



Standards and Quality Report

School:	Gairloch High School
Head Teacher:	Wim Chalmet
Date submitted:	17th September 2021



Context of the school:

Gairloch High School is situated in the beautiful district of Wester Ross within Highland Region and pupils either live within the environs of Gairloch village or travel many miles from the outlying villages - having attended the associated Primary schools of Gairloch (English or Gaelic Medium), Shieldaig, Kinlochewe, Poolewe or Bualnaluib. A significant number of our pupils travel by bus each day to reach school.

At Gairloch High School we provide a full and comprehensive curriculum for pupils aged 11–18 (S1- S6) and offer the language of Gaelic (Learners)) as part of our 1&2 Language Provision and Gàidhlig (Medium).

We take great pride in the positive relationships between staff and pupils and strive to raise achievement for all pupils. The school works closely with pupils, parents and the wider community to ensure that pupils could gain the qualifications they needed to progress beyond school.

In session 2020/2021 the role was 115 pupils which included some new starts during the session. The teaching staff was 15.0 Full Time Equivalent and 2 Full Time Equivalent associated support staff. Three visiting instrumental instructors visit the school to provide strings, piping and drumming. The school was significantly over-staffed and this in combination with a falling school roll, challenges remain in providing all aspects of a balanced curriculum. We continue to work with learning partners to provide further opportunities for pupils to access a wide range of course in our senior phase.

The school has a defined structure of a Senior Leadership Team (HT and DHT) and an Extended Leadership Team (4 PTs Curriculum and 2 PT's – SFL and Pupil Support). This affords the school the opportunity to strengthen the remits of SLT and ELT and create an ethos that will consistently support improvement and quality.

School Vision, Values and Aims:

We are **Ambitious** for and **Believe** in our pupils. We are a community committed to their **Care, Development, Education and Future.**

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School Values

Learning and teaching is our core activity and striving to provide an excellent education will ensure all our pupils, staff, parents and partners have aspirations for lifelong learning. Our ambitions and beliefs for our pupils are to encourage them to become successful, confident adults. Regardless of their gender, race, sexual identity, disability, religious or political beliefs we will care for our pupils in a positive and supportive environment.

School Aims

We will provide a place of education that will:

- *Create successful learners who are stimulated to think, learn and contribute to the life of the school and the wider community.
- *Provide a curriculum of excellence that supports and enables all pupils to achieve their full potential
- *Enable pupils to develop a knowledge and understanding of the world.
- *Create citizens who are informed about environmental, cultural and scientific matters.
- *Communicate and work in partnership with teachers, pupils, parents and other agencies.
- *Create a positive learning environment where everyone knows their views, talents, skills and opinions are valued and considered.
- *Be a positive workplace environment for staff, where everyone feels supported in their work, encouraged engaging in a professional culture of collaboration and providing career-long professional learning opportunities.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers and other school staff
- Parents
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 20/21, like session 19/20, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would be normally engage with our school community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session, as we did last session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 21/22.

We have consulted staff on our School Improvement Priorities Plan for 2021-2022 as part of a wider 2020-2023 Improvement programme. Consultation has taken place with Parent Council chair and other representative in the development of this document and overview of priorities for next session were presented at Parent Council meeting in September 2021. Further consultation with School Captains has taken place in September 2021.

Our overall evaluation of the school's capacity for continuous improvement:

Our capacity for continuous improvement, like that of every school in the country, has been affected by the periods of remote learning and other disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 21/22 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

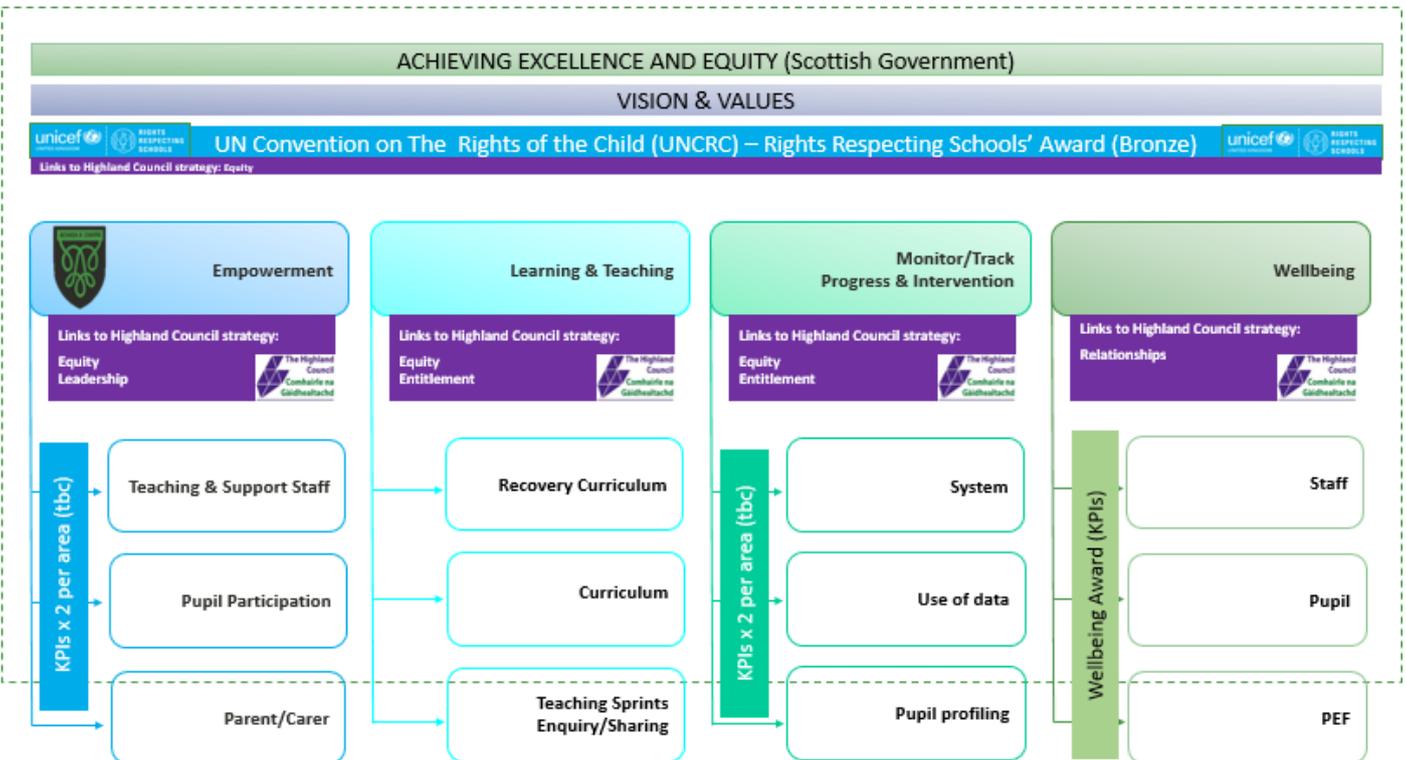
Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 21/22, our main focus will therefore continue to be on three key areas:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We may carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2021/22 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.



Summary: Key School Improvement Priorities 2021-2022

Improvement Priority Title	What exactly are we going to do?
Recovery from Covid-19 School Closures: 1) Health and wellbeing 2) Recovery of learning, teaching and assessment 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)	<i>This will focus on</i> <ul style="list-style-type: none">• Delivering interventions• Focus on retrieval practice, 1:1 coaching and small group work• Whole school/departmental tracking, monitoring and interventions
Learning and Teaching Engagement Teaching Sprints – Simon Breakspear	<i>This will focus on</i> <ul style="list-style-type: none">• Improvement Learning and Teaching• Focus on sharing good practice• Staff engagement with evidence and research around Learning and Teaching
Whole-school Improvement Framework Empowerment Data informed Wellbeing	<i>This will focus on</i> <ul style="list-style-type: none">• Empowerment pupils, staff and parents• Leadership at all levels• Monitoring, Tracking and Intervention• Wellbeing pupils, staff and most vulnerable pupils

Improvement Priority Title

Recovery from Covid-19 School Closures

Linked to QIs/Themes

1.2, 1.3, 2.3, 2.4, 2.5, 3.1

Linked to National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Drivers

School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress
School Improvement Performance Information

Linked to Highland Council's 4 Key Priorities

Aspiration, attainment and performance

Integration, inclusion and partnerships

Curriculum and pedagogy

Leadership and career-long professional learning

What do we aim to improve for learners?

- A) Health and wellbeing post-Covid-19
- B) Recovery of learning, teaching and assessment
- C) Attainment in session 21/22

Measurable targets for success

A1) Improving outcome identified by Shine Questionnaire

A2) Ongoing identification of vulnerable learners and families, due to impact of COVID-19, assessing and supporting in an appropriate, proportionate and timely manner.

B1) Establish retrieval practice as learning strategy to identify gaps in learning. To be supported through collaborative, career-long professional learning.

B2) Identify by RAG and monitor pupils impacted by COVID-19, with interventions leading to reduce the red and amber. Identification by teacher judgement including pupil and parental voice.

Evaluating the impact through termly interim reports and final report in June 2022 containing teacher judgement, measure of level of engagement, pupil and parental voice.

C1) Establish targets based on staff discussion about new or widened gaps caused by the Covid-19 situation (for example, varying degrees of engagement in remote learning, decline of learning habit in some children/young people etc).

What actions will we undertake?	Who will lead this?
<p>A1 All learners complete Shine survey baseline + interventions</p> <p>A1 Interventions</p> <p>A2 Welfare list for most vulnerable pupils/families</p> <p>A2 Plan Staged approach to wellbeing support available</p> <p>A2 Mental Health Ambassadors each year group</p> <p>A2 Mental Health Award (Senior pupils)</p> <p>B1) Sharing information on retrieval practice, share good practice and experiences as part of L&T Improvement pillar</p> <p>B2) Identification and intervention programme, including sharing with wider staff</p> <p>C1) Monitor and Track Num/Lit in S3 and SP</p> <p>C1) SQA standards</p> <p>C1) Access to technology</p>	<p>PT guidance/PT support/Pupil Support Worker (PEF)/HT September 2021 survey – November 2021 interventions January 2022 interim review – April 2022 final review – Survey June 2022</p> <p>Weekly updates by PT guidance to all staff School counsellor + Pupil Support worker</p> <p>PT guidance/PT support/Pupil Support Worker (PEF)/HT ongoing</p> <p>PT guidance/HT</p> <p>PT guidance/HT</p> <p>PT guidance – all year</p> <p>ELT/Staff – September 2021</p> <p>Additional teacher/ELT/Staff</p> <p>PT Maths/PT Languages – November – February – April</p> <p>All staff/DHT</p> <p>HT - ongoing</p>
<p>Expected resource needs</p> <ul style="list-style-type: none"> • Time • Additional funding for 0.2 FTE teacher + 10 additional PSA hours using allocated ASG budget • Counselling Services using allocated ASG budget • Partnership with Listen Well Scotland charity • Digital Fund to support access to technology in remote areas 	
<p>Monitoring and evaluation procedures are included in the main body of the plan</p>	

Improvement Priority Title

Learning and Teaching

Linked to QIs/Themes

2.3

Linked to National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy
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What do we aim to improve for learners?

- Improvement Learning and Teaching
- Focus on sharing good practice
- Staff engagement with evidence and research around Learning and Teaching

Measurable targets for success

Improved outcomes for pupils

Quality Learning and Teaching

What actions will we undertake? /Who will lead this?

Lead by Stuart Caddell (DHT) + Ms Smith

TASK	DATE/S	DESCRIPTION	TOTAL TIME
1	Monday 13 th September 2021	Inset Day 1 0900 – 1030: Introduction to Teaching Sprints 1100 – 1130: Research and Evidence – What's out there? (Enquiry)	Inset
2	Before October break	PREPARE (A)	1.5 hours
3	During Term 2	SPRINT (A) + 1 x check-in meeting	30 mins
4	End Term 2	REVIEW (A)	1 hour
5	Start Term 3	PREPARE (B)	1.5 hours
6	Wednesday 23 rd February 2022	Inset Day 4 Sharing session: findings from Sprint A (0900 – 0945) Whole staff – process review and refinement session (0945 – 1030)	Inset
7	During Term 3	SPRINT (B) + 1 x check-in meeting	30 mins
8	During study leave	REVIEW (B)	1 hour (max)
9	Thursday 5 th May 2022	Inset Day 5 Sharing session: findings from Sprint B (0900 – 0945) Whole staff – process review and refinement session (0945 – 1000)	Inset
TOTAL TIME			6 hours
WTA TIME (Inc. extra reading time + 4 hours)			10 hours

Expected resource needs

- Collegiate Time

Improvement Priority Title

School Improvement Priorities Framework

Linked to QIs/Themes

1.3

Linked to National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy
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Leadership and career-long professional learning

What do we aim to improve for learners?

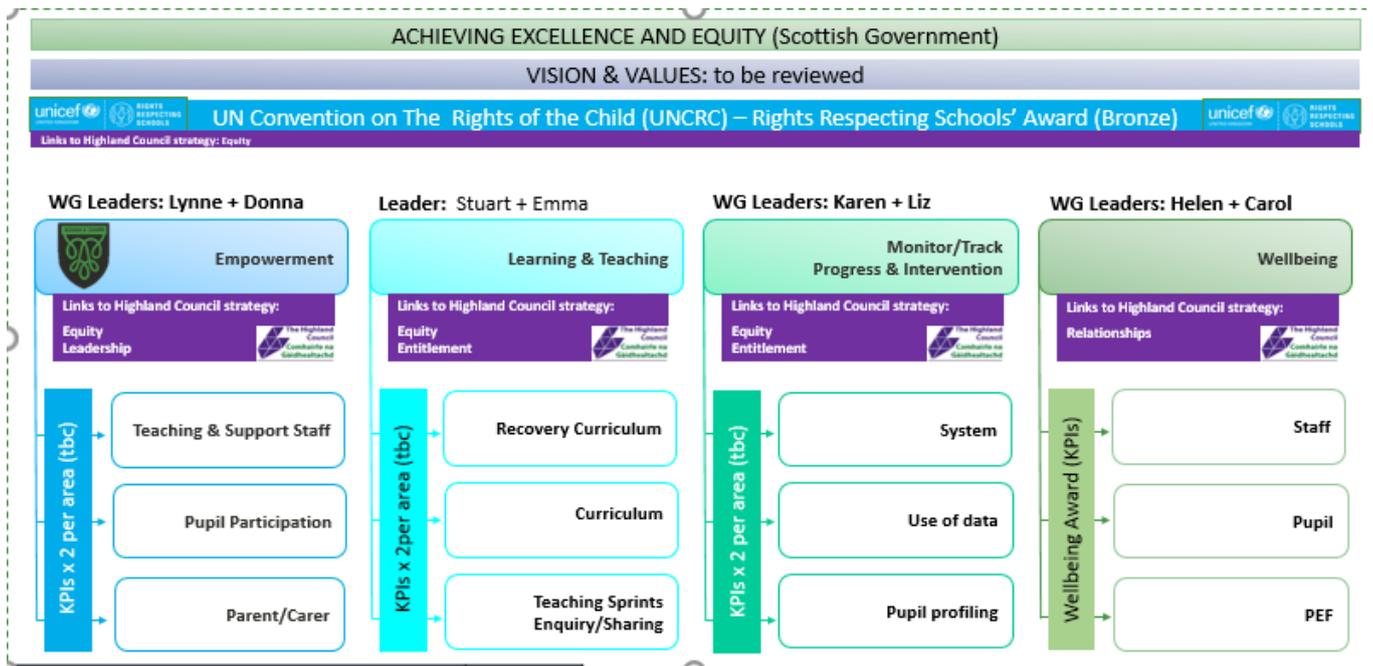
A) Empowerment for pupils, staff and learners

Measurable targets for success

Collaborative approach to Improvement Framework

What actions will we undertake? /Who will lead this?

Improvement Pillars Lead by a variety of staff



Working Group Schedule

Term 1	Explore policy, guidelines and research
Term 2	Define 2 x KPI's per area Feedback at Staff Meeting (10 – 12 minute slots)
Term 4	Suggest Action Plan at staff meeting for 2022 - 2023

Expected resource needs

- Collegiate Time

Monitoring and evaluation procedures are included in the main body of the plan