

"Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report

The Highland Council
Education, Culture and Sport Service

Ullapool High School
Oct 2015

Our school vision, values and aims

Aims

At Ullapool High School we aim to build on our strong foundation of care and support for our pupils to enable them to achieve at the highest level they can. We will provide high quality teaching in all curricular areas and support and develop wider opportunities and encourage pupils to participate in these.

Equality Statement

At Ullapool High School we will work with and develop each child to reach their full potential. We seek to maximise opportunities for all our young people regardless of gender, race, sexuality, disability, religious or political beliefs.

Expectation

A big part of our ethos at Ullapool High School is that we expect our young people to be active, positive contributors to the school and its wider community. We will provide formal opportunities for this to happen but also encourage initiative amongst our pupils. We recognise that this positive engagement is a major component in the well-being of the whole community.

The Core Areas of our Practice

This report summarises the strengths of our school, our recent improvements and what needs to improve further. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We cross mark work. We make use of factual data and information including attainment results responding and adapting our teaching in line with children's needs. We assess using our own expertise, standardised testing, cross marking and results tracking. Children peer assess and self assess. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

Our Key Strengths

- The school has a highly positive, caring ethos that pupils and staff appreciate and work hard to maintain
- Overall, performance of young people at the end of S4, S5 and S6 is well above national averages and better than schools serving youngsters with similar needs and backgrounds
- The school provides rich and varied opportunities for learning both within and outwith the formal curriculum
- The school has very strong links with its parents and the local community

Our Improvements Last Session

- Development of new curriculum model that fits with National and Highland Council expectations.
- Quality assurance work is embedded within the school, including a QA calendar as well as Standards and Quality Reports from all departments.
- Teachers have developed a programme of focussing in on specific aspects of good practice, trialling them and evaluating for our school context.

Our Priorities For Improvement for Next Session

- Further develop and improve tracking, monitoring and sharing progress across the school
- Developing the use of progression frameworks in S1-3 to ensure youngsters are appropriately challenged in the broad general education
- Further develop the provision for meeting all Learner Needs with a focus on transitions and sharing SfL expertise
- Further develop a climate that fully utilises qualitative self-evaluation with the focus on improving outcomes for all learners

Our full Improvement Plan can be viewed on ullapool.high@highland.gov.uk

1. How well do young people learn and achieve?

1.1.Improvements in performance

- *Standards of attainment over time*
- *Overall quality of learners' achievement*
- *Impact of the school improvement plan*

2.1 Learners' experiences

- *The extent to which learners are motivated and actively involved in their own learning and development*

1.1 Improvements in Performance

Performance indicators by end S4	2015	2014	2013
5+ @level 5 or better	73%	51%	58%
5+ @ level 4 or better	93%	100%	100%
5+ @level 3 or better	93%	100%	102%

By end S5	2015	2014	2013
5+ @ level 6 or better	19%	18%	25%
3+ @ level 6 or better	40%	42%	55%
1+ @ level 6 or better	53%	64%	71%

Performance indicator	2015	2014	2013
1+ Level 7 by end S6	7%	32%	25%
5+ level 6 by end S6	29%	34%	50%
3+ Level 6 by end S6	53%	55%	57%

Note: Level 3, 4, 5 are National Awards 3,4,5 respectively. Level 6 is Higher and level 7 is Advanced Higher. So '5+ at level 5 by end of S4' means the percentage of pupils who have achieved at least 5 National 5 awards by the end of S4.

It is worth noting that in a small school 1 pupil can equate to a 3% difference in any given year. Notwithstanding that the performance of this year's S4 has been very strong and looks good to translate into Higher results next year. Higher results are also very good this year although they suffer in comparison to the very strong academic cohort of 2013, this cohort went on to perform really well at AH in 2014 and it can be seen that in 2015 there has been a marked drop in attainment at this level.

The school statistics (except for AH) are well above both the Highland Council and National average.

Performance in the National 5's is, as mentioned, very strong and these 'new' courses are well embedded in the school.

Only a few departments took on the 'new' Higher this year and overall attainment has held up, though in two departments further work is required as they fell below the high expectations they have and the performance in other subjects in the school. This is included in their Improvement Planning for this year.

Last year the school had 95% of leavers move on to positive destinations, either work, college or university, this year's figures will appear in December.

2.1 Learner Experiences

Strengths and Recent Areas of Improvement

- **The school has an excellent working atmosphere. Pupils respond positively to their work and staff work hard to provide appropriate challenge and support**
- **Youngsters views are sought about their learning and these views are acted on**
- **Learning conversations within subjects and guidance, work with youngsters in helping identify strengths and next steps is strong within the school and continues to develop**
- **Support for learning provides appropriate and innovative assistance for our pupils with learning needs**
- **Active and able pupil councils are a feature of the school**

Areas for Further development

- **Further develop profiling process for all our pupils within the broad general education**
- **Support innovation in departments as they look to develop ways to measure progress and increase pupil involvement within the broad general education**
- **Continue to develop opportunities for youngsters to take the lead**

2. How well does the school support young people to develop and learn?

5.1 The Curriculum

- *The rationale and design of the curriculum*
- *The development of the curriculum*
- *Programmes and courses*
- *Transitions*

5.3 Meeting learning needs

- *Tasks, activities and resources*
- *Identification of learning needs*
- *The roles of teachers and specialist staff*
- *Meeting and implementing the requirements of legislation*

5.1 The Curriculum

Strengths and Recent Areas of Improvement

- We have a wide and varied curriculum and a real understanding within the school that the ethos, opportunity for Wider Achievement and collaborative working between departments all contribute to this 'totality of experience' for pupils
- We have now introduced the system of broad general education for S1-3 and Senior Phase for S4-6.
- Nat 4 and Nat 5 courses are now embedded and the school is in a strong position to take forward the new Higher.
- Management of the transition from Primary to Secondary, and at each stage in Secondary is well thought out and genuinely consultative

Areas for Further Development

- New Higher being delivered in all areas
- Continue to work with partners (College, Employers) to enhance delivery of the curriculum. With particular reference to the Developing Scotland's Young Workforce agenda and its expectation of development of 'vocational' pathways. DSYW post to be set up within the school.

5.3 Meeting Learning Needs

Strengths and Recent Areas of Improvement

- Work around transitions is very strong. A lot of work and effort goes into getting to know pupils and attempting to provide the right support for them. Primary-Secondary transition has a lead-in of over a year with reciprocal visits from staff, vulnerable pupils being met in Primary/ visits to secondary. A week-long visit for all Primary pupils. Strong links with partner agencies to get to know the particular needs of every child
- Strong Personal and Social education programme that deals with challenging issues such as mental health in both a proactive and, when necessary, reactive way.
- Guidance team with very good knowledge and skills who 'know' their pupils well and really take forward the 'named' person/key adult agenda of Highland Council
- Strong Support for Learning department. Well-resourced and work with the concept of the pupil at the centre. Flexibility and a willingness to try what it takes to help pupils a real feature of their work.

Areas for Further Development

- Understanding of and full utilisation of the services Sfl can provide by all teaching staff
- Further develop links with the profiling process between Guidance and other departments
- Further develop our use of INCAS/SOSCAS testing to help identify areas of development that can be targeted for specific children within the whole cohort, looking especially at the closing the attainment gap agenda. This will be part of a PT remit.
- Increase opportunity for Support Staff to provide training to the whole school on issues around learning needs, and to take forward the good ideas that will arise from this

3. How well does the school improve the quality of its work?

5.9 Improvements through self-evaluation

- *Commitment to self-evaluation*
- *Management of self-evaluation*
- *School improvement*

5.9 Improvements through self-evaluation

Strengths and Recent Areas of Improvement

- Staff are fully committed to the process of self-evaluation and to act on the findings
- Good practice is highlighted and discussed in this school. Staff are keen to try out different approaches
- Pupil voice is well represented. Strong Parent Council
- Some excellent practice around quality assurance is present in the school and a new QA calendar has been produced, as well as inviting in the Council to examine our practice through Validated Self-Evaluation episodes.
- Standards and Quality Reports exist for all areas
- Peer Learning model is very strong, with significant positive impact in class

Areas for Further Development

- Departments to produce Standards and Quality Reports with involvement of all their staff using INSIGHT data. Quality Assurance calendar to be fully implemented
- Develop the Professional Review and Development process in line with Professional update to allow staff access to appropriate training and development opportunities
- Continue to invite Highland Council in for Validated Self-Evaluation episodes
- Teachers continue to use Peer Learning model to examine areas of good practice highlighted in the Highland Council Learning Policy.

