

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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THURSO HIGH SCHOOL

2023/24



**Thurso High School**

HIGHLAND COUNCIL Thurso High School, Ormlie Road, Thurso, Caithness KW14 7DS

Teamwork Respect Achievement Commitment Kindness

## School Profile

### Pròifil na Sgoile

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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.

Thurso High School, built in 1958, is the most northerly secondary school on the Scottish mainland serving the coastal town of Thurso and the west of Caithness. We educate around 750 young people in a truly comprehensive environment and are proud of the social diversity of our catchment. The headteacher is supported by three Depute Headteachers, seven Curriculum Faculty Heads, four Pupil Support teachers and a Faculty Head of Learning Support.

We have seven associated primary schools covering a wide geographic area. More than 50% of pupils use school transport with some pupils travelling up to twenty miles. Of our current pupils, 32% have recognised additional support needs and 15.2% are registered for free school meals. Our demographic is changing slightly due to changes in the major local employer of Dounreay and the increase in families moving into the area from the south.

Overall, attainment across the school in literacy and English and 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. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Staffing can present a challenge due to our geographical remoteness and there is continual work required in being creative in this area to meet pupils' curricular needs. Despite this we work hard to offer as broad a curriculum as possible, with a strong partnership with our close geographical neighbour North Highland College and use of online provision from Highland Virtual Academy, Highland Digital School and E-sGoil digital learning. We have very good numbers of pupils moving into positive post-school destinations.

Inclusion is a strong feature of our school with all pupils welcomed and valued equally. We have an Enhanced Provision base for pupils with severe and complex physical and learning difficulties and can offer pupils, where appropriate, an individualised blend of mainstream and Enhanced Provision learning. We aim for all pupils to be supported in appropriate and inclusive settings and pride ourselves on our provision for pupils to proactively address any barriers to learning with a Nurture programme that includes a Softstart Base, a Children's Service Worker base with excellent support for pupils, in school Youth Development Officer support and safe space provision and varied further opportunities for pupil support such as an in-school mentoring programme. Our experienced and extremely hard-working Pupil Support team provide excellent pastoral support to pupils. We aim to personalise what we offer wherever possible to ensure achievement and wellbeing for all pupils.

We have been a Gaelic Medium school since 2020-21, with one feeder primary school, Mountpleasant Primary School, and a total of ten pupils in session 2023-24. Our first cohort of Gàidhlig pupils and Gaelic Learners entered S4 in session 2023-24 and we also offered Gaelic for Beginners in S6. Unfortunately we have some staffing issues going into session 2024-25 and provision beyond S2 will be digital for the coming session.

We have good behaviour across the school in general, with staff and pupils working together on agreed whole school and classroom procedures. Where pupils have greater social, emotional or behavioural needs we work very hard with them, and parents or carers and other partners supporting them, to adapt arrangements that allow them to cope and to support them as fully as possible with this. There are also increased attendance concerns, with a drop in average pupil attendance rate of 91% (above the minimum expectation of 90%) in 2019 to 86.7% in May 2024.

Visitors to the school consistently find the pupils of Thurso HS to be polite and helpful and obviously proud of their school, with a warm, friendly atmosphere in the school. We also consistently receive excellent reports of the conduct of our pupils when away from school on trips or outings. We have good parental support through Parent Council.

All our staff, teaching and non-teaching, are valued members of our community and all are highly committed to providing the best for the pupils, who in turn contribute to the school in many ways including through our Prefect and House system which promotes our core values of Teamwork, Respect, Attainment, Commitment and Kindness.

**Teamwork Respect Achievement Commitment Kindness**

## Data relating to our context

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
753	86.7%	0.4%	51.46

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
138	129	130	143	129	84

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0%	19.5%	41%	39%	0%	0.5%

Overall ASN	Free School Meals	EAL	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language
34.3%	15.4%	1.2%	

## Attainment

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

2023/2024 percentage of pupils achieving Curriculum for Excellence levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
34%	36%	26%	31%

Level 4

Reading	Writing	Listening and talking	Numeracy
59%	58%	68%	62%

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

Thurso High School is a Gaelic Medium school but given the small numbers involved it would not be appropriate to report these numbers.

## Senior Phase Leavers – Insight data

S4 Literacy – above VC at L4 & 5

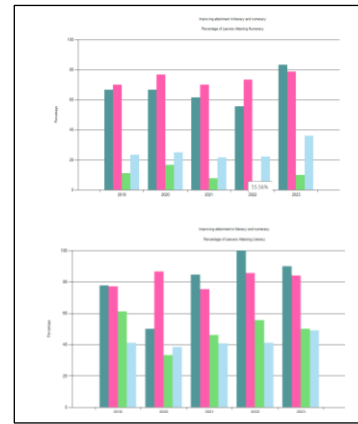
S4 Numeracy – above VC at L4 & 5

S5 Literacy – above VC at L4 & 5 below at L6

S5 Numeracy – below VC at L4 above VC at 5& 6

S6 Literacy – above VC at L4, 5 & 6

S6 Numeracy – above VC at L4, 5 & 6



## Destinations of School Leavers

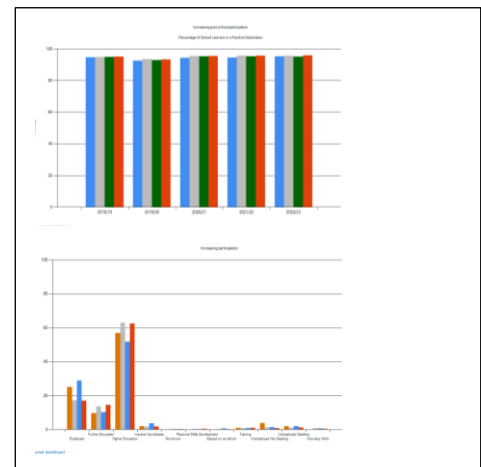
S4, 5 & 6 above all comparators

29.63% - employment

32.41% further Education

33.33% higher education

Higher percentage accessing further education than comparators most likely due to geographical factors.



## Cohorts

### Attainment for all

S4 Lowest 20% well above all comparators

S4 Middle 60% below all comparators (VC-21TP)

S4 Highest 20% below all comparators (VC-64TP)

S5 Lowest 20% well above all comparators

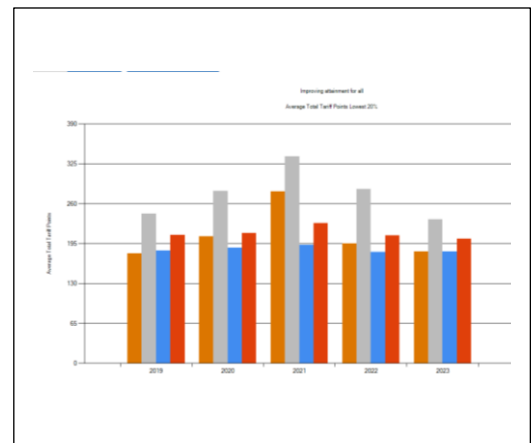
S5 Middle 60% above all comparators

S5 Highest 20% more or less in line with comparators (VC-4TP)

S6 Lowest 20% well above all comparators

S6 Middle 60% above all comparators

S6 Highest 20% below all comparators (VC-115TP)



## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### Vision

For every pupil to achieve their potential in a safe, happy and caring environment in which all pupils feel valued.

#### Values

**T**eamwork, **R**espect, **A**chievement, **C**ommitment and **K**indness (**TRACK**)

#### Aims

- To create an ethos of kindness and respect so all pupils feel included, supported and valued;
- To set high expectations for attainment, achievement, behaviour, attendance and punctuality;
- To provide quality learning and teaching experiences for all;
- To provide an engaging, challenging and creative curriculum for all learners;
- To ensure all pupils leave Thurso High School to a positive and sustained destination.

## 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.

School Improvement Plan Priority 1 Health and wellbeing	
Summary of impact	Next steps
<p>Improvement in behaviour across classrooms evidenced by survey data - in survey, almost all teaching staff feel that pupils are well behaved (improvement of over 12% on last session) and in survey, most pupils felt that in most classes everyone in the class behaves in a way that lets pupils learn.</p> <p>House leads/Ethos leads have identified ways to make TRACK more visible, shared values will lead to a greater sense of belonging to the school community for pupils and adherence to these will make for an improved learning environment; setting the standards with our values makes expectations of all clearer.</p> <p>Improvement in strengthening House Captain pupil assembly delivery with planned themes across the year which were more clearly tied to key aspects of the school Vision, Values and Aims was evident through pupil House Council feedback. Pupils stated that our House Assemblies <i>'help build a sense of community'</i>. Furthermore, they emphasised that <i>'everyone is very familiar with the TRACK values'</i>. Additionally, feedback from this session's Prefect Team on House Assemblies included <i>'The themes of the assemblies are very effective, especially in making sure everyone is reminded of the TRACK values'</i> and <i>'I think the themes were good for the assemblies and covered the school's ethos in every department and what the school stands for and expects from their pupils as well as gathering suggestions from pupils and create bonding skills by having discussion points'</i>.</p> <p>Proactive follow up of the termly House Council reports has led pupils to feel that House Council processes have improved. Pupils reported through House Council feedback that they feel 'House Council meetings are helpful' and the 'House system makes us feel included'. A majority of Prefects feedback that the House Council meetings were effective or very effective in raising pupils' views of any areas of concern. Prefect feedback included the following: <i>'I think the House Council meetings were very effective and gave us plenty of feedback and an overview of what pupils think about the school. Especially with committees, we were able to act upon these points raised to help improve the school'</i>.</p> <p>Almost all (91%) partners feedback that there are effective arrangements in place for jointly planning provision with the school; all partners agreed or strongly agreed that the school values the contribution made by their service/ organisation and all agreed or strongly agreed that overall, partnership working with the school works well.</p> <p>Reviewing S1 and S2 PSE and H&amp;WB classes almost all pupils reported a positive impact from most of the units of work covered in S1.</p>	<p>Refresh and revisit staff training in understanding ACEs and trauma informed practice</p> <p>Continue to improve links with staff House Leads so that they are more actively involved throughout year to review Ethos system and to foster and promote an improved sense of school and House belonging for pupils, awareness of values, etc, teamwork in their Houses, opportunities for wider achievement through House comps.</p> <p>Make content of House Assemblies a little more relatable and interactive for pupils; staff House Leads to have a greater involvement.</p> <p>Consider Restorative Practice staff/pupil training through L30 Relational Practice</p> <p>Continue the introduction of refreshed PSE programmes with S3 and S4 and the introduction of specific DYW classes.</p>

## School Improvement Plan Priority 2 Developing the Young Workforce

### Summary of impact:

Improvements in DYW calendar of visiting speakers supporting the school wide DYW curriculum has been evidenced through House Council pupil feedback on employer engagement was positive with pupil representatives stating, *'there is a lot of job opportunity speakers and DYW workers in trying to help'* and *'talks have been beneficial'*. Pupil House Council feedback on class visits from the school DYW coordinator and Skills Development Scotland were also positive with almost all representatives agreeing they had been beneficial.

Feedback from the Pupil Support Principal Teachers on the success of link meetings held throughout the session was positive; meetings were informative and very beneficial to maintain good links with a variety of partners.

Termly 16+ meetings with a range of partners to ensure that all pupils are supported into positive destinations and that support is put in place in a timely manner. Feedback from partners included: *'I believe that [my organisation] /myself works well with the school and that good communication has been the key to this working'*.

Leaver destination data for last session has been positive with no pupils in the 'Not Known' and 'Unemployed Not Seeking' categories. An improvement in SLDR from 93.29% – 97.22% from last session's destination figures was noted.

Establishment	Year	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	Number in Cohort
Thurso High School	2022/23	29.63	32.41	33.33		1.85			2.78		108
Virtual Comparator	2022/23	28.24	26.48	35.56	0.56	1.11	3.43	1.76	2.22	0.65	1080
Highland	2022/23	39.05	20.53	33.1	0.16	0.16	1.9	1.62	2.95	0.53	2474
The Northern Alliance	2022/23	30.18	24.84	37.03	0.64	0.61	1.98	1.85	2.43	0.45	9690
The National Establishment	2022/23	24.34	26.62	40.3	0.32	0.75	3.35	1.57	2.24	0.52	54719
Thurso High School	2021/22	28.86	23.49	38.93	1.34	0.67		2.01	3.36	1.34	149
Virtual Comparator	2021/22	28.72	22.68	41.14	0.34	0.6	2.01	1.68	2.01	0.81	1490
Highland	2021/22	38.73	19.54	34.11	0.9	0.23	1.52	1.76	2.89	0.31	2559
The Northern Alliance	2021/22	30.84	23.34	38.31	0.66	0.48	1.93	1.63	2.3	0.52	9701
The National Establishment	2021/22	25.12	25.45	41.27	0.4	0.51	2.91	1.55	2.32	0.47	55211

16+ data has been reviewed on a termly basis at 16+ meetings with Pupil Support staff.

Developing the Young Workforce events: almost all (95%) of S4 pupils who took part in the mock interview event run for the entire cohort reported that the interview went well or very well. Almost all pupils (95%) felt more prepared for future interviews; all pupils who attended Medicine, Law Engineering Industry event feedback these had been very helpful or quite helpful in providing them with a better understanding of the rewards and challenges of a career in these areas; DYW school coordinator feedback on pupil participation and engagement in events has been positive overall.

DYW coordinator contact with Faculty Heads and teaching staff has led to a range of subject input. Feedback from faculties includes *'There seems to be a lot more activities/visits available for pupils'* and *'Improvement in communications and speed of action plans being implemented with new DYW coordinator'*.

### Next steps

Build on calendar of visiting speakers, using 16+ data, as reviewed at Learner Journey Dashboard meetings with our DYW Coordinator, to target speakers and events that link with aspirational career paths to ensure pupils are well informed about future options and how to access these.

Continue to support pupils to feel informed about potential career paths and opportunities by building upon links with faculties to embed DYW across the whole school. Regular communication/ meetings will be undertaken with class teachers/ FHs throughout the school year to discuss visiting speakers or subject specific events/ excursions.

Termly 16+ link meetings with a range of partners will continue with an amended agenda structure to ensure a continual focus on specified groups of pupils.

Hold a further pupil focus group comprised of Senior Phase pupils throughout the year to review and discuss the Developing the Young Workforce curriculum.

To develop DYW transition links with feeder primary school within our ASG to build familiarity with the DYW agenda from P7 into S1.

<b>School Improvement Plan Priority 3 Raising attainment</b>	
Summary of impact	Next steps
<p>Almost all staff feel that the collaborative work we are undertaking in our Research Informed CPD is improving teaching and learning all or some of the time.</p> <p>Almost all staff think that the teaching framework, the <i>Lesson Evaluation Toolkit</i>, is supporting them to foster more consistency in well-planned and structured lessons, some or all of the time. Most pupils in survey felt that the timing and variety of tasks in lessons kept them engaged and focused on their learning; an improvement on last session.</p> <p>In this sessions focus, '<i>Checking for Understanding</i>' most staff said they felt informed and supported to make changes to their teaching practice as a result, and for '<i>Questioning</i>' almost all staff felt able to make changes. Most pupils say that their teachers ask them questions that really make them think deeply and encourage them to discuss their answers – an improvement on previous session.</p> <p>Almost all staff feel that the <i>Lesson Evaluation Toolkit</i> and the revised system for the <i>Professional Review and Development</i> process is supporting them with personal improvement planning that is leading to improvements in their teaching.</p> <p>Whole school overview of Literacy and Numeracy attainment for early identification of pupils in the BGE or Senior Phase who may be at risk of leaving with no Literacy or Numeracy qualification has allowed for individual intervention to support these pupils, ensuring improved percentages at S3 ACEL Literacy level 3, sustained percentages for numeracy and in Senior Phase improvement in Literacy attainment for S4 pupils.</p> <p>S1-S4 71.1% very confident or confident in their ability to study independently after receiving lessons in PSE, an increase of 12.5% from before the lessons. Information shared with parents at two evening sessions was very positively received.</p> <p>Refined Numeracy pathways in Maths have allowed approx 53, S3 pupils to gain Level 5+ Numeracy awards, with 37 of these pupils gaining Level 6 Numeracy.</p> <p>New awards in N5 Computing, Classical Studies, Gaelic Medium/Learners and Level 6 Excellence in Sport and Team sports have meant that 80 pupils have had the opportunity to study for a new award that better suited their needs.</p> <p>Improvements to our Options processes and sharing of subject information both in school through options interviews and through the introduction of a dedicated website for pupils and parents and through Parent/Pupil Subject Information Evenings have led to more informed option decisions for pupils; the impact specifically can be seen regarding subject choices and levels through the improvement attainment of our top 20% attainers of 5@5 from 62% to 89% and top 20% attainment of 5@6 from 77% to 79%.</p>	<p>Review the <i>Lesson Evaluation Toolkit</i> and adjust if required.</p> <p>Introduce staff led observation days across the session to review the progress of improvements in light of the recent CLO visit.</p> <p>Complete the introduction of the <i>Professional Review and Development</i> process with a review of each teacher's Professional Learning Plan in November.</p> <p>N5 Health and Food Technology, Drama, Fashion and Textiles to be added to the curriculum for next session.</p> <p>Improve formal processes for the whole school analysis of BGE data and share findings allowing teachers to identify pupils who are under achieving and to set appropriate targets and pathways for all pupils into Senior Phase. Through analysis of BGE data identify and improve pupils' awareness at a younger age of what their future attainment targets may be.</p> <p>Consider homework in the BGE to ensure that it is well-planned, consistent, related to learning, achievable by all pupils and is supporting pupils to become independent and self-motivated learners.</p> <p>Further development and promotion of the Options website to ensure it is more widely used by pupils and parents.</p> <p>Further work with pupils prior to options occurring to ensure they feel fully informed around their choices. Currently less than half of pupils feel fully informed about their options and pathways.</p> <p>Further work with parents helping with understand so they can have the confidence to inform children at home as currently less than half feel confident.</p>

<b>School Improvement Plan Priority 4 Supporting the needs of every child</b>	
Summary of impact	Next steps
<p>Teaching and PSA staff worked collaboratively to develop best practice in collaborative classroom working to support ASN pupils most effectively in classrooms.</p>	<p>Teacher work on developing the quality of their response to information on a pupil's additional support needs.</p>



Improving of the sharing of ASN pupil information with staff and follow up communication with staff post incident reported mean that most staff feel that they are provided with feedback.

Ensuring that staff are aware of all pupils who are in groups that may need additional support to develop clearer focuses on improvements for any that may be at risk of under achieving, such as CEYP, pupils with FSM, ASN, medical issues, Young Carers, EAL, etc.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Of the 51 identified S1-S3 pupils all felt that having a mentor in school improved their school experience and wellbeing in different ways.
- S1 Literacy development programme has led to a 9% average class-wide growth across all skills.
- Through 1-1 interventions, 7 out of 16 non-attenders achieved N3 or N4 numeracy.
- The Numeracy development programme has effected an average increase in numeracy age for S1 pupils of 2.23 years and for S2 pupils of 1.78 years.
- The Direct Instruction programme for a select group of 10 S1 pupils has led to an average numeracy age increase from 7.35 years to 10.17 years for all pupils.
- 54% felt that this 'safe space' made coming to school easier; over 92% felt more confident as a result.

## Wider achievements

### Coileanaidhean nas fharsainghe

- Throughout their time in Thurso High School, our pupils take part in a range of wider achievement opportunities including the Youth Philanthropy Initiative which involves pupils communicating with the wider community and drawing a focus to charitable supports available for a wide range of needs. Approximately 130 pupils take part in the initiative with around 20 pupils presenting in the annual finals.
- Groups of our BGE pupils engage in FireSkills programmes at points throughout the academic year to build resilience and self confidence and key skills including communication, teamwork and problem solving. 21 pupils engaged in the initiative this session.
- Growing2Gether is offered to 16 targeted pupils in our S3 cohort on a yearly basis to build confidence and key skills such as communication, showing initiative and working effectively with other.
- Youth Development projects have been offered throughout the academic session to a number of young people in our BGE and Senior Phases. Projects this year included an Art initiative offered to 20 pupils in January which resulted in an event where work was showcased to the community.
- Currently Thurso High School offers 25 extracurricular lunchtime or after school activities for pupils across the school community. This session, from a pupil survey on wider achievement, a majority (63%), reported that they engaged with school extracurricular opportunities offered.

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## Comments from learners, families, stakeholders and staff

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

'I think that paired reading is the best and I really enjoy it.' (S1 pupil)

'I've gained a lot of confidence with my public speaking which is a skill I will transfer over to future job roles.' (S6 Prefect)

'I think the House Council meetings are very effective and give us plenty of feedback and an overview of what pupils think about the school. Especially with committees, we are able to act upon these points raised to help improve the school'. (S3 House Council rep)

'The school's values of Teamwork, Respect, Achievement, Commitment and Kindness were all very much evidenced over the 16 week Growing2gether programme' (Primary school)

'I feel that everyone in the school is supportive and proactive towards our organisation to gain positive outcomes for young people' (Partner – MFMS)

'We are extremely grateful to all who have worked with our son. His time at school is a shining example of the National Practice Model at work, everyone has worked very hard to get it right for [him].' (Parent)

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## 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:

HGIOS4 Quality Indicator/theme	2023-2024
<b>QI 1.3 Leadership of change</b>	Good
<b>QI 2.3 Learning, Teaching and Assessment</b>	Good
<b>QI 3.1 Ensuring Wellbeing, Equality and Inclusion</b>	Good
<b>QI 3.2 Raising attainment and Achievement</b>	Good
<b>QI 2.2 Curriculum: theme 3 Learning pathways</b>	Good
<b>QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)</b>	Satisfactory
<b>QI 3.3 Increasing Creativity and Employability: theme 4 Increasing employability skills</b>	Good

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## Our overall evaluation of our capacity for improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning 2024-25 Prìomhachasan airson planadh airson leasachadh

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Improvement Priority Title
1. Health and Wellbeing
2. Developing the Young Workforce
3. Raising attainment
4. Pupil Equity Fund planning

## Planning ahead

### A' planadh air adhart

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

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%

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

##### QI 1.3 Leadership of change

How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	Evaluation of this QI using the HGIOS 4 six-point scale?
<p><b>Theme 1: Develop a shared vision, values and aims</b></p> <p>The school has worked hard to embed their values of Teamwork, Respect, Attainment, Commitment and Kindness in all aspects of school life and wider achievement through our merit and House system. These are in the process of being reviewed and refreshed with pupils, parents and staff.</p> <p>As a result there is a calm and well-ordered ethos within the school.</p> <p>SMT are focusing appropriately on raising attainment and ensuring positive outcomes for young people and are developing a structured process for evaluation to inform this improvement agenda.</p>	<p>CLO visit May 2024 reported a positive ethos and staff/pupil relationships.</p> <p>In survey:</p> <ul style="list-style-type: none"> <li>- Most pupils feel that behaviour in classrooms allows them to learn and achieve;</li> <li>- most pupils feel that the school helps them to understand and respect others;</li> <li>- most staff feel that pupils are treated fairly and with respect;</li> <li>- most parents feel that staff treat their children with respect;</li> <li>- almost all staff feel that they have a good understanding of the social and economic context of the school;</li> <li>- almost all staff feel that the school's vision and values underpin their work;</li> </ul>	<p>Review the Vision, values and aims with parents and pupils and ensure that improvement actions are aligned with these.</p> <p>Develop the use of the United Nations Convention on the Rights of the Child (UNCRC) to support this work through engaging with the Rights Respecting Schools awards.</p>	Good

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	<ul style="list-style-type: none"> <li>- almost all staff feel that the school is well led and managed.</li> <li>- most pupils felt that staff treat them fairly and with respect.</li> </ul>		
<p><b>Theme 2: Strategic planning for continuous improvement</b></p> <p>Our improvement priorities reflect national and local priorities and faculty improvement planning is linked to the school’s plan.</p> <p>Our DHTs have clear remits that they work within to effect change in specific areas.</p> <p>A team of 3 of staff have taken on leadership roles to progress improvement in Research Informed Teaching and Learning and there are well established leadership opportunities for unpromoted staff in, for example, Ethos, Nurture and House Leads.</p> <p>Our S6 pupils have many opportunities for leadership through the S6 Opportunities programme, the pupil leadership team and the S6 Committees.</p> <p>All FHs engage collaboratively in the evaluation process using the key QIs. This informs Faculty Improvement planning.</p> <p>We have a well-designed Pupil Equity Fund plan with measurable outcomes for identified pupils.</p>	<p>In survey:</p> <p>Most staff feel that they have the opportunity to undertake leadership roles;</p> <p>Most staff feel actively involved in school evaluation process;</p> <p>All aspects of the Nurture programme are effecting improvements in pupils wellbeing – see <i>Pef Plan 2024-25</i></p> <p>The majority of the S6 Pupil Leadership Team felt that their experience on the Team developed their confidence in public speaking, their teamwork skills, their ability to take responsibilities.</p>	<p>The quality of Faculty improvement plans is not consistent and FHs need to be challenged and supported to produce a plan with measurable outcomes for young people and clear indication of how progress will be evaluated.</p> <p>Work on engaging pupils, parents, staff and partners in the wider aspects of school improvement through leadership roles for young people to shape and support the SIP.</p> <p>Better communicate aspects of the school’s success to staff, parents and pupils through a regular Newsletter.</p>	
<p><b>Theme 3: Implementing improvement and change</b></p> <p>There are clear strategies in place, grounded in up-to-date research, for improving learning and teaching which include a defined teacher led CPD programme based around the school’s Lesson Evaluation Toolkit and an established Personal Learning Plan process for all teaching staff. Senior and Middle leaders now need to exercise more challenge and if required support for all staff in effecting the improvements within this framework.</p>	<p>Almost all staff feel that the collaborative work we undertake in all aspects of RIT CPD is taking forward improvement in learning and teaching and enabling them to reflect on and improve their practice.</p> <p>Pupil Subject surveys show improvements in 7 out of 10 areas surveyed.</p>	<p>Senior and Middle leaders to exercise more challenge and if required support for all staff in effecting the improvements within this T&amp;L framework.</p>	
<b>QI 2.3 Learning, teaching and assessment</b>			

<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>Evaluation of this QI using the HGIOS 4 six-point scale?</p>
<p><b>Theme 1: Learning and engagement</b></p> <p>The school has proactively created a, now well established, Classroom Culture based on clear expectations and careful teaching and reinforcement of these. This, alongside a structured school Ethos system, encourages a positive and caring ethos. Strong routines and the school TRACK values underpin this ethos. Relationships across the school are positive. In most classrooms teachers make appropriate and effective use of praise to build young people's self-esteem and confidence. The school has engaged in evaluation of their practice around inclusive classrooms and how this links with the school vision and aims.</p> <p>In the majority of lessons, young people engage well in their tasks and activities. The majority of young people are well motivated to achieve. In most lessons, staff are aware of potential barriers to young people's learning.</p> <p>In the majority of lessons, teachers plan activities which provide appropriate challenge and support for learners. This has been a focus of the school's carefully planned CPD programme on Research Informed Teaching.</p> <p>In the majority of lessons, learning intentions are clear and relate well to the intended learning. In the majority of lessons teachers support this in a variety of ways, including sharing what is to be learned at the start of lessons or a series of lessons and making explicit links with prior and future learning.</p> <p>Young people feel that their views are sought and acted upon. The House Council system and surveys give opportunities for pupils to give their views and proactive follow up of the termly House Council reports has led pupils to feel that House Council processes have improved.</p>	<p>Almost all teachers think that children are well behaved and are encouraged to treat others with respect (survey); almost all staff have high expectations of behaviour (CLO visit summary);</p> <p>Almost all staff think that the school's vision and values underpin their work (survey). Most pupils feel that everyone in their classes behaves in a way that allows them to learn and achieve (survey). Most pupils feel that staff encourage them to do the best they can (survey).</p> <p>Most pupils enjoy learning at school all or some of the time and feel that their work is hard enough (survey); the majority feel confident and successful in class which motivates them to do well;</p> <p>Pupils reported through House Council feedback that they feel 'House Council meetings are helpful' and the 'House system makes us feel included'. A majority of Prefects feedback that the House Council meetings were effective or very effective in raising pupils' views of any areas of concern. Prefect feedback included the following: <i>'I think the House Council meetings were very effective and gave us plenty of feedback and an overview of what pupils think about the school. Especially with committees, we were able to act upon these points raised to help improve the school'.</i></p>	<p>Teachers need to build on pupil engagement to ensure that all young people are actively engaged in the learning process more regularly and this will be taken forward through the CPD programme. There needs to be work in some areas on how staff then meet the identified ASN needs effectively. Teachers need to continue to develop their approach to differentiation to ensure they consistently challenge the most able. Consistency in sharing of the purpose of learning and success criteria is needed.</p> <p>More pupil focus group feedback as well as survey on learning experiences.</p>	<p>Good</p>
<p><b>Theme 2: Quality of teaching</b></p> <p>Almost all teachers feel that the school's vision and values underpin their work.</p>	<p>Most pupils are happy with the quality of teaching in the school (survey).</p>	<p>Need to ensure that use of digital technology is actively</p>	

<p>Most classes use digital technology some of the time to effectively support learning. In the majority of classes quality of learning is enriched by the use of these technologies.</p> <p>The school has prioritised developing teachers' shared understanding of effective pedagogy with an agreed framework for a good lesson, the '<i>Lesson Evaluation Toolkit</i>' which each Faculty has customised to a degree to suit the nature of their subject. All teachers are aware of the elements of this and dedicated CPD time supports teachers to learn about and implement best practice in different areas. This means there is greater consistency across most classes of high quality learning and teaching which improves outcomes for pupils and most lessons are well structured with, for example, starter activities help young people recall previous learning.</p> <p>In most classes lessons are paced appropriately with explanations in clear steps, examples modelled and structured with appropriate scaffolding.</p> <p>In most lessons, teachers effectively support pupils in their learning through questioning. In a few lessons, teachers connect the learning to higher-order thinking skills.</p> <p>In most lessons, teachers' explanations and instructions are clear.</p> <p>In the majority of lessons, teachers use starter activities that allow young people to demonstrate recall of what they have learnt previously.</p> <p>In all lessons, teachers set out the aims and objectives for young people's learning. They also provide descriptions of what learners need to do to show that they have completed the learning successfully</p> <p>Most pupils feel that staff help them to understand how they are progressing with their schoolwork and give them feedback that helps them learn.</p>	<p>The majority of pupils feel that the use of digital technology helps with their learning (survey).</p> <p>In most lessons pupils feel that the timing and variety of tasks keeps them engaged and focussed (survey).</p> <p>Pupils report that in most lessons teachers are clear about what they are learning and that they understand the teacher's explanations (survey).</p> <p>Almost all staff feel that the collaborative work we undertake in aspects of RIT CPD is taking forward improvement all or some of the time and that this is helping them to reflect on and improve their practice (survey).</p> <p>The majority of pupils felt that teachers ask them questions that make them think deeply and encourage them to discuss their answers (survey).</p>	<p>enhancing pupils' learning.</p> <p>Need to ensure that the CPD around CFU and questioning is having an impact and that teachers are using a range of techniques to check for understanding and are challenging pupils to use higher order thinking skills.</p> <p>There is a need to increase the efficacy of CPD around the LET framework through Middle and Senior management offering a greater degree of support and challenge to staff to ensure that Personal Learning Plan targets in improving teaching and learning are met.</p> <p>Plan to engage pupils in discussion around what high quality teaching and learning should look like.</p> <p>School staff should ensure that the purpose of learning and what success</p>	
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		looks like is clear to all pupils at all times.	
<p><b>Theme 3: Effective use of assessment</b>  Teachers assess the work of learners using a range of approaches to check for understanding and make effective use of this assessment evidence to help inform subsequent planning. These assessment approaches include questioning, use of show me boards, teachers observing learners, using digital tools that scan young people’s work, employing self and peer assessment, and using exit strategies. In most departments teachers design low stakes assessment to identify how well pupils understand a unit of learning and to identify common misconceptions, and more formal assessments carried out at the end of each unit of work.</p> <p>Staff engage in professional dialogue within departments and in some cases with other schools, to agree on valid and reliable assessment approaches.</p>	<p>The majority of pupils feel that when they have assessment they know what and how to revise (survey).  The majority of pupils say that teachers give them feedback about their work that helps them know what they need to do to improve.  Almost all staff say that they give pupils regular feedback that helps them progress.</p>	<p>Ensure that improvements in CFU and class assessment is monitored as with other aspects of Teaching and Learning.</p>	
<p><b>Theme 4: Planning, Tracking and Monitoring</b>  At classroom level, most teachers track the progress of individual learners effectively and less than half carry out appropriate interventions to support young people, including adaptations to their lesson planning.</p> <p>At faculty level, data is effectively tracked and most are monitoring data to inform planning at faculty level.</p> <p>In the BGE most teachers are confident when making assessment judgements of young people’s learning and make use of tracking data to strengthen assessment judgements.</p> <p>In the senior phase, teachers, supported by the school’s SQA markers, have a good understanding of the assessment standards in national qualifications. A few departments take part in moderation activity with other school and engage with SQA professional learning opportunities. As a result, most teachers plan well for National Qualifications courses with tasks and activities are set at the right level of difficulty.</p> <p>The school has a robust tracking system with well managed processes to inform parents and pupils of progress.</p>	<p>Most teachers feel that they use information effectively to identify and reduce inequalities in CYP’s outcomes.  Most staff say that moderation activities are supporting them to make sound professional judgements.</p>	<p>Re-visit senior phase verification procedures to ensure that all judgements are valid and reliable.</p> <p>Ensure there are clear expectations across all levels from classroom teacher to senior leaders on how to act on tracking data to support learners’ progress.</p> <p>Looking to purchase a Tracking system that is much easier and less time consuming for staff.</p>	
<p><b>QI 3.1 Ensuring wellbeing, equality and inclusion</b></p>			



<p><b>How well are you doing?</b>  <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?</b>  <b>What are your improvement priorities in this area?</b></p>	<p><b>Evaluation of this QI using the HGIOS 4 six-point scale?</b></p>
<p><b>Theme 1: Wellbeing</b>            We have worked to establish and recently refresh our agreed values and aims with pupils, staff and parents. Our values link closely to the House and merit system and are reinforced at House assemblies and through teacher rewards. Pupils work to achieve merits which supports their progress.            Our mentoring programme is extremely well supported by staff and benefits up to 50 pupils across a session.            We have systematic approaches to discussing the wellbeing of all pupils on a regular basis and considering options for their support if required. These allow us, along with staff and partners, to plan and implement effective targeted interventions for pupils.            We have built on the HC policies and procedures to improve and support high levels of attendance which are monitored for all pupils on a regular basis.</p> <p>School leavers are well supported through our DYW programme into positive destinations. Pupils have the opportunity to attend classes to support them with university, college or apprenticeship applications and we have strong links with MyFutureMySuccess, Home to Highland and SDS to support all pupils.</p>	<p>In survey almost all staff feel that the school's vision and values underpin their work.            In review almost all staff felt that with a couple of small additions/changes these remained valid.            Parent Council response? Pupil response?            Almost all mentored pupils reported benefits to aspects of their wellbeing as a result of the support.            Attendance monitoring shows some individual improvement and an average whole school improvement of approx. 1.5%.</p> <p>Almost all pupils, including our pupils with ASN move into positive destinations, ahead of VC. Our FSM cohort is a little behind the VC however so more focus on these pupils is required.</p>	<p>Engage pupils more with their own evaluation through the wellbeing indicators and in considering regularly what the wellbeing indicators mean for them in everyday life to support them in developing important life skills, such as learning to become more resilient emotionally, to keep themselves safe, and to make healthy decisions.</p> <p>Attendance and family support CSW remit to be amended to offer targeted support work with identified pupils.</p> <p>Restorative practice L30 relational systems using Mark Finnis book Restorative Practice.</p>	<p>Good</p>
<p><b>Theme 2: Fulfilment of statutory duties</b>            We fulfil our statutory duties linked to children and young people. For example, staff identify and know the additional support needs of children and young people well. We have developed protocols to support staff in best practice to support some pupils with more significant needs. We are working on improving communication around ASN pupils and their needs including developing our collaborative practice with PSAs. Senior management monitor the wellbeing and attainment of some groups of pupils who may be more at risk such as care experienced pupils, pupils attending Airport House, pupils on part-time timetables, etc. to ensure effective interventions and monitor their progress. This needs to be extended to all groups who may be at risk.</p>	<p><b>Need evidence from pupils in these groups:</b></p> <p><b>CEYP</b>  <b>Pupils on part time timetables</b>  <b>Pupils at risk of exclusion</b>            All pupils attending Airport House felt that it offered a safe and comfortable environment to learn in and most that it had a positive impact on them.</p>	<p>Take forward plans for alternatives to exclusion where appropriate.</p> <p>Staff now need to ensure that knowing which needs they then address these effectively.            Development of Personal Learning conversations with all ASN pupils with</p>	

<p>We monitor the use of exclusions very carefully and ensure that pupils who are at risk of exclusion are well supported at all times and that exclusion is only used when there is seen to be no other option. Pupils who are excluded are supported during their exclusion and on return to school. Young people who have experienced exclusion are very well supported on return to school.</p> <p>We review plans for children and young people on part-time timetables regularly and ensure that the voice of the pupil is always made clear in this planning.</p> <p>We monitor pupils who attend Airport House carefully.</p>		<p>all ASNTs having a caseload.</p> <p>Many aspects of improving recording and communication of information involving ASN pupils.</p>										
<p><b>Theme 3: Inclusion and equality</b> Newly developed and implemented PSE programme and Health and wellbeing lessons for S1/2.</p> <p>Development of our own equality and diversity policy which links with our inclusive classroom development work and PSE programme.</p> <p>We have put protocols in place for pupils who need some more support in mainstream classes to help teachers deliver this support most effectively; we are making more opportunities for collaboration between teachers and PSAs.</p> <p>Specific interventions for targeted groups of young people are supporting pupil's wellbeing.</p>	<p>Reviewing S1and S2 PSE and H&amp;WB classes almost all pupils reported a positive impact from most of the units of work covered in S1.</p> <p>Almost all PSA staff find it rewarding to be a member of staff at our school and most feel that they are valued and supported by the school to undertake their role.</p> <p>Young people involved in the Growing2gether, Fireskills initiative as well as groups run by partners such as Dunnett Forest work report increased feelings of confidence and self-worth.</p>	<p>Produce pupil workbooks for collection of evidence of work to enable qualifications to be evidenced.</p> <p>Communicate with parents about course content and educating parents at home about topics through Planet Youth representatives.</p>										
<b>QI 3.2 Raising attainment and achievement</b>												
<p><b>How well are you doing?</b> <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?</b> <b>What are your improvement priorities in this area?</b></p>	<p><b>Evaluation of this QI using the HGIOS 4 six-point scale?</b></p>									
<p><b>Theme 1: Attainment in Literacy and Numeracy</b> A whole school overview of all pupils' literacy and numeracy attainment supports careful and constant monitoring of every pupil's progress. This means that possible leavers or non-engagers are identified early and supported appropriately, leading to a reduction in numbers of pupils leaving school with no lit/numeracy award.</p> <p>Use of a range of strategies to improve the attainment of all young people in literacy have all led to increase in attainment for pupils:</p> <ul style="list-style-type: none"> <li>- bespoke literacy programme run for all of BGE leading to a 9% improvement pattern across all skills;</li> <li>- paired reading programme in S1 with S6 buddies;</li> <li>- one to one targeted support for Senior Phase pupils leading to 7 full and 7 partial further literacy awards achieved;</li> </ul>	<p>BGE 2024 By the end of S3 almost all pupils are achieving level 3 or better in all literacy measures, and the majority of pupils achieved level 4 CfE in all literacy measures.</p> <table border="1" data-bbox="1093 1086 1507 1193"> <thead> <tr> <th>Literacy</th> <th>Numeracy</th> <th>level</th> </tr> </thead> <tbody> <tr> <td>57.34</td> <td>62.24</td> <td>4</td> </tr> <tr> <td>93.01</td> <td>93.71</td> <td>3+</td> </tr> </tbody> </table> <p>In numeracy by the end of S3 the majority of S3 pupils achieved CfE level 4 and almost all achieved level 3 and above.</p> <p>These figures are all above or in line with National data.</p>	Literacy	Numeracy	level	57.34	62.24	4	93.01	93.71	3+	<p>Opportunities for pupils to achieve at a higher level in literacy by offering the Communications Award in S6.</p>	<p>Good</p>
Literacy	Numeracy	level										
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<ul style="list-style-type: none"> <li>- carefully planned smaller sets for identified pupils in S1 – S4;</li> <li>- a week of study leave devoted to further support of individual pupils, 89 additional Unit passes achieved.</li> </ul> <p>Use of a range of strategies to improve the attainment of all young people in numeracy:</p> <ul style="list-style-type: none"> <li>- bespoke numeracy improvement programme for all of S1/2 leading to an improvement in numeracy age for S1 pupils of 2.23 years and for S2 pupils of 1.78 years;</li> <li>- smaller sets for identified pupils and use of Direct Instruction techniques for some leading smaller sets for identified pupils and use of Direct Instruction techniques for some leading to an increase in numeracy age for 10 selected S1 pupils from 7.35 to 10.17 years across the session;</li> <li>- a carefully structured pathway for all pupils in Maths to allow for opportunities to gain a numeracy award at the highest level possible – 59 pupils gained SQA Numeracy level 5 and 10 SQA Numeracy level 6.</li> </ul>	<p>Most pupils engaging with the Paired readers programme felt more confident with their reading as a result.</p> <p>Senior Phase Literacy 2023 In S4 most pupils achieved level 5 literacy and this attainment is in line with the VC. In S5 most pupils achieved level 5 and the majority of pupils achieved level 6. In S6 almost all achieved level 5 literacy and most pupils achieved level 6. All measures for S5/6 are consistently above the VC.</p> <p>Senior Phase Numeracy 2023 In S4 the majority of pupils achieved level 5 numeracy, in line with VC. In S5 most pupils achieved level 5 numeracy, and a minority of pupils achieved level 6. In S6 almost all pupils achieved level 5 numeracy and a minority of pupils attained level 6 numeracy. These measures are all above the VC for S5/6.</p>		
<p><b>Theme 2: Attainment over time</b> P7/S1 Transition data (ACEL, SNSA, pupil SEBD, ASN, etc. information) is used for teachers to have knowledge of pupils as they move into S1. BGE and Senior phase attainment is recorded at Faculty level and also in a well purposed whole school tracking system that covers S1 – S6 and progress over time is demonstrated in Faculty tracking and school Pupil Attainment summaries.</p> <p>All pupils are considered individually and where required individualised timetables are created using partner resources such as MFMS, HVA, UHI North, West and Hebrides, Airport House including outreach, one to one interventions, etc The study skills programme is in place for all year groups to support effective revision – for S1-S4 71.1% are very confident or confident in their ability to study independently after receiving lessons in PSE, an increase of 12.5% from before the lessons. The whole school tracking system is starting to be used to explore the attainment over time of particular groups of young people, such as those who are care experienced, in SIMD 1-3, and those learners with additional support needs who receive different stages of intervention.</p> <p>The Enhanced Provision senior phase children had the opportunity to complete 9 National awards at levels 1 and 2 over the year.</p>	<p>By the end of S3, almost all young people are achieving CfE level 3 or better in most of their other curriculum areas.</p> <p>Senior Phase Attainment for all Lowest 20% of SP pupils perform over the years ahead of the VC apart from the recent S4; the reasons for this are clear to the school. Middle 60% of S4 pupils have performed better than the VC but have dropped behind in 2023- this was anticipated; In S5/6 the middle 60% of pupils are broadly in line with the VC. Top 20% of pupils in S4 and S5 are broadly in line with the VC, and in S6 just behind the VC but not significantly.</p> <p>Senior Phase Breadth and Depth The percentages of young people in S4 gaining six qualifications at SCQF level 4 is lower than the VC in all years apart from 2022.</p> <p>At level 5 or better, the percentages of young people gaining one or more to six or more qualifications are</p>	<p>Plan to collate data for all subjects in the BGE showing the percentages of young people achieving the third and fourth curriculum levels to give SMT a more holistic overview of progression in the BGE.</p> <p>Continue to work on Options processes to ensure that all pupils moving into the Senior Phase are making as ambitious choices as possible to improve breadth and depth measures particularly at level 6; to continue processes to intervene as quickly as possible to adapt timetables to</p>	

<p>The school is working on different ways to record information about pupils (such as Care Experienced) so that all staff are fully aware of this for every pupil.</p> <p>Consideration of a more holistic tracking system is in progress that will give staff an overview of academic progress, wider attainment, school interventions and pupil wellbeing.</p>	<p>broadly in line with the VC in most years from 2019 to 2023, although slightly behind in 2023. The school are aware of the reasons why some pupils in the 2023 S4 cohort did not perform as well.</p> <p>By S5 (based on the S5 roll), at SCQF level 4 or better, the percentages of young people gaining one or more to five or more qualifications are broadly in line with the VC from 2019 to 2023. At level 5, most young people gained five or more qualifications over past three years, ahead of the VC, which is overall an improving picture. At level 6, a minority of young people gained one or more to five or more qualifications, behind the VC, from 2019 to 2023.</p>	<p>maximise attainment for identified pupils.</p> <p>Continue to develop ways of recording and sharing information on pupils so that staff are empowered to support them as appropriately as possible.</p> <p>Working on the effectiveness of interventions at class level such as strategies to inform planning and curricular adaptations through the whole school CPD programme.</p> <p>Improve use of the whole school tracking system to explore the attainment over time of particular groups of young people, such as those who are care experienced, in SIMD 1-3, and those learners with additional support needs who receive different stages of intervention.</p>	
<p><b>Theme 3: Overall quality of learners' achievement</b></p> <p>Staff and partners collaborate effectively to provide young people with access to various programs aimed at enhancing self-esteem, confidence, and social skills and in supporting pupils into positive destinations.</p> <p>Majority of pupils feel the school offers ample opportunities for extracurricular activities.</p> <p>Curriculum includes programs focusing on Health and Wellbeing (HWB), Developing the Young Workforce (DYW), and the school Personal and Social Education (PSE) programme is in the process of being refreshed.</p>	<p>All partners feel that working with the school goes well.</p> <p>Most parents feel that their children are making good progress in school and are satisfied with the quality of teaching in the school.</p> <p>Almost all partners feel that there are effective arrangements in place for joint planning and delivery of provision with the school.</p>	<p>Need for comprehensive tracking and monitoring of achievements across the whole school and recognition of the importance of implementing awards to formally</p>	

<p>Young people's safety awareness and risk assessment skills are enhanced through partnerships. Intergenerational mentoring program benefits disadvantaged youth. Leadership and teamwork skills are developed through local courses like Fireskills, Youth Philanthropy Initiative and Growing2gether.</p> <p>Participation in sports teams fosters teamwork, fitness, and resilience.</p> <p>S6 Opportunities program offers roles within and outside the school like Subject Ambassadors, Befriending Caithness, Leadership award and supporting S1 pupils through Paired Readers. Pupils have opportunities to gain awards.</p> <p>Leadership team (Prefects) contribute to various school activities linked to our school values and develop skills in teamwork, presentation, and confidence.</p> <p>Our House system emphasises our school values fostering recognition and achievements.</p> <p>Opportunities for pupil leadership development through House Council representation, where agendas for meetings are based around HGIOURS. Further opportunities for S3 leadership are planned.</p> <p>Recognition of achievements through social media, visual displays, and prize-giving assemblies raises self-esteem and recognises pupil achievement outside the classroom.</p>	<p>Almost all the Growing2gether group for the 2023/4 session developed strong friendships with one another and enthusiastically embraced the challenge of mentoring younger children, demonstrating commitment and enthusiasm and gaining confidence.</p> <p>Total of 21 students across 2 Fireskills groups reported 82% - 100% improvement in self value in the listed areas.</p> <p>85.2% of pupils feel that the school offers them the opportunity to take part in activities in school beyond the classroom.</p> <p>Feedback from DYW events including excursions for Law, Medicine and Engineering demonstrated that almost all pupils felt that the input was helpful or very helpful in providing them with a better understanding of the rewards and challenges of a career in their area of interest.</p> <p>In review of impact of S1/2 PSE and H&amp;WB classes almost all pupils reported a positive impact from most of the units of work covered in S2.</p> <table border="1" data-bbox="1088 948 1594 1123"> <thead> <tr> <th>Establishment</th> <th>Year</th> <th>% of Schools Leavers in a Positive Destination</th> <th>Number in Cohort</th> </tr> </thead> <tbody> <tr> <td>Thurso High School</td> <td>2022/23</td> <td>97.22</td> <td>108</td> </tr> <tr> <td>Virtual Comparator</td> <td>2022/23</td> <td>95.46</td> <td>1080</td> </tr> <tr> <td>Highland</td> <td>2022/23</td> <td>95.27</td> <td>2474</td> </tr> <tr> <td>The National Establishment</td> <td>2022/23</td> <td>95.87</td> <td>54719</td> </tr> </tbody> </table>	Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort	Thurso High School	2022/23	97.22	108	Virtual Comparator	2022/23	95.46	1080	Highland	2022/23	95.27	2474	The National Establishment	2022/23	95.87	54719	<p>acknowledge leadership, volunteering, and achievements, eg. Personal Development Award at level 5 or 6.</p> <p>Opportunities for leadership development to be extended to S3 through S3 House Captains and committees.</p> <p>Develop plans to monitor and support pupil wider achievement.</p>	
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<p><b>Theme 4: Equity for all learners</b></p> <p>Overall in Senior Phase the cohorts of FSM pupils are not performing as well as their comparators for lowest, middle and highest attaining groups. As the FSM numbers are quite low it is also necessary however to look at the individual pupils.</p> <p>In the BGE almost all FSM pupils are achieving CfE level 3 or better in literacy and numeracy, while in other subjects across the curriculum either most or almost all are achieving level 3 or above.</p>	<p><i>THS Insight report 2023-24</i></p> <p>Faculty and whole school tracking of BGE level 3 attainment</p> <p>Literacy attainment for FSM pupils in S4 is behind the VC at all levels; in S5 it is behind at level 3/4 but ahead for 5/6 and in S6 ahead of</p>	<p>In S5, pupils to receive a more targeted DYW curriculum based on their aspirational post school destination including Further or Higher Education, Modern</p>																					

<p>Literacy and numeracy attainment for Senior Phase pupils is mixed but overall more behind the comparators than the wider cohort.</p> <p>SDS shares understanding of the social, cultural, and economic context of the school with all staff.</p> <p>The percentage of young people in S4 and S5 who stay on at school fluctuates around the National levels apart from S5 in 2022/23 when our leavers' rate was unusually high; almost all pupils in the past 3 years have left to positive destinations. For FSM pupils the leavers' rate is higher than that of comparators.</p> <p>Numbers who leave to higher education are behind the VC, while those who enter employment or further education are above. This is affected by our geographical location.</p> <p>FSM pupils entering further or higher education, however, are ahead of the comparator at 70% of FSM pupils.</p> <p>We are working with all identified individuals who may need extra support to achieve a positive destination.</p> <p>To ensure our young people are supported to secure positive destinations, a 16+/ DYW calendar has been carefully planned to provide an overview of input for all year groups throughout each session.</p> <p>16+ data is gathered from pupils in S3 upwards and reviewed by Guidance and Senior Management staff at termly 16+ meetings. A range of partners including Skills Development Scotland, the Highland Employability Team, My Future My Success staff, our Developing the Young Workforce coordinator and College links liaise closely with school staff at these meetings and offers of support are then discussed with pupils and parents/ carers.</p> <p>Targeted support for young people is also considered at school based caseload meetings held each term and, where relevant, individual meetings such as Child's Plan and transition reviews.</p> <p>Pupils all experience a Developing the Young Workforce curriculum based on the Career Education Standards. In addition, all pupils from S1-S5 have class visits from both the DYW Coordinator and Skills Development Scotland school link to ensure they are familiar with these supports and how to access them. Both DYW and SDS representatives also attend Parents' Information Evenings, Parents' Evenings and DYW share information with the Parent Council to ensure strong links.</p> <p>The school has various Cost of the School Day initiatives, including a Fashion Swap and Dress Code Swap, as well as support for pupils with hair appointments, etc at School Dance time. We also offer free dresscode and breakfast items, in collaboration with Caithness Poverty Action Group.</p>	<p>the VC for all levels so improvement as pupils move through the Senior Phase.</p> <p>Numeracy attainment for FSM pupils in S4, S5 and S6 is ahead of comparators for level 3 but mixed for other levels with more measures behind than ahead – see <i>Whole school Literacy and Numeracy progression data sheet</i>.</p> <p>In survey, almost all teachers feel that they have a good understanding of the social, cultural, and economic context of the school.</p>	<p>Apprenticeships and Employment.</p> <p>Work towards operating a zero-cost school day with the support of a pupil group.</p> <p>Track the literacy and numeracy progress of different cohorts of young people through school to support teachers to target specific learners in their classes for interventions.</p>	
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<p>We have effective measures in place to track and support pupils with literacy and numeracy attainment.</p>			
<b>QI 2.2 Curriculum: theme 3 Learning pathways</b>			
<p><b>How well are you doing?</b>  <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?</b>  <b>What are your improvement priorities in this area?</b></p>	<p><b>Evaluation of this QI using the HGIOS 4 six-point scale?</b></p>
<p>Improvement of Options process leading to:</p> <ul style="list-style-type: none"> <li>- More positive coursing resulting in an increase in number of pupils taking 5 L6 courses (28%) and projected 'almost all' estimate passes at 5 @6 at 26% - almost all top 30% pupils predicted to achieve 5@6 Awards in 2024</li> <li>- Top 20% attainers identified through BGE and progression to Higher discussed at 1 to 1 interviews to encourage well thought out progression.</li> <li>- Improvement in pathways information to parents and pupils; trial pathways information for Maths and Apps of Maths issued to parents with tracking.</li> </ul> <p>Increase in Expressive Arts subject courses/progression identified as being required by pupils. Introduction of Drama, Fashion &amp; Textiles and Health &amp; Food Technology.</p> <p>Digital literacy needs surveyed across the school with all faculties consulting on what pupil needs are that need to be met to prepare for Senior Phase and beyond</p> <p>A teacher group has been established to develop the Health &amp; Wellbeing curriculum and to monitor the health and wellbeing of pupils</p>	<p>Almost all pupils and most parents felt that a 1 to 1 interview regarding options helped them with the options process.</p> <p>Almost all pupils and parents felt that the introduction of confirming subject allocations with a block structure visual to assist with any changes necessary was useful.</p> <p>All departments are now using attainment data to inform progression advice.</p> <p>Almost all parents felt information shared improved their understanding in how their child was progressing and future pathways</p> <p>Increase in numbers of pupils accessing Expressive Arts subjects additional 78 pupils in S3 and 78 pupils at National 4/5 in Senior Phase</p> <p>Almost all teaching staff were involved in survey and discussion to determine the digital skills needs of all pupils across all subjects.</p> <p>In survey, almost all pupils agree that the new PSE and BGE Health &amp; Wellbeing courses are improving their coping strategies and knowledge of how to make their lives happier and healthier</p>	<p>Further development and promotion of the options website to ensure it is more widely used by pupils and parents and further work with pupils and parents to continue improvement in ensuring they feel fully informed around choices.</p> <p>Embed literacy as responsibility for all across the school</p> <p>Embed plan of digital skills learning and SCQF level awards for all BGE pupils to be embedded in Computing and Business.</p> <p>Track health and wellbeing across the whole school.</p>	<p>Good</p>

<b>QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)</b>			
<b>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<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>	<b>What are you going to do now? What are your improvement priorities in this area?</b>	<b>Evaluation of this QI using the HGIOS 4 six-point scale?</b>
<p>P7 into S1 Parental Transition Information Evening</p> <p>Junior Phase and Senior Phase Parental Information evenings have led parents to feel better informed about curricular pathways and support available within the school.</p> <p>Parent Council subject presentations, DYW presentations, evaluation of school vision, values and aims</p> <p>Sharing of information on BGE Literacy and Numeracy levels following Parent Council discussion.</p>	<p>Parent Council feedback that the information shared was very helpful.</p>	<p>Work with Planet Youth to share H&amp;WB education topics with parents in partnership learning.</p> <p>Explore what other schools, including those with very good HMI reports, are doing in this area.</p>	<p>Satisfactory</p>

<b>QI 3.3 Increasing Creativity and Employability: theme 4 Increasing employability skills</b>			
<b>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<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>	<b>What are you going to do now? What are your improvement priorities in this area?</b>	<b>Evaluation of this QI using the HGIOS 4 six-point scale?</b>
<p>Collaborative working between school and external partners to support our young people into positive destinations continues to be effective. More focus needed on ensuring that FSM pupils are moving into positive destinations in line with the wider cohort.</p> <p>Our young people have all received support from Skills Development Scotland, Developing the Young Workforce staff and Pupil Support staff this session to make use of online resources such as My World of Work and Hi Hope which has supported informed decisions about future pathways.</p> <p>Pupils have found input from a range of employers and speakers including class visits, meet the employer sessions and year group talks effective in ensuring they are informed about potential future options and destinations.</p> <p>We have focused this session on building Developing the Young Workforce into faculties by offering, facilitating or supporting a wide variety of events, employer visits and speakers linked to different subjects at different stages.</p>	<p>Leaver destination has shown improvement last session with no pupils in the 'Not Known' and 'Unemployed Not Seeking' categories and an increase from 93.29% – 97.22% in SLDR from the previous session's destination figures.</p> <p>DYW data on Hi Hope shows an increase from last session of the amount of pupils who have signed up for work experience and an increase in the variety of opportunities available.</p> <p>Pupil feedback given through a House Council meeting on the support sessions from SDS and DYW were positive. Pupils reported 'both visits were good'.</p> <p>Pupils reported through House Council meetings that they felt 'there are a lot of job opportunity speakers/DYW workers in trying to help', they reported that 'talks have been beneficial'.</p>	<p>16+ partner review meetings will happen termly and the structure of these meetings will be amended to ensure a continued focus on specific groups of pupils who require more targeted support, for example FSM pupils.</p> <p>Visits will continue from both SDS and DYW next session from S1 to S5 to continue to build on the number of pupils accessing My Wow and Hi Hope as well as the wider SDS and DYW services.</p> <p>Meetings will be calendared each term with DYW</p>	<p>Good</p>



	<p>Pupil feedback on DYW subject input has been positive. They have reported through House Council representatives that 'employer sessions have been really useful'. Faculty Heads have also commented positively on DYW input and support.</p>	<p>coordinator to review aspirational data to tailor visiting speakers and year group events. In addition, subject speaker input will be recorded and reviewed by link DHT/ DYW coordinator to ensure input is considered across all subject areas and at a variety of stages in BGE and Senior Phase.</p> <p>To continue to build our DYW input within faculties by organising meetings between Faculty Heads/ subjects teachers and the school DYW link/ DYW Coordinator to speak with staff about their current input from employers or other links and where they would like to progress over the next academic session. In addition, subject speaker input will be recorded and reviewed by link DHT/ DYW coordinator to ensure DYW support is being offered across all subject areas and at a variety of stages in BGE and Senior Phase.</p>	
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