

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



Standards and Quality Report

The Highland Council Care and Learning



Kilchuimen Academy

Session 2013-2014

Our school vision, values and aims

Our vision is to provide a **happy, caring and inclusive environment where children will recognise and achieve their fullest potential**, so that they can make their best contribution to society.

Kilchuimen Academy is a place where:

- everybody is welcomed and treated fairly and with respect
- we learn together within a challenging but supportive environment
- we respect and care for everyone and everything around us

Kilchuimen Academy sets high standards of learning and celebrates the achievements of each student. It is a place where individual differences are recognised and respected.

As the school moves towards becoming part of a 3-18 campus, our focus will widen to take renewed account of the needs of the entire age range.

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

- An inclusive ethos.
- Distributed leadership.
- Good communication.
- Wide range of learning experiences available to pupils, inside and outside of the classroom.
- Flexible time-tabling to meet individual need.
- Our emerging Wider Achievement agenda.
- Charity fund-raising.
- Effective 16+ provision leading to 100% positive destinations.
- Partnership working.

Our Improvements Last Session

- Architecture of the timetable now meets CfE BGE entitlement more fully.
- Implementation of new SQA exam courses.
- Wider networking with other Highland secondary schools to share standards relating to new SQA exam courses.
- Introduction of new Support for Learning programmes.
- Revision of PSE and Personal Support programmes.
- Additions to extra-curricular programmes e.g. Orkney trip and Auschwitz visit.
- Introduction of new **Skills for Work** courses.

Our Priorities For Improvement for Next Session

- Developing a 3-18 management strategy.
- Continuing to develop tracking and monitoring of pupils progress.
- All teaching staff to become familiar with new electronic systems e.g. the SEEMIS integrated school management information system, known as **Click + Go** and the new benchmarking tool for secondary schools, **Insight**.
- Developing Wider Achievement programmes and the volunteering and skill-based opportunities required to receive accreditation for Wider Achievements awards.
- Implementing new SQA courses.
- Evaluating S1-3 BGE provision.
- Planning/fund-raising for French trip scheduled for August 2015.

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*

Key Strengths in these areas...

- Recent SQA results reveal that, in S4 attainment, Kilchuimen Academy over the last three sessions has been consistently above the Highland average for 5+ Awards at Level 5 (SG Credit/Intermediate).
- S5 attainment in 2013 was above the Highland average for 3+ Awards at Level 6 & Above (Higher), with a slight dip in 2014.
- Over the last couple of sessions S6 attainment has also been above the Highland average for 3+ Awards at level 6 & Above.
- Our pass-rate for Advanced Higher remains 100%.
- Pupils at all stages are provided with a wide range of learning opportunities inside and outside of the classroom, opportunities which are described and celebrated in end-of-term newsletters and the local press.
- Pupils participate confidently in a range of activities which include a range of sports (e.g. football, shinty, skiing, basketball, badminton, track & field, golf, taekwondo); destinations for residential trips have recently included Lochmaddy Outdoor Centre on Uist, Orkney, Fairburn Activity Centre, and visiting Auschwitz courtesy of the Holocaust Educational Trust. In the local community pupils are seen to participate e.g. in the Summer Concert, the Community Christmas Quiz, the annual "Buskathon" to raise money for the Poppy Appeal, bulb-planting in public spaces, litter-picking, organising a Macmillan Coffee Afternoon open to the village and Christmas Carol singing.
- Developments to PSE and Personal Support programmes.
- The SIP plan takes account of the school's vision and local and national priorities. In producing our improvement plan we make careful use of information from self-evaluation, SQA review, QI visits and pupil and parent focus groups. As we become more conversant with *Insight*, the new national electronic bench-marking tool, will provide additional information towards how we plan for improvement.

In the course of Session 2014-15 our priorities will be...

- Become familiar with the SEEMIS integrated school management information system, known as **Click and Go**. This package, which addresses all aspects of school administration including attainment information, attendance and timetabling, is being rolled out across Highland schools. We will be integrating our in-house tracking processes into **Click and Go** to provide early warning signs of potential under-achievement. This is something that will be clearly explained to pupils to make them fully aware of the procedures that are in place to address any problems arising.
- Continue to develop staff knowledge and understanding of Assessment for Excellence electronic data, **IncAS** and **SOSCA** (Secondary On-Screen Curriculum Assessments), to help support the needs of pupils to ensure effective curricular transitions.

- Continue to develop the sharing of standards for the new National and Higher SQA qualifications by forming links with partners in other schools for single staff departments to benchmark standards and share work.
- Develop the use of Personal Support time to facilitate learning conversations between pupils and key adults which lead to sensible target-setting.
- Continue to encourage pupils to recognise the importance of self-reflection as part of taking responsibility for their own learning. We need to be vigilant around the fine distinction between providing support that is still genuinely needed and the importance of promoting independent learning and, to this end, we will continue to review the setting of homework and the emphasis placed on study skills.

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*

Our key strengths in these areas...

- Kilchuimen Academy is generally able to provide pupils with the range of academic subjects that they wish to study, designing the timetable from year to year to reflect individual pupil choices rather than fitting pupil choices to fixed option blocks.
- Consistently we have worked hard to widen the range of college-based and on-line courses also available to pupils from S3 upwards. For example, in 2011-12 pupils were able to follow courses in Rural Skills with Abriachan Forestry Trust and in Maritime Skills at Portree. In 2012-13 pupils took Uniformed Services, Early Education & Childcare and European Computer Driving Licence courses with the various colleges that form part of the University of the Highlands and Islands. In 2013-14 the school introduced two new **Skills for Work** courses in **Sport & Recreation** and **Energy** to meet the needs of the senior cohorts in question.
- Each year senior pupils transitioning from S4 into S5/6 have the opportunity to develop their interview skills and attend employer visits e.g. Rolls-Royce, Rio Tinto or SSE. College visits, trips to UCAS and Higher Education fairs, presentations on Modern Apprenticeships are arranged offering opportunities for pupils to get a wide range of information on courses and the application process for FE and HE courses directly from the providers in those sectors. Pupils are encouraged to attend university summer schools and open days.
- We work well with Kilchuimen Primary and other local primary schools; highlights of our well-established P7/S1 transition programme include competing for the Kilchuimen Transition Trophy and the school-funded trip to Fairburn Activity Centre for the new S1 pupils.
- Pupils of all abilities are well supported in their learning needs; specialist SfL staff are assiduous in keeping up to date with their own training so that they are au fait with requirements of legislation and so that difficulties are identified swiftly and appropriate support strategies are put in place;

teaching staff are generous with their time over the lunch breaks and after school, if a pupil needs help; regular 1-1 interviews afford pupils an opportunity to discuss their own perception of their needs. Pupils are comfortable with support offered and happy to accept it but at the same time are encouraged to work independently.

- Meeting SQA Alternative Assessment needs of pupils remains a key focus with staff receiving guidance and direction on the assessment needs of individual pupils as well as advice on gathering evidence. Teachers are increasingly able to identify individual needs within their subjects and provide evidence to support arrangements requested. This results in pupils feeling comfortable and confident, sitting exams with appropriate arrangements in place.
- There is regular communication with parents and pupils as well as teachers which allows for review and evaluation of support offered and the identification and setting of targets. IEPs are reviewed on a regular basis with parents and pupils. Sfl staff work effectively together in reviewing pupil needs in the Sfl Base and in class with all input valued.
- The Sfl Department has positive relationships with partner agencies, e.g. Social Work, ISO, Community Paediatrician, Occupational Therapist, School Nurse, Skills Development Scotland, Youth Development Officer and Active Schools Coordinator. Meetings and regular communication with partner agencies lead to working solutions and support for pupils and ensure that all stakeholders feel supported and directed.
- An enhanced P7/S1 transition programme is implemented, where appropriate, to build the confidence of pupils at this key point.
- 100% of our school leavers routinely achieve positive destinations.

In the course of Session 2014-15 our priorities will be...

- To work closely with pupils, staff, parents, Parent Council and QIO to appraise the potential impact of moving to a 3-18 Campus on the learning needs of all pupils; to appoint a new PT Sfl with a 3-18 management remit.
- To continue to support staff in implementing consistent and meaningful differentiation across all subjects areas to encourage pupils of all abilities towards independent learning and achieving their potential.
- To evaluate new timetabling structures with particular emphasis on S1-3 curriculum and the new arrangements for Personal Support. In line with national and local authority guidance on the delivery of the Broad General Education, pupils now make course choices towards the end of their S3 year, with a view to following six National courses in S4. This allows for the wide-ranging education laid down as the BGE entitlement to be comprehensively delivered, with decisions regarding certificate courses being taken a year later at a point when pupils are more mature and arguably better able to judge the best combination of subjects for their career aspirations. The introduction of a Tuesday 7-period day for Session 2014-15 now allows the whole school to attend Personal Support/PSE at the same time, something which will assist in the delivery of the Wider Achievement agenda.
- To implement new Higher courses - the first diet of National courses has now taken place and implementation of new Higher courses will also become a priority over the next couple of years.
- To enhance opportunities for Wider Achievement - in the course of recent sessions we have been working on a programme of Wider Achievement e.g. **John Muir Award**, **Saltire Award**, **Dynamic Youth Award** and **Youth Achievement Award**. Each of these awards has multiple levels affording pupils the opportunity to work through the award that is most appropriate to their capabilities. These awards are open to all year groups, providing opportunities for pupils to develop skills and knowledge that will shape their outlook towards their place in, and interaction with, the society in which they live. Wider Achievement awards are increasingly valued by employers and FE/HE

institutions as a means of evaluating each pupil's capabilities and character beyond academic grades.

- To continue to pursue additional funding to allow the school to build on existing provision to ensure confident transition at each stage.

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*

Our key strengths in this area...

- In Kilchuimen Academy promoted, teaching and support staff are aware of and respect each other's work and there is helpful sharing of practice amongst all colleagues.
- As a staff, we are committed to the idea that improvements can genuinely be made as a result of robust self-evaluation.
- All promoted, teaching and support staff are routinely involved in evaluation and planning.

In the course of Session 2014-15 our priorities will be...

- Agreeing focus on specific aspects of observed lessons further to embed consistent and effective teaching across all curriculum areas.
- Canvassing of pupil views on the impact on their learning of the stated learning intentions and success criteria in lessons.
- Planning and targeting the school's Collegiate Activity Programme (CAP) sessions carefully towards self-evaluation and SIP priorities.
- Continuing efforts to engage parents with a greater number of school-related issues.
- Engaging partners and members of the community in focus groups to triangulate perceptions of the school within its wider community.
- Linked to familiarisation with *Insight*, investigating the possibility of forming a learning partnership agreement with another Highland Secondary School.