

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2023/24



**KINLOCHLEVEN HIGH SCHOOL**  
HIGHLAND COUNCIL | RIVERSIDE ROAD, KINLOCHLEVEN. PH50 4QH.

RESPECT

ASPIRATION

RESILIENCE

EQUITY

## 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.

Kinlochleven High School is located in a rural setting serving the local community of Kinlochleven, Glencoe, Ballachulish, North Ballachulish and Duror in Lochaber. Kinlochleven High School is part of the wider Kinlochleven 3-18 Campus which also contains a nursery, primary school and the public library in one building. The site is also home to the Leven Centre which provides leisure facilities and hosts UHI North West and Hebrides.

There are approximately 121 pupils in S1-S6.

The campus headteacher has overall leadership responsibility for Kinlochleven Primary School and Kinlochleven High School. The campus headteacher has a small teaching commitment in both establishments. The campus headteacher is supported by a Depute Head Teacher (secondary), a Depute Head Teacher (primary), three curricular principal teachers and a pastoral principal teacher in the secondary department. There is a principal teacher of ASN for the campus. The Depute Head Teacher (secondary) has strategic and operational responsibilities for the high school, while the Depute Head Teacher (primary) has strategic and operational responsibilities for the primary school and is the nursery manager.

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

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

## Data relating to our context:

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Exclusions</b>	<b>Teacher Numbers (FTE)</b>
121	96%	N/A	17

<b>S1 numbers</b>	<b>S2 numbers</b>	<b>S3 numbers</b>	<b>S4 numbers</b>	<b>S5 numbers</b>	<b>S6 numbers</b>
16	19	26	26	25	10

<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q5</b>	<b>Unknown</b>
1.65%	3.31%	43.8%	21.49%	29.75%	0%

<b>Overall ASN</b>	<b>Free School Meal</b>	<b>EAL</b>	<b>Glossary:</b>
56.2%	9%	4%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

## Attainment

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

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

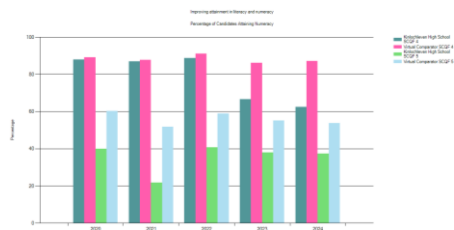
<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
96%	96%	96%	84%

Level 4

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
40%	48%	56%	56%

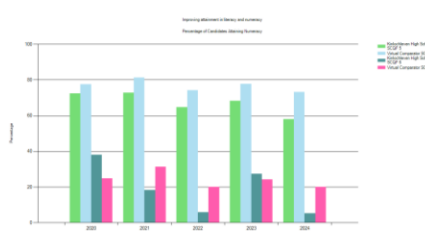
## Senior Phase

We are outperforming our virtual comparator for attainment in Level 5 literacy and numeracy by the end of S6. Literacy at level 5 is also above the virtual comparator by the end of S5. We need to ensure that all pupils achieve awards in literacy and numeracy by the end of S4 and work to ensure more pupils achieve literacy and numeracy at level 6 by the end of S6.



S4 Levels 4 and 5 Literacy

S4 levels 4 and 5 numeracy



S5 levels 5 and 6 Literacy

S5 levels 5 and 6 Numeracy

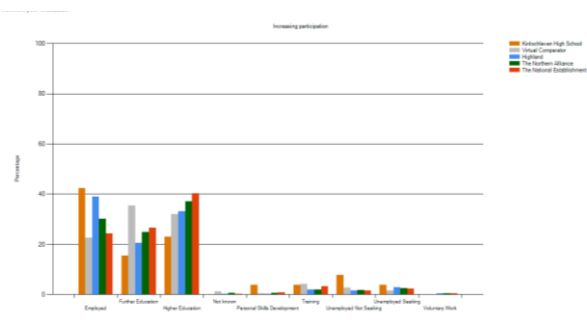
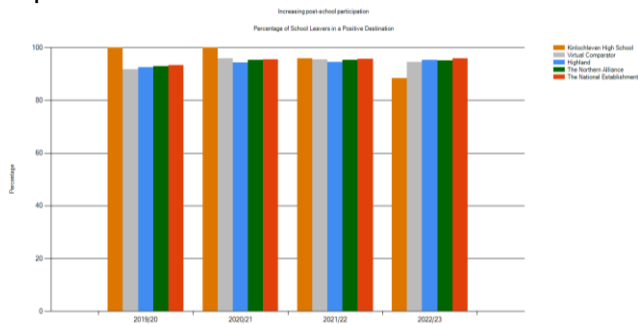


S6 levels 5 and 6 Literacy

S6 levels 5 and 6 Numeracy

## Destinations of School Leavers

Despite falling below the virtual comparator in 2022/23, there has been a strong trend of outperforming the VC in previous years. Working in partnership with SDS, DYW and other 16+ partners, we are confident that our positive destinations will increase for 2023/24.



RESPECT

ASPIRATION

RESILIENCE

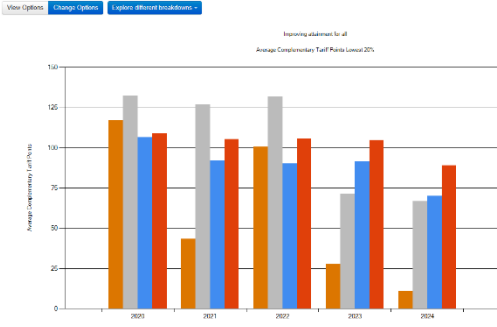
EQUITY

# Cohorts

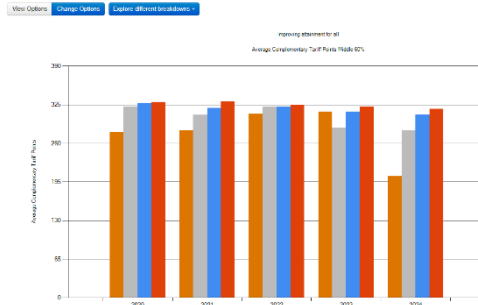
By the end of S6, all of our learners attain above the virtual comparator. We must now ensure that all our learners in S4 and S5 achieve an increasing number of awards with good quality passes. We must review the curriculum offer for our lowest attaining learners to ensure they leave school with a greater number of qualifications.

S4 lower 20%, middle 60% and top attaining 20% for last 5 years at local benchmarking

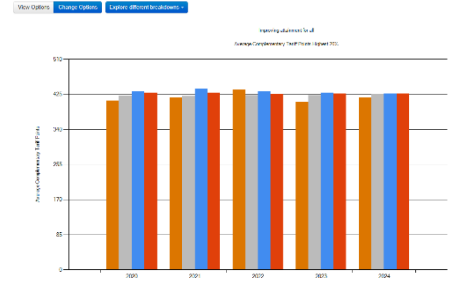
Local Benchmarking Measure: Improving Attainment for All Lowest 20%



Local Benchmarking Measure: Improving Attainment for All Middle 60%

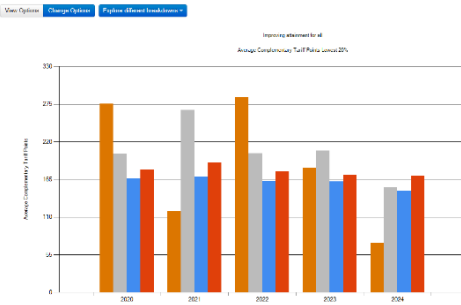


Local Benchmarking Measure: Improving Attainment for All Highest 20%

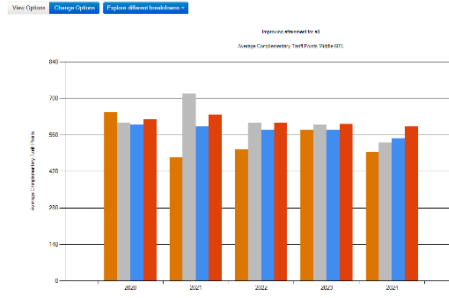


S5 lower 20%, middle 60% and top attaining 20% for last 5 years at local benchmarking

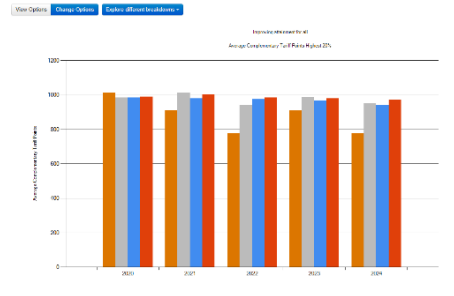
Local Benchmarking Measure: Improving Attainment for All Lowest 20%



Local Benchmarking Measure: Improving Attainment for All Middle 60%

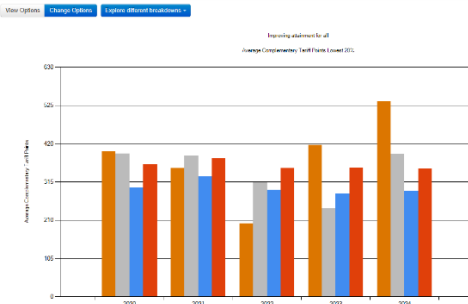


Local Benchmarking Measure: Improving Attainment for All Highest 20%

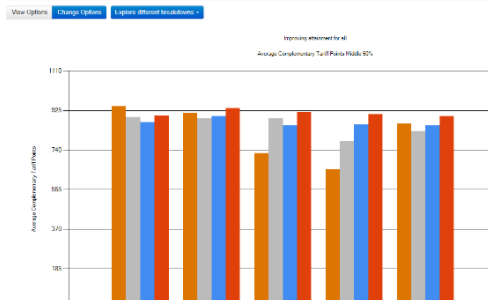


S6 lower 20%, middle 60% and top attaining 20% for last 5 years at local benchmarking

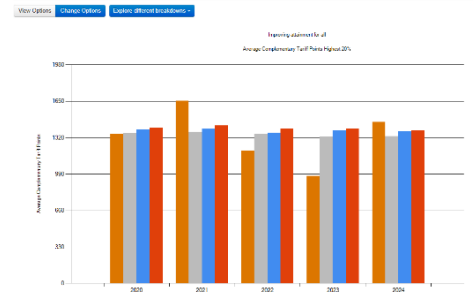
Local Benchmarking Measure: Improving Attainment for All Lowest 20%



Local Benchmarking Measure: Improving Attainment for All Middle 60%



Local Benchmarking Measure: Improving Attainment for All Highest 20%



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## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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At Kinlochleven 3-18 Campus we believe that a happy child is a successful child.

We work collectively and creatively with our whole school community to ensure positive and sustained success for every student. We believe that to ensure success for each of our students we need to provide a high quality education in a safe, respectful and inclusive environment, which builds a foundation for life-long learning.

We encourage everyone on campus to embrace the following values:

**Respect      Aspiration      Resilience      Equity**

As such, we feel that our school motto reflects how all of us view our school.

***“Small school, big ideas”***

Our aim is to produce:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

# Review of progress of improvement plan projects for session 2023/24

## Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1 – Raising Attainment and Achievement	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ There has been some progress made in terms of attainment. We have increased attainment in literacy and numeracy between 2022 and 2023 at both level 4 and level 5.</li> <li>✓ Diagnostic assessments have been introduced so that staff can create baselines to judge learner progress and to help set aspirational targets for learners</li> <li>✓ A calendar of events for pupil progress, attainment and 16+ meetings has been introduced for all levels of the curriculum</li> <li>✓ GL assessments have been introduced for S1-3 pupils</li> <li>✓ Insight data has been analysed to create stretch targets, which were shared with all staff</li> <li>✓ Data captures have been introduced to ensure monthly progress reports shared with senior phase learners and parents. Data captures are shared termly for BGE pupils. This has facilitated greater communication of progress with families</li> <li>✓ S3 assessments have been re-introduced</li> </ul>	<p>Create an attainment focus on literacy in the next improvement plan to support the increase of reading fluency and comprehension to increase attainment in literacy. An appropriate stretch aim will be set following analysis of 2024 insight data and presentation levels for 2024/25.</p> <p>Create a quality assurance calendar to undertake a full self-evaluation of learning, teaching and assessment and raising attainment and achievement. Use data and evidence to ensure there is targeted, measurable improvement planning to raise attainment overall.</p> <p>Ensure data from diagnostic assessments is being used by all faculties. Ensure that pupil target grades and levels are aspirational for every pupil.</p> <p>Ensure relevant interventions are being used as identified by diagnostics and teacher professional judgment. Ensure interventions are tracked, monitored and evaluated to ensure impact on learner progress and attainment.</p> <p>Ensure monthly/termly data captures, S3 assessments. GL assessments and any other diagnostics are analysed by teachers, led by principal teachers and SLT. Use this data to inform interventions.</p> <p>Ensure interventions for equity are in place and are fully evaluated to measure impact and success.</p> <p>Introduce weekly monitoring of attendance and late coming to identify necessary interventions to alleviate impact on attainment.</p>

School Improvement Plan Priority 2 – Learning, Teaching and Assessment	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ There has been satisfactory progress in this area</li> <li>✓ There is an evident increase in teacher leadership of continuous professional learning and school improvement priorities. All teachers have led working groups focusing on different aspects of learning, teaching and assessment. The impact of these developments on achieving positive outcomes for all children and young people is yet unclear.</li> <li>✓ Research by staff working groups have identified possible areas of pedagogical focus for session 2024/25 including questioning, differentiation, pace and challenge and Assessment is For Learning. In a few lessons, there is evidence that these strategies have increased young people's engagement.</li> <li>✓ A staff professional learning library has been established. Staff have made use of the professional learning library to inform working group discussions and presentations. They have made use of the literature to inform practice in their own classrooms. In a few lessons, there is increased use of formative assessment strategies and higher order questioning.</li> <li>✓ Staff have engaged with evaluation of the school's work through self-evaluation sessions. Challenge questions have been used to evaluate current work and set priorities for improvement. Most staff are able to accurately evaluate the work of the school and plan next steps for improvement.</li> <li>✓ A lesson evaluation toolkit has been developed. Most teachers have engaged with peer observation with areas of strength and areas for development in individual practice agreed. This has established a more consistent approach to observation and provided a framework for identifying individual, team and whole school development needs.</li> <li>✓ There has been initial work on shared approaches to literacy across the curriculum. The school is working towards Reading Schools status. Young people have been involved in leading the work towards this award. A few young people, staff and parents have reported increased engagement with reading, particularly among BGE pupils.</li> <li>✓ There has been initial work on shared approaches to numeracy. A few staff have incorporated these approaches to their curriculum.</li> </ul>	<p>Ensure that attainment data is analysed regularly by teachers and PTs at regular attainment meetings before further scrutiny by SLT. Teachers to use identified gaps in data to modify lesson and curriculum plans so teaching is responsive to learners' needs.</p> <p>School improvement groups to formulate clear action plans with activities, timescales and measurable impacts to be able to judge impact of developments in learning, teaching and assessment on outcomes for children and young people.</p> <p>Clear area of pedagogical focus to be identified and supported through targeted professional learning so impact on learners can be measured.</p> <p>Observation data to be gathered in an effective manner to provide evidence of progress in learning, teaching and assessment. Observation data to be analysed to look for common areas of development which can then be addressed through whole school CLPL offer and support PRD processes.</p> <p>Literacy and numeracy initiatives to be more focused. In terms of literacy, there will be a focus on raising attainment in reading. The numeracy initiative will identify cross campus/ASG approaches to ensure continuity and increased confidence for learners and support a 5% increase in attainment at levels 4 and 5.</p>



<b>School Improvement Plan Priority 3 – Ensuring Wellbeing, Equality and Inclusion</b>	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ There has been satisfactory progress in terms of this priority.</li> <li>✓ The campus Children’s Services Worker built strong relationships with young people in a short period of time.</li> <li>✓ The work of the pupil support team, including the Children’s Services Worker, supported a reduction in serious behaviour incidents and exclusion. There was also a slight increase in attainment for individual pupils working one to one with the PT ASN and Children’s Services Worker.</li> <li>✓ We have a fully stocked equipment for all/take what you need cupboard. The S6 wider achievement class led this initiative.</li> <li>✓ We have held a rewards day for the winning house team to celebrate achievement and promote inter-house competition</li> <li>✓ We have continued to build our partnership with Kinlochleven Community Trust and other agencies to develop outdoor learning. All S1 pupils achieved their John Muir Trust Explorer Award.</li> </ul>	<p>Ensure equality and inclusion across the school by introducing the CIRCLE framework. This is to support reflection on learning environments and relationships to support all learners and ensure increased attainment for all.</p> <p>Introduce nurture principles and Boxall profiles. Use profiles to ensure targeted, measurable interventions are carried out and evaluated to increase the engagement and attainment of our most vulnerable learners.</p> <p>Re-establish a school improvement group on positive relationships. Group to follow Rights Respecting Schools framework to evaluate SHANARRI indicators and create action plan to address areas of concern re: Health and Wellbeing.</p> <p>Review and re-establish systems for pupil voice and the house system to build school ethos and improve relationships.</p> <p>Develop system for recording, monitoring and intervening regarding wider achievements. Incorporate SHANARRI and wider achievement data into parental meetings and child’s plans to assist action planning.</p>

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Coordinated work between PT Guidance, PT ASN and the Children's Service Worker led to a reduction in behaviour incidents and exclusions in the latter half of the year.

Literacy interventions have led to an increase in reading speed and accuracy for S1 and S2 pupils undertaking the Read Write intervention.

Catch Up Numeracy has led to an improvement in numeracy skills for almost all learners who have engaged with the programme.

Our Breakfast for All provision, delivered by St. Mary's Glencoe and volunteers, is well attended every morning. Pupils report a variety of reasons for attending, including ensuring they eat before class, socialising with pupils from a range of year groups and having access to a wider variety of breakfast foods.

## Wider achievements

### Coileanaidhean nas fharsainghe

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We offer a range of wider achievement activities which include opportunities to gain additional awards. Pupils attending the after school Musical Theatre club have gained a Level 6 NPA in Musical Theatre. Additionally in the creative arts, there are lunch time and after school sessions offered in art and music to allow pupils more time to have access to materials and practice spaces. A range of music tutors also visit the school to provide specialist input in brass, woodwind and strings. We have been fortunate to receive funding from Kinlochleven Benefit Fund to provide a guitar tutor for senior music students.

Lochaber Rugby Club has worked with pupils to provide rugby sessions. Shinty tuition has also been provided by a local partner. Pupils have access to the Leven Centre at lunch times with many pupils playing football, badminton or table tennis as a social activity. The school also works in partnership with Active School and HighLife Highland to run these activities. Active Schools and HighLife Highland also provide many opportunities such as Dance Platform, Youth Clubs and a summer activity programme to engage pupils throughout the year.

The school has developed strong health and wellbeing partnerships with Kooth, Lochaber Women's Aid, Police Scotland and RASASH with these organisations providing workshops on a range of topics such as mental health, relationships, domestic violence, online safety and community safety.

Developing the Young Workforce West Highland and Skills Development Scotland are represented in school 1 day per week. DYW have organised events and speakers involving local employers to broaden knowledge of the local economy and employment opportunities in Lochaber and beyond. They have also supported work experience placements for individuals and organised input from the army for a skills development workshop. DYW also organised and delivered an employability month, in conjunction with the school and local employers, for S4 students in May. SDS continue to support young people in developing career aspirations through individual and group work. Our careers advisor continues to support young people in finding and sustaining a positive destination post school.

Staff continue to engage young people in their local community through a series of planned curricular opportunities in art, music and business studies. All S1 pupils have achieved their John Muir Explorer award, undertaking environmental projects in the local community with the Kinlochleven Community Trust. S1 pupils also attended Loch Eil Outward Bound centre to engage in personal development and team building activities. BGE Science pupils have had the opportunity to visit the local hydroscheme and travelled further afield to Cruachan power station to enhance their climate topic. S3 pupils travelled to Barcelona and Glasgow while S6 leavers visited Brussels.

## Comments from learners, families, stakeholders and staff

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

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Stakeholder views have been gathered through questionnaires, individual discussions, pupil activities and formal meeting structures such as staff meetings and parent council meetings.

Most pupils feel safe at school with a majority stating that they have someone they can talk to in school if they feel upset or worried. Most young people believe the school helps them to understand and respect other people. A majority of young people enjoy learning at school and most know who to ask for support if their work is too hard. Most young people feel they are encouraged to do the best they can.

A minority of young people feel that the school listens to them and takes their views into account. The majority of young people are happy with the quality of teaching in the school some of the time. A minority disagree or strongly disagree that the school deals well with bullying.

Most staff agree that the school is well led and managed. Almost all staff believe that the school has effective strategies to support children and young people with their learning, including those requiring additional support. Almost all staff believe there have been improvements in communication and want to see this further developed to support the school ethos.

Almost all parents are supportive of the newly appointed school leadership team.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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:

	<b>2023-2024</b>
<b>QI 1.3 Leadership of change</b>	Satisfactory
<b>QI 2.3 Learning, Teaching and Assessment</b>	Satisfactory
<b>QI 3.1 Ensuring Wellbeing, Equality and Inclusion</b>	Satisfactory
<b>QI 3.2 Raising attainment and Achievement</b>	Weak
<b>Other QIs reviewed</b>	

**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. Self-Evaluation for School Improvement
2. Raising Attainment and Achievement in Literacy
3. Ensuring Equality, Wellbeing and Inclusion.

## 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 [www.kinlochlevencampus.co.uk](http://www.kinlochlevencampus.co.uk) or by contacting the school office.