

STANDARDS AND QUALITY REPORT KINGUSSIE HIGH SCHOOL

2023/24



Kingussie High School

HIGHLAND COUNCIL | RUTHVEN ROAD, KINGUSSIE, PH21 1ES

School Profile

Pròifil na Sgoile

Based in the heart of the Cairngorms National Park, Kingussie High School is a school which promotes a C.A.R.E ethos through our school values of Community, Attitude, Respect and Effort. We encourage all staff to promote unconditional positive regard, meaning each day is a new day and all pupils are treated fairly and respectfully regardless of what has happened the day before. Where possible we like to support our learners using our local environment and appropriate technology.

Kingussie High School is a rural school with an above average percentage of young people with additional support needs 57.8% (compared to the National Average) and above average percentage of young people who are looked after and accommodated (compared to the National Average). The school is the Additional Support for Learning (ASL) base for the south area and includes facilities for children who have diverse needs including severe & complex needs. The roll for 2024/2025 is 393 pupils and is predicted to rise in the next five years due to the number of new houses being built in the school catchment area. The school includes households within the Scottish Index of Multiple Deprivation (SIMD) 4 - 9. Rural poverty, lack of public transport, seasonal employment and zero-hours contracts (*within a cash rich local economy*) present real challenges for the school and wider community.

The school was last inspected in September 2015 and the current Headteacher is Ian Adamson, who has been in post since October 2018.

Kingussie High School proudly serves the south side of the Badenoch & Strathspey valley, supported by four feeder primary schools—Aviemore Primary School, Alvie Primary School, Kingussie Primary School and Newtonmore Primary School which has two Gàidhlig medium classes. Our school sits within a community that relies on tourism all year round, through outdoor activities including snow sports, hill walking, climbing and a variety of water-based activities. Our school overlooks the Cairngorm mountains and is situated close to Ruthven Barracks, with its rich Scottish history. Shinty is huge within the local community and the rivalry between Kingussie Cammanachd Club and Newtonmore Cammanachd Club is renowned within the Shinty world. The Badenoch Ladies team are equally respected within the sport, regularly winning honours and giving school pupils a pathway into the sport post school. Kingussie High School was the first 'School of Shinty', a partnership forged with the Cammanachd Association allowing pupils to progress and develop their Shinty skills within the school curriculum.

We are proud of our creative school curriculum that offers all learners an achievable and suitable pathway from the junior years through the senior phase with various electives and subject choices. We can offer a traditional curriculum in the senior phase which allows learners to attain in the subjects required to achieve entry into high level courses at university, whilst also offering a range of qualifications that ensure our pupils are studying courses which allows them to have the skills and knowledge to work in our local context, nationally or globally. Partnership working is key to delivering some of these courses and we work closely with the University of Highlands & Islands to deliver courses such as Activity Tourism and Rural Skills. All staff at Kingussie High School are encouraged and supported to regularly evaluate their curriculum offering and the skills and interests of our learners help shape our curriculum. We firmly believe that curriculum drives attainment and high-quality learning, teaching and assessment is key to pupil engagement, and we strive to meet all learners needs.

Celebrating achievement is key to our school ethos and all pupils are offered a wide range of opportunities in the curriculum and through our extra-curricular programme. Pupils showcase their talents through musical productions, concerts, creative exhibitions including art, photography and technology. We have a number of sport teams who are competitive in Highland and national competitions. We are extremely proud of our girls who recently won both the junior and senior categories in the Future Assets Competition, showcasing their investment and entrepreneurial skills.

We are the first school to ever win both categories in the same year and the drive to replicate this achievement is fantastic to see.

Health & wellbeing (HWB) of both learners and staff is a high priority for the school and we have established partnership working with a variety of charities who support HWB including Mikeysline. Our S2 learners have supported a number of our charities recently through the Youth Philanthropist Initiative (YPI), using creative ways to pitch to a judging panel to secure significant funding for their chosen charities.

Learning for Sustainability (LFS) and Developing the Young Workforce (DYW) are key drivers to ensure that our learners know the importance of protecting our environment within the national park and globally. We have ten Kingussie High School skills that local employers agreed would benefit all learners to develop in school, and all subject areas have links to local employers to give learners a rich experience of the world of work highlighting how our key skills transfer from school to the workplace. LFS and DYW are fundamental to a sector leading curriculum and we aim to ensure that they are integrated into most lessons with a skills focus for all learners.

Overall, attainment across the school in numeracy and Mathematics is excellent and we are working to improve our literacy and English attainment year on year. Our young people achieve appropriate CfE levels in numeracy, and we are working with our feeder primary schools and the English department to ensure literacy levels also reflect this. We have interventions in place for most of our young people who face barriers to learning, and they are making good progress towards meeting their individual targets. The following information can be found on Parentzone Scotland. 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 data sources.

Pupil Numbers	Attendance	Teacher Numbers	Pupil Teacher Ratio	Meeting PE Target
438	84.72%	34	1-14	Target Met

S1	S2	S3	S4	S5	S6
85	75	79	66	78	55

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0	0	0			

ASN	No ASN	FSM	No FSM	EAL	No EAL
57.8%	42.2%	4.6%	95.4%	13.2%	86.8%

Attainment in literacy and numeracy:

Broad General Education

2023/2024 Proportion of pupils achieving Curriculum for Excellence Levels at S3.

Level 3

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Almost all

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Most

Gaelic Medium 2023/2024 Proportion of pupils achieving expected Curriculum for Excellence Levels at S3.

Level 3

Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

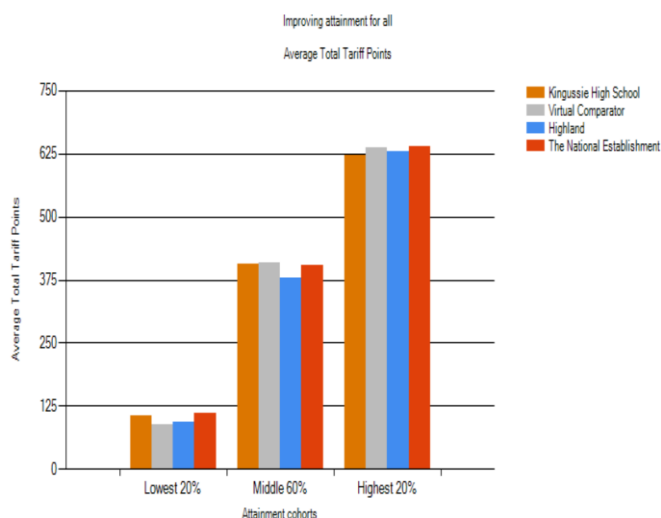
Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
Almost all	Almost all	Almost all

Attainment Information

S4 Attainment - Complementary Tariff Points (best 5 results)

The selected year is 2023



Top 20% - our top 20% of pupils in S4 attain well at Kingussie High School. Over the last five years we have been above our virtual comparator, Highland and National. This year we are matching Highland and just below our virtual comparator and National, but not significantly.

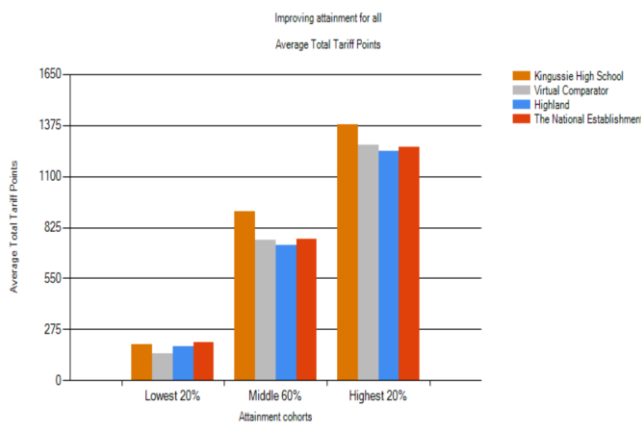
Middle 60% - our middle 60% of pupils in S4 attain well and this has been the pattern for the last five years. This year we are in line with our virtual comparator and above Highland and National. All pupils in S3 receive a pathway meeting with their Guidance teacher and their parent/carer which helps us to ensure that all pupils are choosing the correct course for them in terms of progressing into S5/S6 or for pupils looking to leave for college or employment at the end of S4.

Lowest 20% - our lowest 20% of pupils in S4 attain well against our virtual comparator and Highland. They also match the National Establishment which is very positive. We have worked hard to ensure all our learners have a curriculum that allows them to gain as many qualifications as they can at the highest level possible. Our ASL pupils have a six year plan and we aim to gain attainment for them starting in S1.

S5 (current S6) - Complementary Tariff Points (best 5 results)

Above VC, Highland and National in all areas.

The selected year is 2023



Top 20% - our S5 top 20% attain very well at Kingussie High School. They are significantly above our virtual comparator, Highland and National and this has been the picture consistently over the last five years. Again this comes to ensuring we plan an appropriate and challenging pathway for all learners to achieve.

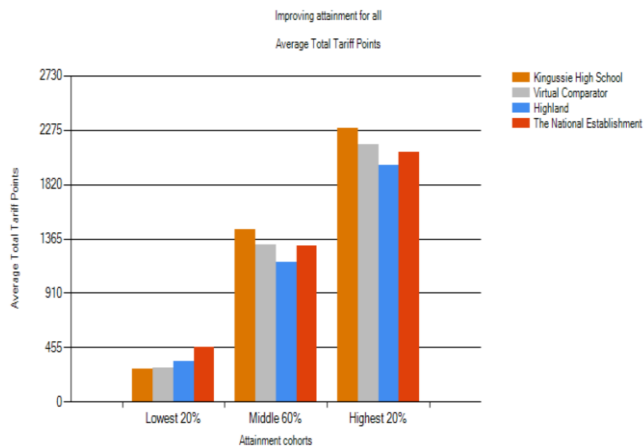
Middle 60% - attainment for our middle 60% is very good. We are consistent in the last five years for attaining better than our virtual comparator, Highland and National. Our robust tracking data and interventions through our Log of Support system allows us to do all we can to keep pupils progressing at the levels they start at.

Lowest 20% - again our lowest 20% of pupils in S5 have achieved very well and this is consistent for the last five years. Our staff are committed to supporting all learners to achieve a range of qualifications and if there is any borderline pupils we will ensure that we bank units for pupils throughout the course.

S6 (Most recent leavers) - Complementary Tariff Points (best 5 results)

Above VC, Highland and National in middle and top areas.

The selected year is 2023



Top 20% - our S6 pupils who left school have achieved very well outperforming our virtual comparator, Highland and National. We ask that most S6 pupils choose five subjects, unless they are doing multiple Advanced Higher courses. By choosing five subjects, this allows them to add to the attainment that they have gained previously and also ensures that they are developing skills and knowledge that will enhance their studies at university.

Middle 60% - our middle 60% of pupils also outperform our virtual comparator, Highland and National. This again is linked to our creative curriculum and the rigor that we ensure continues into S6. Our Guidance team reviews previous years results to ensure that pupils are studying at the correct level in S6, eg possibly repeating a Higher course to gain a better grade is better than taking an Advanced Higher if it's not achievable.

Lowest 20% -although our lowest 20% of pupils is matching our virtual comparator, we are below Highland and National. This is something that we have been focussing on and we are looking at strategies to engage pupils with barriers to school, pupils who are dropping subjects without gaining unit awards and also our whole school attendance as we believe this links strongly to achievement and attainment. Our ASL department and pastoral staff are focussing on ensuring the interventions are in place and are timely to make a positive impact to attainment moving forward in S6.

Literacy - S4 (current S5)



Literacy Level 4 – Literacy at level 4 has been consistently above our virtual comparator (VC) for the previous three years, however this year we have dropped significantly below our VC. We have been looking at trying to have more pupils achieving level 5 literacy, but we need to ensure that level four is being achieved for borderline pupils.

Literacy Level 5 – Literacy at level 5 has been below our VC for the last four years and this is something that we are trying to change through looking at what we are delivering in years S1 – S3 and also our presentation policy for S4.

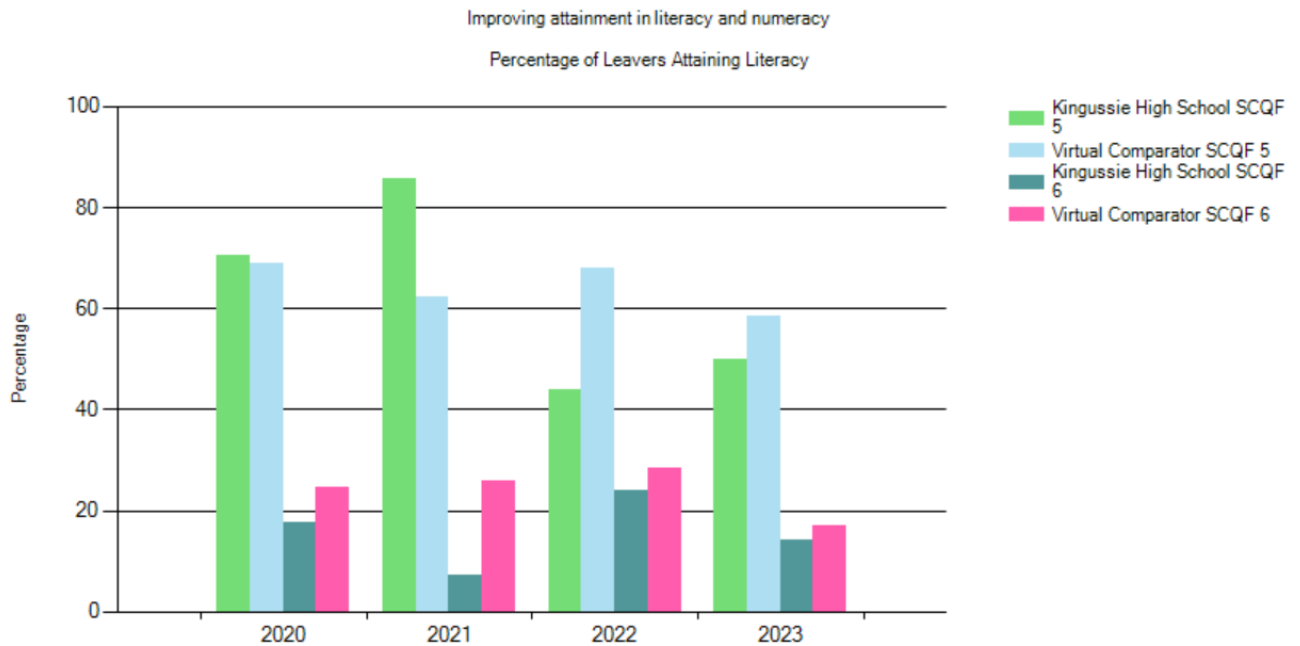
Numeracy - S4 (current S5)



Numeracy Level 4 – Level 4 numeracy has been positive for the previous three years before it drops below our VC this year. Maths in particular are very good at identifying pupils who are borderline level 5 candidates and ensuring they achieve level 4 before focussing on level 5.

Numeracy Level 5 – Level 5 numeracy been consistently above our VC for the last four years. We have maths teachers working with our feeder primary schools which helps promote numeracy and as previously stated above, the maths department identify pupils to ensure level 4 numeracy is achieved before pupils focus on level 5.

Literacy – S5 (current S6)



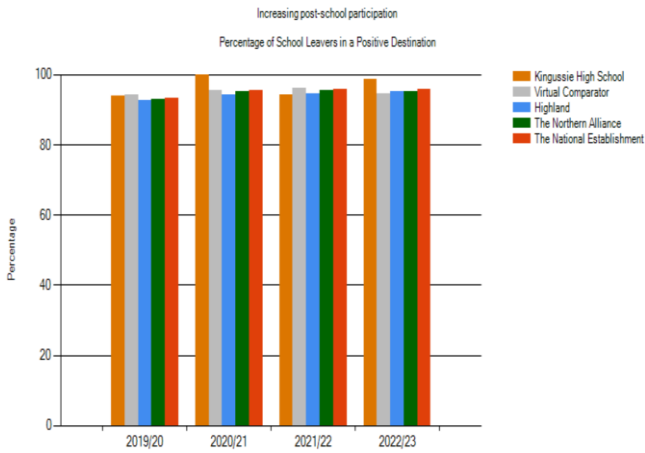
Literacy Level 5 & Level 6 – This reflects on our S4 data and we are looking at our presentation policy in S4 to ensure that we have more pupils achieving level 4 and particularly level 5 in S4. If we can successfully achieve an increase in S4 then we are confident that the S5 and S6 data will improve.

Numeracy – S5 (current S6)



Numeracy Level 5 & Level 6 – Our level 5 & level 6 data is strong for numeracy and we are hopeful that it will improve further at level 6 with the introduction of level 6 Application of Maths which we are delivering for the first time this academic year.

School Leavers



100% of our S6 school leavers have gone onto a Positive Destination, which is above the performance of our Virtual Comparator, Highland, and National figures.

In terms of leavers moving into employment, we are above our Virtual Comparator, the same as Highland, and above National figures.

In terms of our leavers going into Further Education, we are 2% below our Virtual Comparator, above Highland, and National figures.

Finally, in terms of our leavers going to Higher Education, we are in line with our Virtual Comparator, above Highland figures, yet below National figures.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

To work as an inclusive school community to foster the four capacities through our motto 'Gu Dìchiollach' - 'With Diligence' - to promote ambition, attainment, and achievement within an ethos of six personal values.

BE KIND	AIMS The community of Kingussie High School will be:	BE HARD WORKING
BE CARING OF OUR WORLD	Successful Learners Effective Contributors Responsible Citizens Confident Individuals	BE HEALTHY
BE GOOD LISTENERS		BE RESPECTFUL

Values

At Kingussie High School we have our CARE ethos which is built from our school values of Community, Attitude, Respect and Effort. We believe that these values are important throughout life and if the young people of Kingussie High School can display them, they will succeed in school and beyond.

Aims

At Kingussie High School we will:

- Strive to provide high quality learning and teaching which will challenge and inspire our young people to realise success.
- We will celebrate the uniqueness of our young people, our community, and our learning environment.
- Encourage all our young people to develop their personal qualities and abilities by engaging positively with a wide range of activities and experiences within and beyond the curriculum.
- Value and treat everyone with fairness and respect so they feel included and nurtured within a caring, disciplined, and supportive school community.
- Continue to develop productive partnerships with our associated local agencies to improve the well-being of our young people and families within our community.

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.

Learning, Teaching & Assessment -	
Summary of impact	Next steps
<ul style="list-style-type: none"> • A consistently high level of learning & teaching across all subject areas through engagement with KHS 'what makes an excellent lesson'. • A toolkit to support staff in planning and delivering effective lessons. • To establish a culture of sharing good practice in KHS and beyond. • To develop a culture of looking outwards to identify best practice to enhance learning, teaching & assessment. • Creation of a staff professional learning area to promote research and professional enquiry. 	<ul style="list-style-type: none"> • We will continue with our validated self-evaluation (VSE) focussing on learning, teaching and assessment of identified departments. • Learning, teaching & assessment steering group continuing to focus on our KHS toolkit and identifying

	<p>good practice that can then be shared with all staff.</p> <ul style="list-style-type: none"> • VSE actions will include visiting other schools in Highland and beyond to ensure best practice at KHS. • Area to be set-up in the school library/staffroom for resources to be stored for professional learning.
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Self Evaluation	
Summary of impact	Next steps
<ul style="list-style-type: none"> • All staff have been given feedback (including next steps) on an observed lesson from a peer, Principal Teacher and member of SLT. • KHS has an up-dated policy on self-evaluation (including an updated self evaluation calendar). • 2 departments will have had their departments inspected through Validated Self Evaluation during 2023/24. • Pupils, parents and partners have had an opportunity to share their views on the school through established systems. • Principal Teachers, along with input from other relevant staff, will complete Department Improvement Plans and Standards and Qualities Reports that reflect language from HGIOS4. • All staff are familiar with and comfortable evaluating their progress and performance using HGIOS 4 and GTCS standards. 	<ul style="list-style-type: none"> • Continue to ensure that all staff are engaging with the self-evaluation calendar of classroom observations. • Self-evaluation staff steering group will continue to review and develop processes. • S6 school improvement leadership team has been set-up to ensure that pupils are involved with school improvement. • Keep working through all departments with VSE. • Continue to support staff to complete department improvement plans and SQRs. • Challenge questions from HGIOS 4 are used at department meetings to ensure improvement.

Curriculum	
Summary of impact	Next steps
<ul style="list-style-type: none"> • To ensure KHS has a curriculum that meets the needs of all learners, challenging pupils throughout the BGE and preparing them to achieve in the senior phase. • To ensure our senior phase curriculum is as diverse as possible, allowing pupils to transition to positive destinations. • To ensure that all subject areas have strong links with employers as per the DYW agenda. • To ensure that KHS skills are embraced and developed across all subject areas. 	<ul style="list-style-type: none"> • DHT Curriculum to meet all principal teachers to discuss the subject offering in the senior phase to ensure our curriculum is regularly reviewed and meeting the needs of our learners.

<ul style="list-style-type: none"> • <i>Learning for Sustainability</i> is embedded as a coordinated cross-cutting theme 	<ul style="list-style-type: none"> • Work with partners to ensure we have pupils transitioning from KHS to positive destinations. • Use an inservice day where all staff will visit or engage with industry to ensure we have meaningful DYW links to all departments. • Learning for sustainability group to be set up.
Health & Wellbeing	
Summary of impact	Next steps
<ul style="list-style-type: none"> • To ensure pupils and staff can reach out for support if they require it. • To enhance support available to pupils by training senior MVP mentors. • A sector leading PSE curriculum that works with key partners to enhance pupils knowledge and understanding of important topics. • To ensure staff have the opportunity to socialise and enjoy time with their colleagues through organised activities. • Better health & wellbeing for pupils and staff through a HWB strategy. 	<ul style="list-style-type: none"> • KHS Wave to be introduced where all pupils have a stage of support allocated to them as needed. This need can change throughout the year depending on individual circumstances. • MVP mentors continue to work with S1 pupils. Selection process of mentors to be reviewed. • Staff social calendar of events to allow staff to have the opportunity to socialise with each other if they wish. • Create a HWB strategy that will support pupils and staff. Staff steering group set-up to lead on this.

Self-evaluation summary for school improvement - Core Qis – For professional dialogue – remove from parental versions			
QI 1.3 Leadership of change		Good	
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?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Theme 1: Develop a shared vision, values and aims</p> <p>The Kingussie High School vision, values and aims have been agreed by all stakeholders and are regularly promoted by staff at assemblies, in the classroom and when off the school premises on a trip or competing for the school. Almost all pupils demonstrate our school values when in school, and through community assemblies they are encouraged and challenged to demonstrate them outside of school time too. Celebrating success assemblies take place which evidence when and where pupils have demonstrated our school values and pupils are rewarded with certificates and house points through our promoting positive behaviour system. Almost all staff have high expectations of learners at KHS and this allows for positive relationships to develop between staff and pupils along with improved attainment.</p>	<ul style="list-style-type: none"> • Pupil Voice Review of Vision, Values and Aims • School Improvement Plan • Dashboard Data • Learner Conversations • Pupil L & T Surveys • Pupil Focus Groups 	<p>We will continue to base strategic improvement on our VVAs and look to revisit our pupil voice.</p> <p>We will continue to have discussions with all stakeholders based on our VVAs with a focus on parental engagement as it is poor as it currently stands.</p> <p>We will improve pupil awareness of available support particularly in times of need through assemblies and continue to keep the school website updated along with highlighting in parent/carers communication.</p>	<p>Good</p>

<p>Theme 2: Strategic Planning for continuous improvement</p> <p>All principal teachers have an annual curriculum meeting with the DHT curriculum and the SLT link person. This allows all staff to be part of the decision making about what courses are being delivered in their subject areas. A major factor in this is the skills and interests of our pupils which can change year on year. To ensure that our planning results in improvement we have pathway meetings with all senior phase pupils and parents/carers to discuss the best pathway for each pupil to gain maximum attainment.</p> <p>We have a robust Collective Activity Programme (CAP) inline with the working time agreement to allow all staff time to lead on areas of change linked to the School Improvement Plan (SIP). All staff are encouraged to look inwards at their own practice, look forwards to where they would like to be and to look outwards to visit other schools to share good practice. The good practice that is embedded into KHS gives all pupils the opportunity for better outcomes in these subjects.</p>	<ul style="list-style-type: none"> • SLT Agendas/Minutes • Management Meeting Agenda/Minutes • School Improvement Plan • Self-evaluation Calendar for Teachers, Principal Teachers, and Senior Leaders • DM Agendas/Minutes • SLT and PT 1:1 Attainment Meetings • School and Department Improvement Plans • CAP Programme • Steering Groups with SIP focus 	<p>We will continue to move forward with strategic change in consultation with stakeholders.</p> <p>We will continue to promote leadership opportunities for staff and pupils to support change in line with our SIP.</p>	
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<p>Theme 3: Implementing improvement and change</p> <p>All staff have the opportunity to lead on SIP improvements within our school. There are active staff steering groups linked to our SIP priorities and all groups are led by a non-promoted member of staff.</p> <p>S6 pupils have the opportunity to be active in change at the senior level through our senior leadership teams. They lead on pupils' voice through focus groups linked to their leadership focus. This allows almost all pupils to express their views and shape change.</p>	<ul style="list-style-type: none"> • Pupil Voice • Rights Respecting Schools Presentation • YPI • Staff Steering Groups • S6 Leadership Teams • Curriculum/Career Pathways • Partnership Working with DYW/SDS 	<p>Continue to ensure staff have the opportunity to lead on steering groups. Also allow staff to lead on CAP sessions sharing good practice.</p> <p>Curriculum meetings with PT/FHs to continue to allow staff and pupils to shape the KHS curriculum linked to pupil needs and local context.</p> <p>Ensure that staff continue to make strong DYW partnerships allowing the opportunity for all staff to look outwards and visit other schools or industry.</p>	
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QI 2.3 Learning, teaching, and assessment		Good	
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?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Theme 1: Learning and engagement All staff have been focussing on learning, teaching & assessment(LTA) during CAP sessions based on the sessions delivered by Mark Jones (CLO) at HSHA. This has been linked to our LTA steering group and also to the VSE that we have been engaging in over the last five years.</p> <p>Lessons in KHS are very settled and this is evident when moving around the school and also when visitors are in classes.</p> <p>Pupil voice tells us that most pupils enjoy learning at KHS and they mostly all have positive relationships with their teachers. The ethos in the school is very positive with almost all pupils feeling respected and valued in school.</p> <p>There are numerous opportunities for all pupils to contribute to the life of the school through a number of extra-curricular programme across a variety of subjects. All pupils have the chance to express their views on LTA through a pupil learning survey.</p>	<p>Pupil Learner Survey</p> <p>Pupil Focus Groups</p> <p>KHS 'What Makes an Excellent Lesson'</p> <p>CAP Program with LTA focus</p> <p>Extra-Curricular Timetable</p>	<p>We will continue to improve the pupil voice at all levels of the school and share the impact of pupil engagement with stakeholders.</p> <p>We will continue with our VSE program until all departments have been part of the process. This involves engaging with the authority and other schools in Highland and beyond.</p> <p>CAP program will focus on SIP priorities and LTA will remain as priority for KHS. CAP sessions reflecting HSHA focuses will be shared with staff and support given where necessary to improve.</p>	<p>Good</p>

<p>Theme 2: Quality of teaching</p> <p>There is a an agreed 'What Makes an Excellent Lesson' visible in each classroom. This has been agreed by all stakeholders and this plus the KHS LTA toolkit is a valuable resource to ensure all staff are aware of expectations and supported to ensure high quality LTA.</p> <p>The robust self-evaluation calendar ensures that there are three LTA observations per academic year. A peer, a PT and a SLT observation ensures there are discussions about improvement in LTA with all staff.</p> <p>Validated Self-Evaluation (VSE) is embedded to ensure that we are continually reviewing the quality of the teaching in identified departments. This allows staff to work closely with staff from other schools and within KHS to focus on LTA and ensure that we are supporting and challenging staff to improve.</p> <p>Important information is regularly shared with all staff through detailed ASN information, Monday Moring Briefing, SLT bulletin and information at CAP sessions.</p> <p>To ensure that pupil views are collected, all pupils are give a learner survey to express their views on LTA at KHS.</p> <p>A variety of data is used which allows all staff to make informed judgements for pupils in each subject area.</p>	<p>Validated Self-Evaluation – two departments each academic year to ensure all departments receive feedback from a range of partners regarding their LTA.</p> <p>Self-evaluation calendar.</p> <p>Monday Morning Staff Briefing & Friday Bulletin.</p> <p>SEEMiS Referral System</p> <p>KHS Log of Support System</p>	<p>We will ensure learning intentions and success criteria are fully explained and understood and are referred to in lesson plenaries. This will be supported by SIP Activities, classroom observations and planned learning walks.</p> <p>We will further drill down into pupil feedback to fully understand pupil opinion regarding lessons being appropriately challenging.</p> <p>We will continue to improve our communication with staff to ensure that they have all the information required to meet pupil needs.</p> <p>We will continue to follow the KHS self-evaluation calendar to ensure that lesson observations are meaningful and drive improvement.</p>	
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<p>All staff are encouraged to enhance LTA through the appropriate use of technology and also through outdoor learning where appropriate.</p>	<p>HGIOS 4 Department Self-evaluation</p> <p>Digital Schools Award and Google Reference School.</p>		
<p>Theme 3: Effective use of assessment All staff are encouraged and supported to ensure that they are aware of the ASN needs of all pupils. This allows assessments to meet the needs of individual pupils. This is supported by Pupil Passports devised by the ASN department and shared and updated regularly throughout the academic year. These have suggested assessment techniques that could be used for individual pupils.</p> <p>To ensure consistency across subject areas all staff have the time to moderate levels in both the BGE and the senior phase. For single person departments all staff are supported to visit other schools to ensure they are confident with judgements.</p>	<p>Curriculum Rational</p> <p>ASN information including pupil passports with strategies.</p>	<p>Continue to review the ASL information that is shared with staff. This includes the quality and the timing of P7 ASG information.</p> <p>Continue to build in time for moderation and quality assurance into CAP calendar creating time for staffy.</p>	
<p>Theme 4: Planning, Tracking and Monitoring There are robust tracking processes in both the BGE and senior phase of the school which is shared regularly with parents/carers and pupils. This incorporates the risk matrix identifying each individual pupil's needs and circumstances. This information is key to</p>	<p>Senior Phase Tracking to highlight individual pupil progress and overall school progress including stretch aims.</p>	<p>We will continue to review our tracking system to track pupils learning across each school year.</p>	

<p>allow staff to plan effective LTA for individual pupils.</p> <p>The ASN department play a key role in supporting with the planning and assessment stages. Any pupils who are struggling with their learning or who are not on track to attain are discussed at the Pupil Support Group weekly meeting and a plan is devised for each individual. For pupils with prolonged barriers to learning we ensure the focus is on literacy and numeracy for these pupils in the first instance.</p>	<p>BGE Tracking</p> <p>SEEMiS Merits linked to House system and school values.</p>	<p>The support team will continue to meet weekly and discuss pupils at risk of zero or low attainment and put in timely interventions.</p>	
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QI 3.1 Ensuring wellbeing, equality, and inclusion	GOOD
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<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>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
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<p>Theme 1: Wellbeing Almost all staff have embedded the SHANARRI indicators into daily practice. Almost all staff ensure learners are well supported in school to feel safe and ensure that they achieve. The Support team (Guidance, ASL) work together to offer safe spaces for any pupil who may need support and supervision during break times.</p> <p>The support office is in the heart of the school and the first room that all pupils see as they enter Kingussie High School. This</p>	<p>Pupil Learner Survey highlights that almost all pupils feel safe and happy at KHS. Anyone who indicates that they don't receive an immediate check-in.</p> <p>Attendance and attainment data is scrutinised regularly and interventions put in place accordingly for individuals.</p> <p>PEF CSW</p> <p>KHS website has support signposted for both pupils and families and this is shared regularly on communication to parents/carers and with pupils at assemblies.</p>	<p>Continue to promote and use SHANARRI indicators to measure pupil well-being as evidenced from our referral system.</p> <p>Continue to use the principles of GIRFEC to guide our support for young people as evidenced from our referral system.</p> <p>Through PSE and assembly time, increase pupil</p>	<p>Good</p>
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<p>was a conscious decision post the pandemic to ensure that all pupils are welcomed into school by key support staff.</p> <p>There are regular assemblies around wellbeing, equality and inclusion where all pupils are challenged to demonstrate kindness towards each other and to pass on any concerns or issues that they have. MVP mentors in S6 work with S1 PSE classes around topics such as appropriate use of language and the role of a bystander to promote our school values.</p> <p>Almost all pupils know who their Guidance teacher is and where to access support. Almost all pupils have a key adult that they trust and would turn to for support. This is regularly revisited through SLT check-ins with pupils and always followed up by SLT if any pupil survey response says a pupil isn't confident to speak with a teacher or adult in school.</p> <p>There are a range of support partners accessible to pupils either through self referral or through our support team. High tariff pupils are discussed at PSG and then entered for solution focussed meetings which involve the Practice Lead (social work), any other agency required, the parent/carer, the guidance/link teacher plus the DHT Support.</p> <p>We have a well resourced school website that signposts both pupils and families to support that is available outside of school.</p>	<p>Guidance staff and DHT Support have their office off the social area so that all pupils know where to access support.</p> <p>KHS Assembly program.</p> <p>Solution Focused Meetings including KHS support staff, Practice Lead, Health etc. These happen twice each term with pupils and parents in attendance.</p> <p>School counselling service</p> <p>https://sites.google.com/kingussiehigh.org.uk/kingussiehigh/pupil-support</p>	<p>awareness of responsible adults within school and in the school community who they can speak with if worried or upset.</p> <p>Ensure that all stakeholders have an input into the assembly timetable.</p> <p>Ensure that check-ins are happening through a robust calendar.</p> <p>Continue to highlight with stakeholders the support available to pupils and families in school and outside of school. Work with partners to ensure the most updated advice is available.</p>	
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<p>This is shared via letters to parents/carers before each school holiday so families are aware of what support is there.</p> <p>In s1-S3 PSE is taught by Guidance Teachers ensuring every pupil has direct contact with their Guidance Teacher on, at least, a weekly basis. Pupils with identified ASN needs will have an ASN link teacher too who can support with the identified needs and their learning.</p> <p>KHS PEF funding has been used to employ a Family Learning Education Officer (FLEO) who helps support pupils with low attendance and barriers to learning.</p>	<p>PEF FLEO diary with all interventions and the impact made.</p>	<p>We will continue to respond to pupil requests for counselling.</p> <p>Continue to use PEF money to resource our FLEO.</p>	
<p>Theme 2: Fulfilment of statutory duties All staff are aware of their statutory duties towards our young people and families. This is expressed in regular Child Protection Training; applying safeguarding protocols; using policy frameworks such as GIRFEC; SHANARRI; and the UNCRC. We have a staff group who are working towards our bronze UNRC award.</p> <p>Attendance is reviewed weekly and any pupils with low attendance is discussed at PSG. We have robust procedures in place to identify pupils with 3 day unauthorised absence and this is followed up by our support team. Letters are sent home to parents/carers regarding low attendance and meetings are arranged to discuss how KHS can support families to aid improved attendance. Attendance is regularly discussed at assemblies, in parental letters and with individuals by all support staff.</p>	<p>Child Protection Training each year with all KHS staff and recorded and returned to HQ.</p> <p>Rights Respecting Schools Award is something that we are working on. Hoping to achieve Bronze soon with a staff steering group leading on this.</p> <p>KHS Attendance is monitored and discussed weekly with appropriate interventions including letters, meetings and PEF FLEO involvement.</p> <p>ASL visits to primary schools. Involvement of PT ASL in class allocation organisation and robust data collection of P7 pupils. This includes ASL needs and all NSA data plus ACEL data.</p>	<p>Continue to ensure we remain aware of our statutory duties, and implement the identified articles of the UNCRC into all aspects of our professional practice as guided by our Pupil Voice.</p> <p>Continue to review and track attendance with appropriate interventions used.</p> <p>We will continue to ensure that the PT SfL, and ASNT staff, are involved in the P7 into S1 transition process.</p>	

<p>We have a robust calendar of events to support P7-S1 transition working closely with our ASG primary schools. This includes enhanced transitions for identified pupils, ASN staff attending meetings for pupils with identified needs as young as P4 so that we can upskill our staff to meet every pupil's needs, Guidance staff visiting schools, DHT support visiting P7 pupils, two transition events in Science and Maths throughout the year, parents/carers are invited in for a presentation and tour when their child is in for their three day transition. There has also been other tours and meetings arranged for any parent/carer who is requiring more information or who is feeling nervous around what support KHS can offer in our ASN provision.</p>	<p>KHS Transitions timelines shared with all primary HT and P7 teachers and discussed at ASG meetings.</p> <p>Minutes of SFL, PT Pupil Support and support bases</p>	<p>We will continue to discuss with departments P7 transition opportunities.</p>	
<p>Theme 3: Inclusion and equality All learners are included in the daily life at KHS. All staff understand their role in ensuring inclusion and are aware of the diverse background of pupils and also of their individual needs.</p> <p>Respect is one of the KHS school values and this is promoted on a daily basis by almost all staff and pupils. It is regularly highlighted at assemblies along with celebrating/embracing diversity. We use the risk matrix to ensure that targeted support is given to pupils who require it most.</p> <p>We have a number of pupils on adapted curriculums or adapted timetables and almost all staff support this with differentiated work, adjusted deadlines etc.</p>	<p>Key staff are visible as pupils enter the school in the mornings, at break and lunchtimes to ensure that pupils needs are met.</p> <p>Staff on duty regularly promote respect to pupils regarding litter, how they speak to one another etc.</p> <p>PSG look at individuals data and will decide how to best adapt a pupil's curriculum to meet their needs.</p>	<p>Our actions around Well-being, Equality and Inclusion will be framed within our Rights Respecting Schools Award initiative.</p> <p>Pupil Achievements will be further recognised and celebrated through our assemblies and social media.</p>	

QI 3.2 Raising attainment and achievement		Very Good	
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?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>Theme 1 Attainment in Literacy and Numeracy</p> <p>We believe that we are good at raising attainment and achievement. This starts with knowing our learners well starting at P7 stage and sometimes earlier. We then try and ensure that our BGE curriculum is relevant and engaging for pupils while also having a skills focus so that all pupils are ready to progress onto the highest level possible to them in the senior phase.</p> <p>Our senior phase curriculum is influenced by pupil interest and skills where possible as well as all teachers having an opportunity to reflect and identify new courses at the annual curriculum meetings. We use partners like UHI to support delivery of awards and we also have introduced a number of NPA awards linked to the local school community which allows pupils to gain skills which will enhance their chances of local employment.</p> <p>Our numeracy data is strong, and the Maths department have links with the ASG primary schools. We are aware that our literacy data is an area for improvement and the English department are focussing</p>	<p>Insight Analyses - Department and Whole School demonstrates positive attainment over a number of years at KHS.</p> <p>Senior pathway meetings ensure that we discuss with pupil and parent/carer the best pathway to attain the grades needed for next steps. This involves SDS to support S4 or S5 leavers.</p> <p>PT/FH curriculum meetings happen annually to ensure that we are planning for the needs of the current learners and reviewing courses to ensure we are achieving positive attainment.</p>	<p>All staff will continue to use KHS Dashboard and TMR data to inform early interventions.</p> <p>All staff given training around the use of data including Insight and NSA.</p> <p>We will use SNSA data to inform early interventions with the purpose of increasing uptake in N5 courses.</p>	<p>Very good</p>

<p>on ensuring skills are developed through the BGE to allow more pupils to start S4 entered for National 5.</p> <p>We have a Log of Support system in place to support pupils who are off track with their learning in the senior phase. This identifies why pupils are off track, ensures parents/carers are aware and importantly highlights what needs to be done to get back on track. This is regularly reviewed by Guidance staff and DHT Support at PSG meetings. There is also a robust system in place for any change of levels or withdrawing of pupils which goes through SLT before any changes are made. The SLT link staff have regular attainment meetings with their PTs to discuss priorities, pupil concerns and strategies of support to ensure pupils progress at the highest levels they can.</p> <p>All staff are encouraged to have an aspirational presentation policy and all pupils are encouraged to give their best Attitude, Respect and Effort in all their subjects.</p>	<p>Log of Support system is in place to ensure all pupils, parents/carers are aware when a pupil is off track and given identified targets to achieve to get back on track.</p>	<p>We will continue to adhere to our positive presentation policy by increasing National 5 entries across all subjects.</p>	
<p>Theme 2: Attainment over time Attainment over time is positive for Kingussie High School. Our Insight data highlights that our data is strong across almost all measures.</p> <p>Our tracking system captures pupil performance regularly and the log of</p>	<p>Insight Data</p> <p>Robust tracking and monitoring at all levels.</p> <p>Creative curriculum that allows pupils a comprehensive choice of qualifications for a school our size.</p>	<p>Tracking data analysed and ensure interventions are made.</p> <p>Knowing our learners will help discussions around ensuring a curriculum that drives attainment.</p>	

<p>support system is used in between tracking periods if interventions are required.</p> <p>Our creative curriculum has been key to raising attainment as previously mentioned as it allows learners to choose subjects that engage them, resulting in improved attainment. Our pathway meetings with pupils and parents ensure that the best learner journey is agreed for all learners in S4-S6.</p> <p>Learning and teaching is also a strong focus to help raise attainment and all staff have been involved in a robust calendar that includes PT observations, peer observations and SLT observations. Our VSE model also focusses on LTA and feedback for improvement.</p>	<p>LTA number one SIP priority and staff supported at CAP sessions to share good practice. Also a staff LTA steering group.</p> <p>Validated self-evaluation</p>	<p>We will ensure greater consistency of interventions towards targeted groups of pupils who have borderline performance by offering greater support and challenge to our PTs.</p>	
<p>Theme 3: Overall quality of learners' achievement</p> <p>Kingussie High School has a promoting positive behaviour policy that encourages all pupils to demonstrate the KHS values of Community-Attitude-Respect-Effort. When pupils showcase these values they can receive house points from staff that has rewards chosen by our pupils. These include cinema passes, ice skating passes and canteen jump the queue passes. The overall winning house over the year is given a team reward chosen by pupils and this encourages all pupils to work hard, show a good attitude, demonstrate respect to themselves and others in/out of school and to care about their community. This in</p>	<p>KHS promoting positive behaviour policy reviewed with parents/carers and pupil/staff input.</p> <p>KHS House system in place to reward pupils with monthly, termly and end of year rewards. Pupils enjoy receiving cinema tickets and have a chance to choose the end of year reward.</p> <p>KHS Entitlements identified and mapped out across the BGE with focus on outdoor learning.</p>	<p>Launch and review our new promoting positive behaviour strategy.</p> <p>Target parents to improve parental engagement.</p>	

<p>return helps to raise achievement and attainment.</p> <p>There are groups who volunteer locally in the community to help at local churches, care homes and charity shops. We have YPI in S2 which helps support local charities through researching their aims and promoting the charities to the rest of the school.</p> <p>We have a senior leadership pupil team who help shape KHS through a variety of ideas and events. There are 10 KHS skills which almost all staff strive to develop in all pupils to ensure they are employable. These 10 skills were identified by local employers as skills that they want KHS pupils to leave school with.</p> <p>Our creative Thursday afternoon timetable allows for BGE pupils to have personalisation and choice over what they are learning. In the senior phase attainment is raised from almost all seniors adding value to their curriculum choice by opting into other courses to complete units or in some cases a full course.</p> <p>Achievement inside and outside of school is celebrated at success assemblies, on the digital screens around the school and via newsletters and social media. Almost all pupils are proud to have their achievements shared and celebrated.</p>	<p>KHS success shared on social media and in weekly newsletter to parents/carers. Digital screens around the school are used to showcase success along with the local newspaper regular slot.</p> <p>KHS Skills Framework including our Business Partnerships</p> <p>Extracurricular Activities Creative Thursdays are valued by the pupils as they have personalisation and choice throughout the BGE.</p> <p>Pupils enjoy the celebrating success house assemblies and the ethos is very positive, led by Guidance teachers.</p>	<p>We will seek out new employers who will be willing to provide pupils with industry experience.</p> <p>Continue to celebrate success through the house system and prizes.</p>	
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<p>There are a number of extra-curricular clubs and activities that run that allow pupils to represent KHS. These include music shows/concerts, sports clubs, Duke of Edinburgh awards, Future Assets, Mokcop, Language Bees.</p> <p>DYW is a focus for all departments and this along with our university trips enables pupils to see and hear about the opportunities post school.</p>	<p>Extensive extra-curricular program including entry into a range of competitions.</p> <p>Tracking of DYW partnerships and how embedded they are across departments help us ensure we have strong employability links.</p>	<p>Continue to explore extra-curricular opportunities in line with pupil voice and staff skillset.</p>	
<p>Theme 4: Equity for all learners Tracking is key to ensuring that all pupils are achieving success and meeting their attainment targets. At KHS we have robust systems in place for all pupils and staff are aware where to access these.</p> <p>The risk matrix is regularly used at PSG and SLT meetings to ensure that our most disadvantaged pupils are gaining qualifications and raising attainment.</p> <p>The positive destination data for KHS is good for a number of years and we work well with SDS and our DYW coordinator to ensure that all pupils receive the support that they require when transitioning out of KHS. 16+ meetings also ensure that high tariff pupils are discussed and supported into positive post school destinations.</p> <p>Most subjects offer all pupils study support in their senior phase subjects, however</p>	<p>Robust tracking at BGE and senior level allows an overview of all pupil attainment and ensure early interventions can be made.</p> <p>The risk matrix is included in our tracking sheets and highlighted as a strapline on SEEMiS registers so all staff are aware of the needs of each pupil.</p> <p>Insight shows we have strong positive data for post school destinations and this has been the case for the last ten years.</p> <p>16+ meetings ensure at risk pupils are being discussed along with the best support package for them at leaving age. Similarly, transition meetings take place for pupils with severe and complex needs to ensure they have the right pathway post school.</p> <p>There is a comprehensive study support offering from most subject areas at lunchtime or after school.</p>	<p>We will continue to provide training for pupils who require to use digital tools to benefit their learning.</p> <p>We will continue to collaborate with pupils to accept and use appropriate support strategies provided.</p> <p>Continue to share information with all staff to ensure pupil needs are met.</p>	

<p>after school times are not always well attended due to transport issues for pupils.</p> <p>The PT ASN has devised a new digital spreadsheet for all AAR arrangements, and this ensures that all pupils who require special exam arrangements receive them. It also ensures that the quality of evidence is attached too in case we are audited.</p>	<p>Staff have been supported to link digital evidence to the AAR spreadsheet ensuring that we have all the information and evidence at hand should it be required for SQA purposes.</p>	<p>We will continue with planned 16+ meetings to secure positive presentations for all.</p>	
<p>QI 2.2 Curriculum: theme 3 Learning pathways</p>		<p>Very Good</p>	
<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>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Kingussie High School operates on a 3:3 curriculum model. We regularly review our BGE to ensure that it is relevant, engaging and develops the skills of our pupils to be successful in the senior phase.</p> <p>PTs have annual curriculum meetings to ensure that we have the correct courses on offer for the pupils and this can change as the interests of our pupils change, the opportunities locally, national and globally change and the skills of our teachers changes.</p> <p>All departments share learner pathways with pupils, parents and carers so that it is evident where the learning is going in each subject. This allows family learning to take place as parents/carers are aware of what their child is doing in class.</p>	<p>Draft Curriculum Architecture https://docs.google.com/document/d/162gFrLSNKySzyk7hAVPn8xWWHqdl9FSFbdh4u0ubwU/edit</p> <p>Curriculum Rationale outlines what we are trying to achieve and how we do this. Pupils and parents find this useful for future planning.</p> <p>Curriculum – planned learning allows pupils and parents to see what they will be learning in the BGE and allows parents/carers to support pupils at home. It also allows for staff to see natural crossovers or links for IDL.</p> <p>Our S3 Learner {pathway meetings have a high attendance rate from parents/carers and are invaluable to ensure we plan the best learner journey with a focus on raising attainment.</p>	<p>We will update the curriculum map and review our range of topics and frequency of assessment.</p> <p>We will continue to look for and implement curricular inserts to enrich the curriculum and creative contexts for pupils to apply learning.</p> <p>Continue yearly curriculum meetings with Pts/FHS</p>	<p>Very good</p>

<p>Curriculum design is at the forefront of our minds when we are making any curriculum changes and breadth, depth and progression are important to consider along with the needs of all learners.</p> <p>At senior option time we have S3 pathway meetings to ensure that the most suitable subjects are chosen that allows all pupils progression and focus on raising attainment. Each individual pupil journey is key in terms of when their end point is. For example, if we had a pupil in S3 who is leaving at the end of S4 then they might go straight to Higher P.E rather than National 5 P.E if they have strong practical performance and good literacy ability.</p> <p>High quality LTA is what we all strive for at KHS and our CAP programme is tailored to ensure progression and consistency in classes. Outdoor learning is used by a number of departments and it is encouraged by SLT if it can enhance pupil experience.</p>	<p>Our creative curriculum can be seen in our KHS option form(available on the school website). We have added in links to all courses with a description of a current or former pupils explaining why they valued the course and the progression available.</p> <p>Parents in particular value the face to face conversation about course choice and progression. There are numerous examples of where a pupil/parent has attended the pathway meeting with a completed option form and left with a different final form due to staff ensuring progression and attainment.</p> <p>The KHS 'What Makes and Excellent lesson' along with the staff steering group and CAP program ensure that LTA is a priority of all staff and learners.</p>	<p>Implement KHS's Skills Framework by integrating skills into BGE Programmes of Learning.</p> <p>Continue our S3 pathway meetings with pupils and parents/carers.</p> <p>Continue to evaluate the curriculum and make appropriate adjustments.</p> <p>Deliver, monitor, track and evaluate impact of our skills framework.</p> <p>Continue to prioritise LTA at CAP sessions with staff given opportunity to lead sessions.</p>	
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QI 2.7 Partnerships: theme 3 Impact on learners		Good	
<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>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Partnership working is key to ensuring positive outcomes for the pupils of KHS. We have a range of strong partners who support the pupils of KHS with their health & wellbeing and we also have a number of partners who add value to our curriculum and help us raise attainment.</p> <p>Almost all staff value partnership working and there are a number of local and national partnerships set-up to enhance LTA in a variety of subjects. This includes local charities and projects where pupils are volunteering. It includes our partnership with UHI and North Highland College to help us deliver Activity Tourism and Rural Skills. We have pupils from our ASN provision who access skills builder courses at college along with other pupils who attend Friday college courses.</p> <p>Our SDS and DYW coordinators ensure that they work collaboratively to ensure the best outcomes for all pupils and business breakfasts have led to strong DYW partnerships in a variety of departments.</p>	<p>The support staff work closely with a range of partners as intended in the GIRFEC model. This includes identified pupils receiving solution focussed meeting with a range of partners twice termly.</p> <p>All subject areas have been tasked with finding at least one strong DYW partner. We held a business breakfast where lots of local employers attended the school and networked with staff to create links and ideas. We are aiming to track this to ensure they are adding value and lasting partnerships.</p> <p>Both SDS and DYW staff have their own spaces to work and we have ensured that there is crossover on the days they attend KHS so that they can work collaboratively when needed. One member of the Guidance staff meets weekly with the DYW co-ordinator to discuss progress with projects and departments.</p>	<p>Increase engagement opportunities for parents covering various aspects of school life by enlisting parents in surveys, and focus groups.</p> <p>Continue to prioritise industry links in all departments and track this across the school.</p>	<p>Good</p>

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The following does not encapsulate all interventions however it exemplifies some of our work across Literacy, Numeracy and Health & Well-being from the Pupil Equity Fund.

Literacy

Targeted pupils are achieving a literacy award linked to the CSW supporting pupils into school or a local alternative to complete awards.

Numeracy

Targeted pupils achieving a numeracy award with support of CSW to attend school.

Health and Well-being

CSW is working with an identified group of S3 pupils towards their Growing2gether award. This involves two groups of 12 S3 pupils planning and working with groups of nursery pupils from our feeder schools. The identified pupils have commented on how this has helped their confidence, their literacy skills and has a DYW employability link too with a chance to see what an early years practitioner job involves.

Attendance at school has improved for many of the identified pupils resulting in better mental health in line with the SHINARRI indicators, eg included, healthy, achieving and nurtured through being in school and out of their bedrooms.

Wider achievements

Coileanaidhean nas fharsainghe

Awards, Competitions and Challenges	
<p>Maths Future Asset Finalists for both junior and senior teams. Engineering the Future for Girls, Finalists Strathclyde University Engineering Fundamentals</p> <p>Health & Well-being Multiple Shinty Competition winners both junior and senior boys and girls. Football success.</p> <p>Art Creative evening to showcase pupil work</p> <p>H.E Hospitality event for parents/carers</p> <p>Social Subjects Auschwitz Trip</p> <p>Languages French Spelling Bee Competition</p>	<p>Music School show – High School Musical</p> <p>Physics Herriot Watt AH visit Newton Rooms</p> <p>DYW Growing Future Assets Competition, Winner</p> <p>Whole School Duke of Edinburgh – Silver Awards Rights Respecting Schools Award, working towards bronze</p> <p>Technology Creative Evening to showcase pupil work</p>

Comments from learners, families, stakeholders, and staff

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

A recent learner survey and a recent staff survey indicates that almost all pupils and staff enjoy coming to Kingussie High School, understand the school values and feel that they are valued and respected.

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:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
QI 1.3 Leadership of change	Satisfactory	Good	Good	Good	Good
QI 2.3 Learning, Teaching and Assessment	Satisfactory	Satisfactory	Satisfactory	Good	Good
QI 3.1 Ensuring Wellbeing, Equality, and Inclusion	Good	Good	Good	Good	Good
QI 3.2 Raising attainment and Achievement	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Very good
QI 2.2 Curriculum	Good	Good	Good	Very Good	Very Good
QI 2.7 Partnerships	Good	Good	Very Good	Very Good	Good

Our overall evaluation of our capacity for continuous improvement is: **Very Good**

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Learning, Teaching and Assessment – KHS 'What Makes an Excellent Lesson'
2. Curriculum – Ensuring the curriculum meets pupil needs, local context and raises attainment
3. Self-evaluation – Ensuring the processes are in place for high quality LTA, curriculum development and all learner's needs are being met.
4. Health & Wellbeing – Ensuring that pupils and staff receive the best support to thrive in their day to day lives.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed in the school improvement plan as well as our PEF plan, which can be accessed on our website <https://sites.google.com/kingussiehigh.org.uk/kingussiehigh> or by contacting the school office.

Appendix 1: Local and National Context

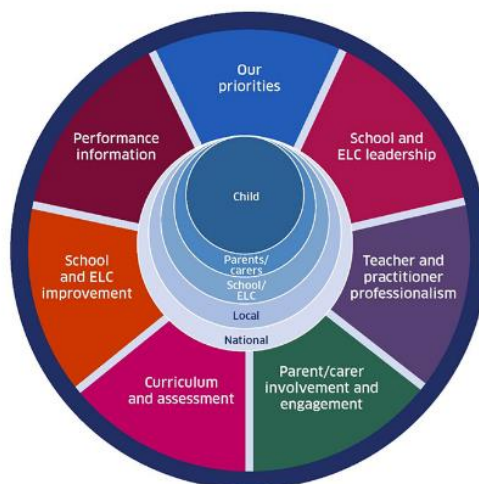
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

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

Empowerment & Leadership:

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

Relationships:

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

Opportunity:

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

The key priorities outlined in the National Improvement Framework are:

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

Self-evaluation

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

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

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

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

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

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

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

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

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

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

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

Looking outwards - learning from others

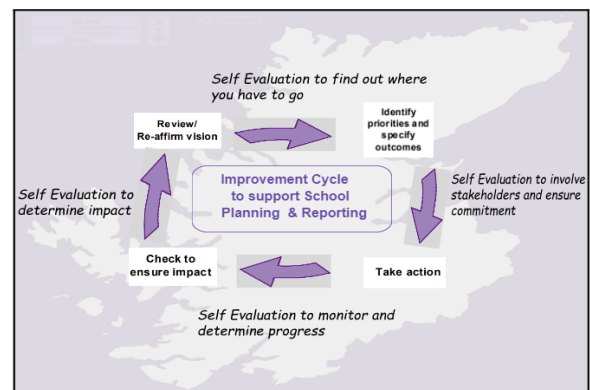
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

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

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

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



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

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

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

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