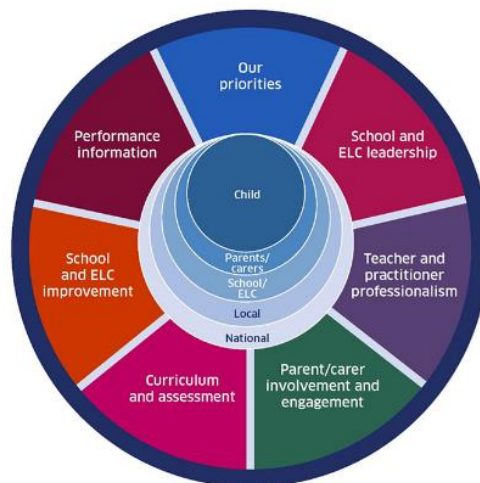
### Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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% |

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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

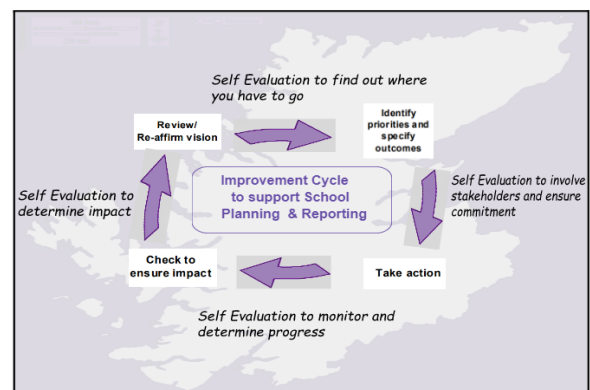
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Tony Breen  
Head Teacher  
Portree High School

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**Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions**

|   |  |  |   |
|---|--|--|---|
| <p><b>How well</b> are you doing?<br/>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?<br/>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?<br/>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?<br/>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> |
|---|--|--|---|

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| <p><b>Theme 1: Develop a shared vision, values and aims</b><br/>VISION<br/>The 4Rs of PHS are embodied through lessons and extracurricular activities- All students can give examples of what the 4Rs mean both in school and their community</p> <p>Our pupils are welcomed to the school each day and the majority our staff have developed a climate for learning where they model the 4Rs of PHS themselves.</p> <p>Our Prefect and Senior prefect team make active contributions to building this vision, by engaging in duties as part of the school day, developing their own leadership skills and in sharing of feedback through regular meetings with SLT.</p> <p>RRSA embedded into weekly tutor time activities ensure that most of our young people are aware of a number of issues that affect the wider world.</p> <p>Collegiate activity times where staff members contribute and reflect on the SIP.</p> <p>School council meeting to reflect on how our vision is shared, with pupils contributing to developing the vision</p> <p>Working with partners to ensure that our vision is also clear and reflected in the work they do (HLH, SDS, DYW, NHS, Columba 1400)</p> | <p>Pupil Surveys and conversations with pupils in Pupil council.<br/>The majority of pupils report that they understand why 4Rs are required and how they demonstrate the 4Rs</p> <p>Learning walks by SLT/ELT,<br/>Class observations</p> <p>Focus groups by HT</p> <p>Senior prefect meeting minutes</p> <p>Parent survey and Parent council:<br/>66% of parents report that the school encourages YP to treat others with respect</p> <p>School council meeting minutes</p> <p>Meeting notes with Columba 1400 partnership (planning for leadership academy to support our young people who are not engaged)</p> | <p>Working on Equally safe at school with the BGE in tutor time and PSE to highlight issues identified by staff and pupils with regards to name-calling/misogynistic talk out of school</p> <p>Continue to develop a culture of respect by providing staff CPD to support them in delivering lessons that support our young people.</p> <p>We wish to try to reduce the number of perceived bullying incidents.<br/>(As recorded on SEEMIS)</p> <p>We need to raise the profile of Pupil Council to develop a regular timetabled meeting to enable greater opportunities for pupils to give feedback to the SLT.</p> | <p>Satisfactory</p> |
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**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**



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| <p><b>Theme 2: Strategic Planning for continuous improvement</b></p> <p>Self-Evaluation Calander in place for 23-24 to support staff in planning their time and maximise opportunities to improve practice.</p> <p>Support for staff improvement, through strategies to support individuals- mentoring/peer lesson observation/ reciprocal school visits/coaching conversations.</p> <p>Development of Teaching sprints for teachers to improve quality of T&amp; L in the classroom. All teachers involved and work in groups to ensure opportunities in classrooms to practice different strategies and gain feedback from colleagues. Pupils have reported that their learning is varied with different styles of teaching to support them.</p> <p>The use of mobile phones is affecting relationships in our school, and by strengthening our policy, we want to improve our outcomes for pupils so that the remain safe</p> <p>Need identified for supporting pupils in BGE with appropriate use of language/being respectful to each other. Development of RRS lesson planning in classes.</p> <p>Support in Numeracy through mymaths/maths ninjas to improve numeracy engagement in the BGE.</p> | <p>Staff Bulletin each week to highlight agenda items/Collegiate activities/Working groups, etc.</p> <p>Learning walks by SLT/ELT,<br/>Class observations<br/>Feedback from Staff</p> <p>Focus groups with DHT</p> <p>Senior prefect meeting minutes<br/>Pupil Surveys and conversations with pupils in Pupil council.</p> <p>Parent survey and Parent council:<br/>Unanimous support within parent council and over 65% of parents would prefer no phones out over the school day.</p> <p>Staff engaged through RRSA via tutor time, Collegiate session, shared with parents at information evening and with all pupils at start of session.</p> | <p>Termly calendar with all dates on one page (parents evenings/Collegiate activities/HGIOS 4 SIP Priorities for the week) to provide more clarity for staff.</p> <p>An increase in recording of learning walks, highlighting examples of active learning; sharing with colleagues.</p> <p>An increase in pupil engagement during classes, as recorded by staff and pupils.<br/>Parental survey to look at positive increases in learning in the class.</p> <p>Consistency in roll out of mobile phone policy by all staff. Working in PSE/Tutor time to support our young people to identify the risks and issues with inappropriate mobile phone usage.</p> <p>Collegiate activity session identified for all staff next session to help staff embed RRSA in their day to day learning plans (sharing good practice from Social subjects)</p> |  |
| <p><b>Theme 3: Implementing improvement and change</b></p> <p>Working with staff to be a school with good levels of support at all level, from classroom teacher, PT and SLT. Development of CPD which allows staff to be aware of strategies to work with our pupils who have ACES (trauma informed practice, nurture techniques, inclusive practice for ASN pupils. A small but significant number of our pupils each year are school refusers, often reduced attendance by S4, so we have been banking units in S3.</p>  | <p>CPD has been provided for all staff in trauma informed practice to support staff in dealing with complex behavioural needs.</p> <p>Number of pupils in the lowest 20% who are achieving a qualification in numeracy/literacy in the senior phase is improving following implementation of banking units in S3.</p>   | <p>Continue to provide CPD opportunities for all, specifically on supporting teachers engage in Equally safe in school resources.</p> <p>Other departments across the school are encouraged to use this policy to enable our young people to achieve a range of qualifications.</p>   |  |

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**

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| <p>Ongoing process in Rights Respecting School strategy, with more lessons able to link their themes to one of the UNCRC. Not all staff have been able to identify these within lessons.</p> | <p>RRS represented in tutor time and in Social subjects, with pupils being able to talk about some of the UNCRCs.</p> | <p>Further embed the RRS in the curriculum, particularly in BGE, with Wider achievement classes looking at some of the issues.</p> <p>“Equally safe at School” identified as a suitable resource to supplement the RRS, with staff to have CPD on resources available.</p> |  |
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### QI 2.3 Learning, teaching and assessment

| <p><b>How well</b> are you doing?<br/>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?<br/>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> |
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| <p><b>Theme 1: Learning and engagement</b><br/>Range of courses available that allow learners of all abilities to be engaged.<br/>New courses in Criminology (12 S5/6 opted for this) Level 4 social subjects (introduction in 24/25, with 11 pupils) ,Textiles (8 pupils opted for this), Practical metal work 18 pupils opted), Photography NPA (7 pupils),<br/><br/>Engagement with partners- UHI Northwest- to allow a number of our pupils opportunities in a range of alternative curricular options (28 current S4 pupils)<br/><br/>Positive relationships: in most classes, there is a climate where pupils are engaged in contributing to classroom discussion/questioning. Often, the balance of those answering questions is skewed to a handful. Aifl Strategies seen in questioning and feedback in around half of lessons observed.<br/><br/>Clear expectation of staff to use LI and SC to be used in lessons, but evidenced in around half of lessons observed. Where seen, the pupils are clear in their expectations for each lesson with an understanding of what they need to do to be successful.</p> | <p>Pupils voice/uptake/engagement reported by teachers.<br/><br/>Pupil tracking data in Sept/Feb show engagement in learning.<br/><br/>Weekly DM and Praise and Concern notes.<br/><br/>Partnership engagement spreadsheet<br/>Liaison meeting with UHI West Highland<br/><br/>Pupil survey/ Lesson Observations and learning walks.<br/><br/>Lesson Observations/learning walks.<br/>Questioning of pupils during observations.<br/>Pupil Council discussion. Pupil survey</p> | <p>Development of Textiles into senior Phase and introduction of RMPS N5- look to see improvement in numbers opting for subjects.<br/><br/>Further Development of Tracking system to enable Pupils to recognise their strengths in learning.<br/><br/>Development of opportunities for pupils to provide effective feedback to individual departments, to enable improvements in L&amp;T.<br/><br/>Further development of learning walks<br/>Peer observation for staff to see examples of good practice.</p> | <p>Satisfactory</p>   |

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| <p>Use of Digital technology is evidenced in a range of lessons and is relevant and useful in learning. Homework on google classroom in the majority of classrooms allow pupils to access homework and for parents to monitor.</p>   | <p>Google classroom engagement, parental surveys,</p> <p>Pupils do annual reflective tasks in PSE and with Guidance staff when making new course options. They are able to make informed decisions (with support) based on their engagement, success, progress and enjoyment of subjects.</p>  | <p>Teaching sprints to continue next session to support teachers to see and measure improvements in AiFl strategies.</p> <p>Homework to also be written in planners so parents are better able to support their children.</p> <p>Digital skills in S1/2 to be included as part of Wider achievement to upskill our young people in use of Chromebook and office applications.</p>  |  |
| <p><b>Theme 2: Quality of teaching</b></p> <p>Examples of Good Learning and Teaching environments recognised by pupils.</p> <p>Pupils are engaged in their learning in almost all of their classes.</p> <p>Pupils are provided opportunities to be active in the classroom in many lessons. In too many lessons, pupils are too passive, with teacher-led activities from the front.</p> <p>Lesson notes/information shared on Google classroom to help support pupils learning.</p> <p>Assessment opportunities allow candidates to show success in all subjects.</p> <p>Staff are able to use questioning effectively in some lessons, but a number of teachers noted in using closed questions in lessons.</p> <p>Examples of questioning used in checking for understanding in a number of lessons.</p> <p>Learning Intentions (LI) and success criteria (SC) are provided at start of lessons in over half of lessons and in a some lessons where LI and SC are used throughout the</p> | <p>Learning Walks</p> <p>Lesson observations by PT/SLT</p> <p>Peer observation by colleagues</p> <p>Feedback from parents and pupils</p> <p>HMIE maths visit feedback.</p> <p>Google classroom viewing to identify opportunities for learning.</p> <p>DM Minutes/Praise and Concerns</p> <p>Prelim analysis</p> <p>Learning Walks/classroom observations</p> <p>Learning Walks/classroom observations/ pupil conversations</p> | <p>In some cases, evidence shows that pupils are not always active and are learning through passive means in some classes.</p> <p>Development of Collegiate activities to support active learning in the classroom.</p> <p>Continuation of teaching sprints through DMs to support ongoing staff development.</p> <p>Development of opportunities for pupils to provide effective feedback to individual departments, to enable improvements in L&amp;T.</p> <p>Use of “what is a good lesson” for teaching staff to ensure that LI and SC are used and revisited throughout the lesson to ensure pupils are active, engaged and aware of the expectations in learning through each lesson.</p> <p>WTA for 24-25 will include more CPD meets for staff which are directly linked to SIP.</p> |  |

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**

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| <p>lesson to check for understanding and therefore provide effective feedback. In questioning, most pupils were clear in what they were meant to be learning from their lessons.</p>   |  |   |  |
| <p><b>Theme 3: Effective use of assessment</b><br/>Use of regular assessment opportunities in many specific subjects (Block tests in maths and Science)</p> <p>Assessment in English/Languages and social subjects through classwork, with opportunities provided for effective feedback</p> <p>Senior phase use of End of unit Assessments used in some subjects, but often at similar times of year (eg, Maths and sciences always last week of term). Pupils report over assessments on these particular weeks.</p> <p>Most departments have a good understanding of what the benchmarks are and based their assessment for BGE against these. Pupil progress in BGE recorded on SEEMIS Progress and Achievement.</p> <p>Pupils are given opportunity to be presented for levels in the senior phase based on progress and advice given to parents and pupils early on in which level is suited to the individual. Letters send out with recommendations at start of each term, with level recommendations after prelim results.</p> <p>Most departments complete moderation activities as part of their department planning/meetings. Cross-section approach used to sample pupils work. Moderation activities between schools of single subjects also completed yearly (eg, Drama).</p> | <p>Department minutes/praise and concern notes/ moderation within faculties</p> <p>Pupil survey/ pupil council</p> <p>Tracking data updated regularly to reflect assessment opportunities (department spreadsheets and whole school tracking data)</p> <p>SEEMIS P&amp;A/T&amp;M discussions in DMs</p> <p>Parental letters attached onto SEEMIS records.</p> <p>DMs/moderation forms/SQA moderation for specific subject.</p> <p>Verification selections by SQA have demonstrated a robust IV approach in school.</p> | <p>Calander used within school to identify times of assessment, to try to balance timings for students, particularly in the Senior Phase.</p> <p>Pupils could be made more aware of the benchmarks they are working on in classes and also the level they are working towards at more regular intervals during the session.</p> <p>Some departments need to make better use of pre-verified assessments on SQA Secure when assessing pupils. Humanities this year will be looking to have their units verified by SQA to share on Secure site and for quality assurance purposes.</p> |  |
| <p><b>Theme 4: Planning, Tracking and Monitoring</b><br/>Tracking and monitoring system used in school with opportunities for pupils to reflect on their learning.</p>   | <p>Tracking data updated regularly to reflect assessment opportunities (department</p>   | <p>New Tracking sheets included in this years planner, with allocated times to set targets</p>  |  |

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**

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| <p>Reporting to all parents and carers twice (Nov and March) for senior phase and parents evening.<br/>Each department has their own internal data recording system for pupils, with praise and concerns recorded fortnightly and shared with guidance staff for contacting home when required.<br/>Letters sent to parents of those at risk of underachievement (October, December, February).</p> <p>Improvement in self-evaluation calendar with clear dates for staff to complete tracking and monitoring.<br/>Interventions put in place for those not performing (S5/6 mentor programme and Pupil support conversations )</p> | <p>spreadsheets and whole school tracking data)</p> | <p>then reflect on tracking throughout the year.</p> <p>Praise and Concern development linked to improved awareness of those not on target to achieve. Conversations with pupils to identify issues and support required to help them succeed.</p> |  |
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**QI 3.1 Ensuring wellbeing, equality and inclusion**

| <p><b>How well</b> are you doing?<br/>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 do you know?</b> 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?<br/>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> |
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| <p><b>Theme 1: Wellbeing</b><br/>Pupil Survey:<br/>1. Pupils feel their rights are important in the school and that they contribute to shaping the vision, values and aims of the school.<br/>2. Stakeholder promote a climate where children and young people feel safe and secure</p> <p>Nurture Updates:<br/>28 pupils engaging in Nurture and progress monitored by Boxall Profiles.</p> <p>School counsellors:<br/>Uptake is consistently growing as they have worked with</p> | <p>66% of pupils surveyed Agreed.</p> <p>61% of pupils surveyed Agreed</p> <p>Measuring impact through Boxall Profiles and monthly mentoring updates.</p> <p>Breakdown of Pupils using the counsellors:</p> | <p>Focus on building more robust, transparent restorative practice throughout the school to ensure pupil feel school deals effectively with negative behaviours so that relationships can be restored and remain positive.</p> <p>We are continuing on the journey of being a Rights Respecting School and hope to further increase our positive and inclusive culture at all levels. We hope to achieve a silver award by the end of 2024.</p> <p>Look at establishing a drop in facility in mornings for Nurture.<br/>School nurse will be setting up a drop in facility at break and lunchtimes one day a week.</p> | <p>Satisfactory</p>   |

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**

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| <p>29 pupils from Jan to May 2024. There are 5 on the waiting list.</p>  | <p>January - 9 pupils<br/>Feb - 11 pupils<br/>March - 11 pupils<br/>April-13 pupils<br/>May - 15 pupils</p>   | <p>Continue to work with School counsellors to improve system when pupils are absent so that they can work through their waiting list.</p>  |  |
| <p><b>Theme 2: Fulfilment of statutory duties</b><br/>New EP pupil transitioned in Aug 23 with CSP</p> <p>Attendance highlighted for all the school through Assemblies, Pupil Notices, Aim High Skye competition with a focus on attendance and merits.</p> <p>Followed the Highland Council Attendance Protocol with 3 Pupils.</p> <p>We support our young people who, for a variety of reasons, need a more flexible timetable, and work with our partners to ensure adequate support is available.</p> <p>Partnership working with Skills Development Scotland (SDS) also ensures our young people secure a positive destination on leaving school.</p> | <p>Transition from 1 morning to 4 mornings.</p> <p>Aim Skye High improved May attendance</p> <p>Met with parents and pupils and created plan but pupils didn't engage.</p> <p>We have a number of pupils who have struggled to attend school due to MHWB needs and have worked with them to create flexible learning plans and adapted time tables along with advice from partners through Solution focused meetings.</p> <p>SDS Advisor attends monthly Pupil support Meetings but also meets monthly with Pupil support DHT who shares 16+ data to better inform all parties of pupils at risk of not achieving a positive destination.</p> | <p>This pupil's transition has been used as a model by another local school who have visited to see how this has been done for our EP pupil.</p> <p>Continue to work with partners and Education managers on how to progress this when at stage 6.</p> <p>Continue to look at partnerships with the school to help create a positive learning experience for all.</p> <p>Build in DYW input to the planning meetings with SDS as this has not been as effective as possible due to working hours.</p> |  |
| <p><b>Theme 3: Inclusion and equality</b><br/>EP pupils participating in Mainstream classes with Peers and achieving.</p>  | <p>4 EP Pupils achieved N3 in computing science and cookery.</p>  | <p>SFL department have created a tracker to improve qualifications/awards for EP pupils by formally recognising wider achievement by tracking; Independent Living skills, Info</p>  |  |

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| <p>My future My success Pupils achieving employability Award and positive destinations.</p> <p>MFMS co-ordinator employed to work with S1 small group of boys with ADHD, ASD to improve social skills and emotional regulation.</p>  | <p>ASN pupils are achieving in-line with other pupils in S4 but broadly have lower tariff points in S5.<br/>2 EP pupils have participated in Photography NPA and hope to achieve this in Sep 2024.<br/>4 EP pupils have been entered for Number and Literacy skills qualifications.</p> <p>Pupils participated in College day with virtual tutorials from three tutors who focused on Employability. From the 9 pupils that began this course 7 remained engaged and are now in employments</p> <p>Small group of S1 Pupils achieved Saltire Award for 10 hours volunteering and OWL Award (Junior Forrester).</p> | <p>&amp; Communication technologies, Social subjects, Music, Number skills, Performance Arts, practical craft skills, RME, Science &amp; the environment.</p> <p>MFMS co-ordinator and school evaluated success of the Tuesday college day and will be changing it to a mix of social enterprise/work experience/employability award.</p> <p>Depending on funding(PEF) if we have capacity to continue this project.</p> |   |
| <b>QI 3.2 Raising attainment and achievement</b>   |  |  |   |
| <p><b>How well</b> are you doing?<br/>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?<br/>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: Attainment in Literacy and Numeracy</b><br/>As a school, we try to ensure that all pupils achieve a numeracy award at the end of S4. Initiate banking of units in S3 for those we feel may struggle.</p> <p>PEF funding used for Numeracy support (PSA and Part time teacher)</p> <p>Literacy support in English ensures that good progression is made in BGE and Senior phase, in allowing almost all of our learners to achieve a Literacy award. N4/5 levels at the end of S4 above our VC levels.</p> <p>Provision of ASN support in literacy through one to one and small group tutorials.</p> | <p>3 /12 pupils targeted achieved Level 3 Numeracy<br/>9/12 targeted achieved N4 numeracy<br/>3 non-attenders achieved a L3 numeracy unit (banked at start of year)</p> <ul style="list-style-type: none"> <li>• 9 S1 students received small group Numeracy intervention. Max group size of 4.</li> <li>• 1 S1 student received 1:1 Numeracy intervention</li> <li>• 1 student received online tuition</li> <li>• 4 S3 students benefited from support on a 1:1 or 2:1 basis.</li> <li>• 12 S4 students received support with revision/to prepare for assessments. This</li> </ul>                                | <p>Continuation of PSA support in Maths to target those identified to ensure a positive outcome in Numeracy in S4.</p> <p>Lexia support for a further 2 years. Dyslexia support within English department to be developed and enhanced.</p>  | <p>Good</p>   |

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| <p>Lexia provided in S1/2 and supported by English department, showing virtually all learners accessing Lexia and making improvements in Literacy over time.</p>  | <p>included consolidation of both strategy and knowledge.</p> <ul style="list-style-type: none"> <li>• During times where targeted students could not be extracted from timetabled lessons, there was capacity to support in some S1 Maths classes.</li> </ul>  |  |  |
| <p><b>Theme 2: Attainment over time</b></p> <p>Attainment since pre-covid shows progress for the majority of all learners in Senior Phase.</p> <p>Specific subjects highlighted as having success, and those who are not achieving are discussed with PTs at annual reviews after SQA</p> <p>Mentors for S5 students to support our pupils develop revision patterns/support/ time management</p> | <p><b>INSIGHT DATA</b></p> <p>We have developed an automated method for extracting insight data for all subjects and levels. This approach greatly reduces the amount of time staff are required to manual extract data from insight.</p> <p>Our approach also helps analyse average pupil tariff scores over multiple years to provide an overall measure of attainment trends. Tariff scores are also grouped by stage to provide further attainment information. To provide context for comparisons Virtual Comparators provided my INSIGHT are used.</p> <p>SQA Departmental analysis</p> <p>SQA department analysis is currently conducted via automated and manual methods.</p> <p>SQA results are interrogated at subject and presentation levels. Average component marks are also compared to national averages to highlight areas of assessment requiring improvement.</p> <p>All subjects analyse their attainment data, looking for trends based on Year Group, ASN, Gender and SIMD.</p> | <p>Continue to iteratively improve our data process to identify and support pupil's achievement.</p> <p>Develop a more data aware school community to help drive improvements in pupil achievement.</p> <p>Provide data workshops for all faculty heads to re-examine historical and current pupil data.</p> |  |
| <p><b>Theme 3: Overall quality of learners' achievement</b></p> <p>Pupils in S4 are entered for up to 8 N5 awards</p>   | <p>Pupil surveys</p> <p>Pupil Council</p>   | <p>To develop additional courses and support those newly introduced subjects in the senior phase.</p>  |  |

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| <p>S5/6 up to 5 H/AH awards each year. Targeted Pupil support to enable students to opt for a wide range of subjects.</p> <p>Developments in Computing Science, Practical Metalwork, Fashion and Textiles, Sport and rec, Criminology, RMPS, Travel and tourism, Photography -over the last 5 years.</p> <p>Links with WHC/HVA to enhance curriculum in Day release courses, HVA H/AH courses and WHC psychology/Business courses/</p> | <p>Uptake continues to improve in WHC courses showing greater success for our Young people.</p> <p>SQA results</p> <p>INSIGHT DATA ANALYSIS</p>   | <p>Introduction of SQA courses in Fashion and textiles, Musical theatre and Photography next session.</p>  |   |
| <p><b>Theme 4: Equity for all learners</b><br/>All learners are provided opportunities to have success, with Enhanced Provision pupils achieving L1/2 qualification in Communication.</p> <p>Support for pupils through ASN support/Literacy/numeracy PSAs/Teachers in small group tutorials.</p> <p>Range of subjects supported from L3-L7, including college opportunities.</p>  | <p>SQA results<br/>4 EP pupils achieved N3 In Computing Science and Practical Cookery and L2 Communication.</p> <p>INSIGHT<br/>Examining Average Total Tariff Points highlights that in some years the lowest 20% of attainment is lower than the Virtual comparator.</p> <p>ASN Pupils are achieving in-line with other pupils in S4 but broadly have lower total tariff points in S5.</p> | <p>Develop a more cohesive strategy for EP pupil's achieving in the Senior phase. Provide insight into best strategy for increasing total tariff points. Achieve a balance between maximising points and providing breadth of experiences.</p> |   |
| <b>QI 2.2 Curriculum: theme 3 Learning pathways</b>  |   |  |   |
| <p><b>How well</b> are you doing?<br/>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?<br/>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>After receiving feedback from Pupils and Parents we have tried to broaden our curriculum offering in school and with external partners to help improve attainment for all and improve skills for learning, life and work.</p>   | <p>We have had significant uptake in new courses i.e. NPA Photography, Textiles, Musical Theatre, social subjects N3/4, Rural Skills, NPA Criminology, Practical Metalwork, NPA Musical theatre.</p>  | <p>Continue to forge positive relationships with External partners by inviting them in to parents' information evenings.</p> <p>Work on developing work experience opportunities with DYW co-ordinator.</p>                                    | <p>Satisfactory</p>   |

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|   | <p>Our pupil applications for Virtual Courses and Courses provided by External Providers (Our Main external provider is North West Highland College &amp; Sabhal Mor Ostaig) has risen from 37 applicants in May 2023 to 77 applicants in May 2024.</p>  | <p>Look at courses that would encourage our learners into pathways needed by the community i.e. social care, local industry.</p> <p>98% of our Leavers from Session 22-23 have a positive destination.</p>  |   |
| <b>QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)</b>   |  |   |   |
| <p><b>How well</b> are you doing?<br/> <b>What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>  | <p><b>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>   | <p><b>What are you going to do now? What are your improvement priorities in this area?</b></p>  | <p><b>How would you evaluate this QI using the HGIOS 4 six-point scale?</b></p> |
| <p>Our School Nurse is now visiting the school weekly and making positive impacts for our pupils who regularly see her.</p> <p>Very Effective working relationship with our SDS advisor as she has been key to monitoring and organising positive destinations for our school leavers in S4 and S5. Organised an My World of Work Workshop on Drones In Construction. This was greatly enjoyed by all S2 pupils.</p> <p>DYW co-ordinator has worked well with the Pupil Support Principal teacher to organise multiple Employer visits around the island throughout the year.</p> | <p>Pupil focus group feedback on how helpful her sessions have been and a positive response to her proposal for a drop in opportunity on the day she visits.</p> <p>Through one to one interviews and classroom visits she has been a key person in identifying pupils needs for when they leave school and communicating this to the Pupil Support Team. S1 pupils evaluation forms from the Drone workshop and observing the engagement during the workshop.</p> <p>The pupil uptake for the visits has been positive in terms of numbers and opening opportunities for our young people. At least 3 pupils have developed work experience opportunities with different Employers visited. The number of employer visits to school and to work places in the community has increased from the year before. HT &amp; DHT attended West Coast Vision conference organised by Lochaber Chamber of Commerce which has helped highlight careers for future economic growth.</p> | <p>Establish a drop in opportunity weekly for pupils.</p> <p>SDS advisor will be working with DYW co-ordinator to improve opportunities for work experience with S4 pupils. Book more Live workshops for pupils to experience.</p> <p>DYW co-ordinator will also meet monthly with DHT and SDS advisor to co-ordinate more work experience opportunities.</p> | <p>Satisfactory</p>   |

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**



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| <p>MFMS has been more popular with pupils asking to be referred to the project. The co-ordinator changed mid-session and has increased the MFMS profile within the school.</p> <p>North West Highland College(NWHC) &amp; Sabhal Mor Ostaig(SMO) continues to be a vital partner in providing a positive impact on learners by helping to broaden the courses offered to our pupils. This is illustrated by the uptake in applications from 37 in May 2023 to 77 in May 24.</p> <p>HLH Youth Development officer continues offer alternative provision for our learners in a positive and beneficial way.</p> <p>Education Psychologist has had more impact this year with termly visits to see pupils in our Enhanced Provision and Main stream pupils with needs.</p> | <p>9 pupils taking part in the MFMS initiative in session 23-24. 7 have stayed on the project until the end of session with 6 going on to positive destinations and 1 still enrolled in school. 15 pupils have asked to be referred for session 24-25.</p> <p>Insight Partnership Course Summary for session 22-23 records 39 presented and 37 passes for presentations made by NWHC &amp; SMO.</p> <p>Helped establish and fund partnership with Portree Allotments and pupils from main stream and Enhanced Provision visiting and working on allotments. In session 22-23 3 dynamic youth awards were recorded on insight but this will be improved on as more pupils participated, 15, and will achieve Saltire and Youth Development awards. 8 female students also achieved Fireskills L4 and Employability award.</p> <p>Pupils and parents have communicated positively about the Ed psych reports and inputs. Advice and Reports have been informative and valuable to our staff on how to build a curriculum around some of our more pupils who have a very high level of need and support.</p> <p>Ed psych's attendance at monthly Solution focused meetings was very informative and productive. He also attended SFMs arranged between school, pupil and parents and</p> | <p>The increasing figures are a testament to the ongoing need for the MFMS programme. Although DHT meets with co-ordinator fortnightly they plan to also arrange monthly/termly meet with SDS/DYW/HLH Youth co-ordinator.</p> <p>Continue to support the application process for College courses and help ongoing engagement for every pupil throughout the session.</p> <p>The youth co-ordinator has been working collaboratively with our Support For Learning PT and PSA to help implement a Rural Skills course level 4 in the coming session with a focus on Crofting skills.</p> <p>HLH Youth Development officers have scheduled weekly meets with Senior students in study classes to engage them in Employability and Dynamic Youth Awards in session 24-25.</p> <p>Unfortunately, our current Ed Psych is being redeployed to different schools. He will be part of the hand over to the next Ed psych in post.</p> |  |
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| <p>Skye and Lochalsh Archive Centre and their Archivist have been a great partnership for our learners as they have created Learning opportunities by funding Visiting Author visit and establishing the Tir nan Og Arts club after school.</p> <p>Columba 1400 ran a Leadership course for 8 disengaged S3 pupils that was very successful. It provided the opportunity for these young people to have the time and space to work on what is important to them and how they can make a difference in their own lives.</p> | <p>helped to improve engagement with individual pupils.</p> <p>Author visits to school's English department was greatly enjoyed by pupils and staff. Tir nan Og Arts club was very successful running for 2 terms and culminating in a pupil curated exhibition and film showing.</p> <p>Pupil evaluations from the end of the second phase(5 days at Columba Centre in Staffin) were overwhelmingly positive and you could observe the growth in confidence and engagement.</p> | <p>Hoping to use Archive to engage specific pupils who have not been attending school. HLH Librarian is hoping to continue the arts club in the library. Archivist is hoping to get funding to invite Author for more workshops.</p> <p>Phase 3 will happen on August/early September. School will book another week for learners in the coming session.</p> |  |
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