

**Improvement Planning**

**Review**

(Headlines of developments since last year and comment on impact)

- **Senior Phase.** Course and unit guidelines continue to be altered by the SQA and staff have to keep apace with these and modify course delivery to suit. Uncertainty over what next changes will be post recent announcement on reduced internal assessment by education minister.
- **Senior Phase Tracking and Monitoring.** Staff holding regular learning conversations with pupils. These reflected in seemis reports.
- **BGE.** The introduction of the new curriculum in S1/2 last year was very successful. We are particularly pleased with the skills focus derived from learning two languages in parallel. We have adapted our assessment feedback and self evaluation to reduce overlap with BGE folders and are currently developing a tracking format based on the progression framework as modelled by English dept.

**Next Year**

(Headlines of initiatives being taken forward and likely impact)

- **Tracking and Monitoring being introduced in BGE.** This will encourage and improve professional dialogue between staff, pupils and parents. Pupils will be more involved in evaluating their own work and setting targets for improvements this will have a direct impact on pupil achievements. Staff will explore level tracking processes with the intention of having structure in place this session. Progression Frameworks and SAL information for Modern Languages form the basis of work already in progress.
- **Benchmarking in the BGE.** Teachers working together to set shared standards for assessing progress. This will ensure that pupils make progress through the learning levels, next steps can be planned and information can be shared.
- **Primary liaison/transition.** Further discussion will be held with primary schools to help establish 1+2 and ensure path for skills development in languages.
- **Self evaluation.** All staff to be further engaged in self and peer evaluation within department, leading to increasing understanding of shared standards.
- **Google Classroom.** Staff will explore the range of apps available with the intention to introduce use of these as Google Chromebooks are rolled out. Pupils will be able to access online resources on any device encouraging engagement, personal study and achievement.
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**These initiatives, as well as the upcoming changes in National 4/5 and Higher courses, represent a challenging year ahead for department staff. It is important that adequate resources including time are made available in order to complete these.**

## **BGE**

Comment on courses, including electives. Comment on uptake in S3 (where appropriate)

All pupils entering S1 are given the choice of two from three languages which will be studied through till end of BGE: French, Gaelic and Spanish. French and Spanish are currently following the same themes and Gaelic looking to develop the course in parallel. Those pupils coming from GME will continue with Gaidhlig, which follows a course more similar to the English curriculum, plus one from French or Spanish. GME pupils also have one extra period via extraction from RME.

### **3.2 Raising Attainment and Achievement (From How Good is Our School 4)**

“Almost all pupils are attaining appropriate levels and a few have exceeded these”

Comment: (How do we know? How are we reporting this? –this may include developments this year)

A range of assessments are built into course tasks covering each of the SALs and staff are increasingly confident in applying shared standards. Learning conversations happen naturally and pupils are encouraged to discuss and share success criteria.

We actively promote equity of success and achievement and always look to overcome obstacles to learning, e.g. through provision of vocabulary booklets for slower writers and online audio files on Edmodo.

Pupils progressing to National courses are well prepared and have the appropriate experience, skills and knowledge.

“Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment”

Comment:

Self evaluation is an integral part of this department. Staff are engaged in regular moderation and verification activities where standards and expectations are shared and agreed. Pupil feedback is encouraged and contributes to our self evaluation and improvement.

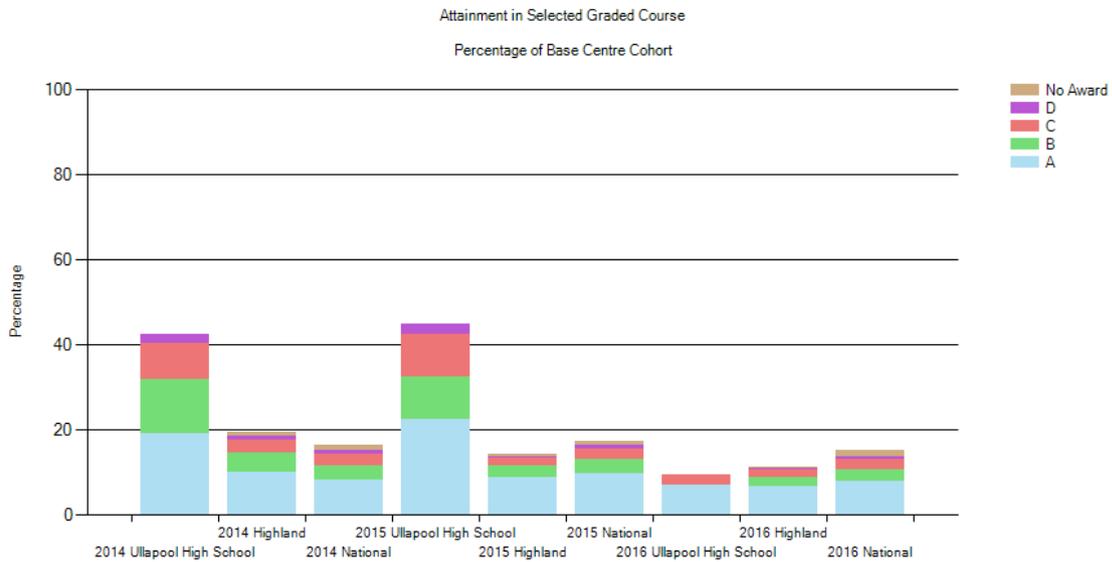
Staff are confident in the use of assessments and making professional judgements about how pupils are learning and progressing. Course tasks are continually reviewed and where necessary modified to target specific outcomes.

Staff work effectively as a team and have a commitment to sharing standards, practice and peer support. There are strong links to other schools and feedback from shared standards meetings across the authority is very positive.

## Senior Phase

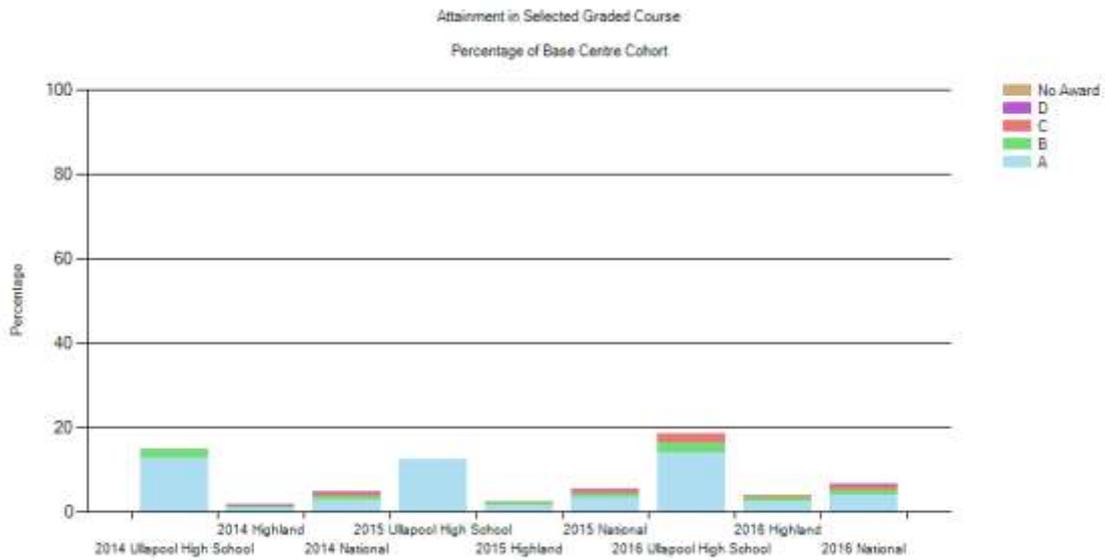
Comment on courses: Including grade breakdown and uptake

### Nat 5 French



Results reflect the first year of reducing from 8 to 6 subjects in S4 which has crippled our uptake. Low relative uptake in French is compensated by very high relative uptake in Spanish. Results indicate that the breadth and challenges set during the coursework prepare pupils well for Course Assignments and examination. All entries performed at or above their predicted grades. Pupils performed better than expected, with RV of 0.21.

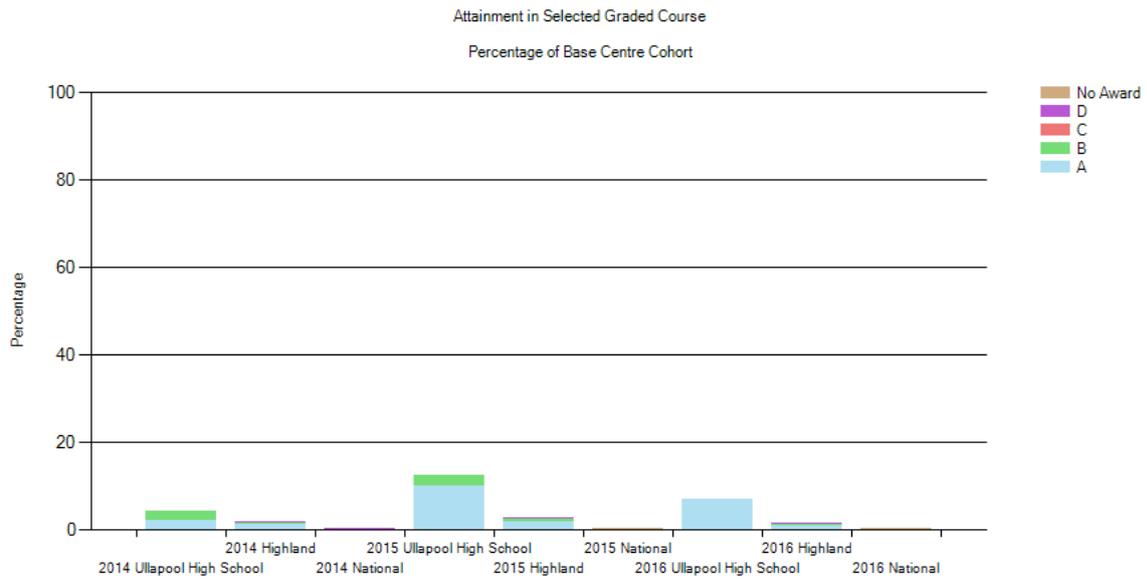
## Nat 5 Spanish



Establishment	Year	# Grade A	% Grade A	# Grade A to B	% Grade A to B	# Grade A to C	% Grade A to C	# Grade A to D	% Grade A to D	Number in Base Cohort
Ullapool High School	2014	6	12.77	7	14.89	7	14.89	7	14.89	47
Highland	2014	23	0.85	33	1.21	39	1.43	42	1.54	2721
National	2014	1400	2.76	2001	3.71	2391	4.43	2487	4.61	53688
Ullapool High School	2015	6	12.50	5	12.50	5	12.50	5	12.50	40
Highland	2015	36	1.46	50	2.00	58	2.36	60	2.44	2462
National	2015	1671	3.20	2240	4.28	2613	5.00	2739	5.24	52297
Ullapool High School	2016	6	13.96	7	16.28	8	18.60	8	18.60	43
Highland	2016	59	2.36	82	3.29	94	3.77	96	3.85	2495
National	2016	2009	3.52	2696	5.24	3100	6.04	3228	6.29	51297

Results indicate that the breadth and challenges set during the coursework prepare pupils well for Course Assignments and examination. Almost all pupils achieved at or above their expected grades, with class relative value of 0.40. Excellent uptake with all pupils who had studied Spanish in S3 opting to continue to N5.

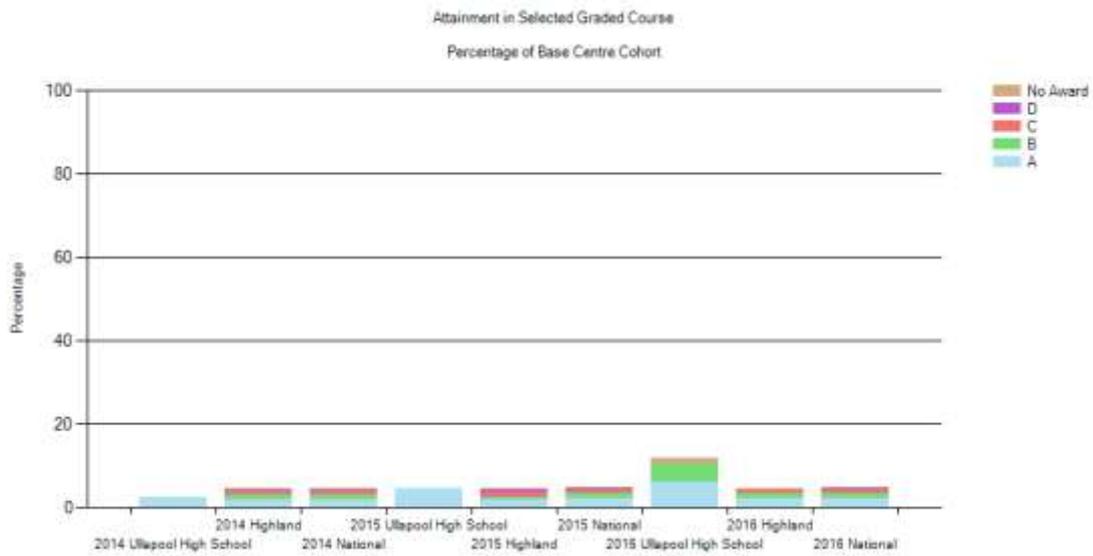
## N5 Gaidhlig



Establishment	Year	# Grade A	% Grade A	# Grade A to B	% Grade A to B	# Grade A to C	% Grade A to C	# Grade A to D	% Grade A to D	Number in Base Cohort
Ullapool High School	2014	1	2.13	2	4.26	2	4.26	2	4.26	47
Highland	2014	30	1.10	45	1.65	49	1.80	50	1.84	2721
National	2014	102	0.19	148	0.27	167	0.31	171	0.32	53988
Ullapool High School	2015	4	10.00	6	12.50	6	12.50	6	12.50	40
Highland	2015	42	1.71	61	2.48	66	2.68	69	2.80	2462
National	2015	100	0.19	137	0.25	155	0.30	158	0.30	52297
Ullapool High School	2016	3	6.98	3	6.98	3	6.98	3	6.98	43
Highland	2016	26	1.04	33	1.32	37	1.48	38	1.52	2496
National	2016	105	0.20	136	0.27	145	0.28	147	0.29	51297

Strong performance from pupils in Gaidhlig exceeding expectations. Revival in uptake after last year will be wiped out next year with no uptake from S3.

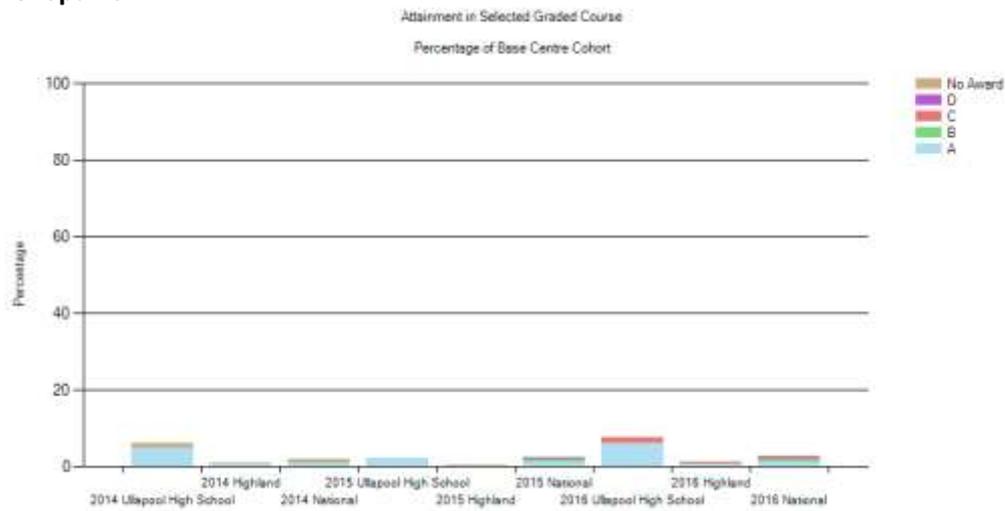
## Higher French



Establishment	Year	# Grade A	% Grade A	# Grade A to B	% Grade A to B	# Grade A to C	% Grade A to C	# Grade A to D	% Grade A to D	Number in Base Cohort
Ullapool High School	2014	2	2.41	2	2.41	2	2.41	2	2.41	83
Highland	2014	71	1.79	121	3.06	166	3.94	167	4.22	3958
National	2014	1545	1.88	2463	3.03	3213	3.92	3465	4.22	82029
Ullapool High School	2015	4	4.49	4	4.49	4	4.49	4	4.49	89
Highland	2015	70	1.73	104	2.67	160	3.71	166	4.10	4045
National	2015	1747	2.13	2703	3.30	3392	4.14	3628	4.43	81964
Ullapool High School	2016	4	5.97	7	10.45	7	10.45	7	10.45	67
Highland	2016	82	2.14	131	3.42	159	4.15	170	4.43	3834
National	2016	1690	2.10	2755	3.44	3517	4.38	3776	4.70	80372

Good uptake against previous years and in authority/national comparison, however RV of -0.07 shows some pupils could have achieved more.

## Higher Spanish



Establishment	Year	# Grade A	% Grade A	# Grade A to B	% Grade A to B	# Grade A to C	% Grade A to C	# Grade A to D	% Grade A to D	Number in Base Cohort
Ullapool High School	2014	4	4.82	4	4.82	4	4.82	4	4.82	83
Highland	2014	26	0.88	33	0.83	36	0.91	37	0.93	358
National	2014	686	0.84	1046	1.28	1300	1.58	1389	1.69	82029
Ullapool High School	2015	2	2.25	2	2.25	2	2.25	2	2.25	89
Highland	2015	8	0.20	12	0.30	12	0.30	12	0.30	4045
National	2015	1021	1.25	1422	1.74	1738	2.12	1854	2.26	81954
Ullapool High School	2016	4	5.97	4	5.97	5	7.46	5	7.46	67
Highland	2016	15	0.58	34	0.99	40	1.04	41	1.07	3534
National	2016	1061	1.32	1579	1.96	1806	2.37	2008	2.50	80372

Very good uptake and results by comparison with previous years and locally/nationally. All but one pupil achieving at level expected so RV of 0.59. Good continuity from N5 Spanish last year.

### **3.2 Raising Attainment and Achievement (From How Good is Our School 4)**

“Almost all pupils are attaining appropriate levels and a few have exceeded these”

Comment: (How do we know? How are we using tracking and monitoring within departments to keep pupils on track?)

Evidence from Insight give a clear indication that almost all pupils are achieving at, and in a high percentage, above their expected levels of performance. Sound teacher judgements based on in-depth knowledge of our subjects and assessment requirements ensure that pupils are fully informed of progress.

Internal Verification procedures are well embedded into our courses and staff regularly liaise with other schools to standardise assessment judgements.

Senior Phase Tracking and Monitoring happens regularly and naturally and pupils are encouraged to engage with this in order to fulfil their potential.

### **Wider Achievement**

Comment

Contribution from dept on Wider Achievement agenda

The department regularly contribute to the Wider Achievement agenda offering pupils opportunities to experience skills and activities not available within the normal classroom. This year these have included:

- **Debates.** S3 Gaidhlig pupils involved in debating competition, while S5/6 ML pupils attended a multilingual debate at Heriot Watt University.
- **Cooking.** Various classes have been given the opportunity to use their language skills in the kitchen this year.
- **Video.** Higher Spanish class filmed a Spanish version of the classic Monty Python scene, “The Four Yorkshiremen”

### Developing Young Workforce

Comment: Any events/ links developed with partners; work experience etc being offered?

- **Careers Fair.** S3 pupils (all languages) were involved in a careers fair day in Inverness promoting careers in languages across a wide variety of sectors.
- **Language Ambassadors.** Currently looking at developing a group of former pupils to act as inspirational figures for language learners by sharing their experiences of language use post-high school.
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### Closing the Gap

Comment: (any initiatives running or planned to help with our more disadvantaged pupils Eg study club, in-class support etc)

The department encourages staff and pupils to approach us to discuss opportunities. In the main this has been to support individuals who require additional support either in class or through access to the facilities and resources outwith their normal timetable. At other times we will look to provide a more personalised curriculum to meet pupil needs.

SfL staff are an important part of this process and we welcome them into the department. We discuss the work planned and listen to advice and concerns in order that every pupil has the opportunity to experience activities and achieve their potential.

We have trial run a new vocabulary resource booklet this year with S1 Spanish to support those with poorer or slower handwriting. This is supplementary to the audio resources created last year for the same purpose. Early indications are very positive, SfL delighted with how it's helping targeted pupils. To be rolled out with French then Gaelic going forward.