



# SCHOOL STANDARDS AND QUALITY REPORT 2020/21



Kilchuimen 3-18

## Standards and Quality Report

**School: Kilchuimen 3-18**

**Head Teacher: Mairi Sutherland**

**Date submitted: 25<sup>th</sup> June 2021**



### Context of the school:

Kilchuimen 3-18 is situated in a rural location in the centre of the Great Glen equally distanced from Inverness and Fort William. It serves a rural catchment with an increasing number of placing request from South Loch Ness. Rurality issues are mainly around transport with our location making it very difficult for pupils to access resources such as Inverness Leisure, UHI and WHC.

Our catchment is predominately in the SIMD 7 band. We are located in a highly tourist orientated area and work can be seasonal for many families.

The school roll is increasing. The community benefit fund is supporting a local housing project which is expected to impact pupil numbers in school. A 3-18 local authority improvement visit in November 2016 was followed by an Education Scotland 3-18 new style empowerment inspection in February 2017. Reports from these visits underpinned subsequent school improvement planning in relation to three main headings: curriculum, meeting learner need, monitoring & tracking. The school has directed additional PEF funding towards supporting literacy, numeracy & HWB, with an additional focus on wider achievement. An additional 0.5 FTE teaching short term appointment has been received to mitigate COVID losses. This has been channelled in to resilience building for pupils.

As with many small schools, recruitment and retention of staff can be challenging. Sole teacher departments throughout the Academy with no principal teachers in the curriculum, adds stress to the management of L&T. The Primary has semi-stable staffing and the Nursery staffing has been constant for a good number of years. The roles of the DHTs within the 3-18 school are crucial to ensure management of staff and towards attainment focussed L&T.

## **School Vision, Values and Aims:**

The 3-18 Kilchuimen campus is an inclusive and caring learning community which aims to encourage confident, creative, happy and successful individuals. The current 3-18 arrangement has been in place since December 2014. With values of aspiration, kindness and respect, Kilchuimen Academy, Primary and Nursery have a shared commitment to inclusion, tolerance, mutual respect and partnership.

As a 3-18, moving forward is working with all stake-holders to create a shared 3-18 language and ethos, with which we are all comfortable, to describe how we work with our young people of all ages and what we most value in them and for them. This engagement has been partially completed, beginning in January 2020. The school pupils, staff, parents, partners and wider community have been fully engaged in setting our vision, values and aims going forward.

The adaptation of the timetable to increase the PSE provision for the Academy is a result of the increasing number of pupils in school with complex social and educational needs. The timetable has been further adapted to allow alignment with the Highland Virtual Academy.

## **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, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners who work with and support the school
- Other schools with which we link

Sessions 2019/20 and 20/21 were extremely unusual, with the closure of schools, taking effect from Monday 23 March and extending into the summer term. We hope that session 21/22 will be more like a normal session. We will be engaging with our school community about our Standards and Quality Report and School Improvement Plan, starting the process for that consultation early in the 21/22 session. As a result, we will be developing our documents with more consultation than last year which SMT will produce, as an initial draft, which will then be sent to teaching staff, asking for specific feedback. The draft will then be sent to office bearers of the Parent Councils for further feedback.

## **Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):**

**Our school's capacity for continuous improvement, like that of every school in the country, has been affected by the school closures 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 once the school re-opens will be to rebuild our capacity for improvement.**

## 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 worked on improvement projects designed to help us to address the priorities of Literacy, Numeracy and Health and Wellbeing. Our School Improvement Plan for session 2019/20 contains details of what we planned to do. This included the way that we used resources, such as the Pupil Equity Fund, to close the deprivation-linked attainment gap. Our plans were well underway, some were nearing completion, but the school closure in response to Covid-19 means that we have been unable to complete all of our projects, or to evaluate their effectiveness in terms of outcomes for our school community.

In session 20/21 focus was on three key areas, in response to the extended school closures:

- 1) Health and Wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We will carry forward incomplete aspects of our 2020/21 Improvement Plan into our 2021/22 Improvement Plan that are tied directly to the areas above. Next session we will be able to state more clearly what difference we have made with our projects.

## QI 1.3

# Leadership of change

### Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".

- Our school vision and school ethos with pupils and families is finalised and will launch early next session in assemblies and across our wider partners.
- Encourage leadership across the 3-18 age range with our CAP and shared focus on improvement We continue to encourage leadership across the whole 3-18 staff with our CAP sessions on our shared focus on leadership.
- ELC pupils always lead the learning and are involved in all planning. In the Primary, the Pupil Council helps to plan outdoor activities and assemblies.
- Personalisation and Choice are key pillars of the BGE curriculum and Senior Phase pupils ensure that their timetables reflect their ambitions and interests. Adaptations of the blocking system were made to align with the HVA completed at National 5.
- In the ELC, Developmental Overviews are updated every term. The Highland Emerging Literacy Pre-Handwriting Developmental Continuum forms part of a policy which continues into the Primary school.
- In the Primary, the Highland Council Programme of Maths Recovery is used for assessment, learning and intervention. Early level pupils will be prioritised.
- In the Academy, we have introduced Health and Wellbeing awards at Nat 5, Personal Development Awards and additional Literacy and Numeracy qualifications.
- Literacy lessons are now part of the BGE curriculum in S1, S2 and S3
- Use of Seemis throughout the whole school and target setting, forward planning moving BGE to P&A.
- We know all our children very well and transitions are a particular strength.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Staff understand the social, economic and cultural context in which pupils operate and make timely interventions with an efficient support system
- All pupils, from 3-18, will have the confidence to make choices
- Learners in Nursery are happy and thriving
- Primary pupils will have a more secure knowledge and understanding of basic numbers. They will have a wider and more robust range of number skills.
- Pupils in nursery and p1-3 school will start to learn how to write at an appropriate time and in an appropriate way. Each child will have a comfortable pencil grip and will form letters properly when they are ready.
- In Kilchuimen 3-18, the child is at the centre and is given age and stage work designed to get the best outcome for each individual.
- In the Academy, a growing numbers of pupils are taking on college courses or accessing online courses as a better match to their particular skills.
- Pupils' voice through Pupil Council and pupils' involvement is returning across the 3-18 schools.

### Question 3

#### What could we do now? What actions would move us forward?

- This year, we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.
- Literacy, Numeracy and Health and Wellbeing will continue to be a focus throughout our 3-18 school from our 2020/21 plan as this links well with the recovery.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Kilchuimen Academy**

good

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Kilchuimen Primary**

good

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). Kilchuimen Nursery**

good

**Add more rows if you have more than one school (e.g. 3-18 settings).**

## Q1 2.3

# Learning, teaching and assessment

### Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

### Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".

- Teachers are well prepared and devise a variety of suitable learning experiences for pupils, having had shared CAP session for the previous 2 years standardising our approach.
- Consistently good lessons with a focus on the basics of literacy and numeracy and recapping any deficits from time missed from class.
- Differentiation for the lower 20% and upper 20% to be built into lessons with specific focus on accessibility for ASN pupils who have barriers to learning.
- All materials should be accessible to all pupils.
- S4 option introduced for 'Life skills' to include options for those ASN pupils to gain additional awards.
- NPA Furniture introduced for pupils to enable progression and encourage motivation.
- PSAs support children very well.
- Learning conversations and tracking and monitoring helps pupils and parents to be involved in learning.
- Cross-sector collaboration on the increase supporting a wider curriculum.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Learning during lockdown was engaged with well by most pupils and works so far has seen a very fast re-engagement with learning.
- The culture of the school reflects a commitment to positive relationships which underpin learning
- The planning, observation and assessment cycle is planned and is integral to teaching and learning
- Learners can voice their opinion and increasingly play an active role in the school and regularly take on leadership roles
- Attainment is improving across stages and interventions are in place to support gaps – additional COVID recovery teachers to focus on resilience

### Question 3 What could we do now? What actions would move us forward?

This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 and 21/22 Improvement Plan, if we have capacity to do so.

We are further developing outdoor learning opportunities using our outdoor classroom ("Owl's Hoot"); we are seeking support to make a 'daily mile' pathway and to improve our 'trim track' but our MUGA outdoor space surface is in need of re-surfacing. This will allow more use of outdoor space.

Linking in with our recovery curriculum, we will continue to use Emerging Literacy strategies, PEF funding has afforded additional resources to support Numeracy in the Primary and a specific focus on improving Literacy in the Academy.

We will develop the use of Seemis system's 'Progress and Achievement' for P1 –P7 and BGE Tracking and Monitoring.

Throughout our 3-18, we will create more opportunities for children to use ICT in their learning

Our current evaluation of this QI using the <i>How good is our school?</i> (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Academy	good
Our current evaluation of this QI using the <i>How good is our school?</i> (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Primary	good
Our current evaluation of this QI using the <i>How good is our early learning and childcare?</i> six-point scale – based on an incomplete analysis of our progress (because of the school closure). Nursery	good

## Q1 3.1

# Ensuring wellbeing, equality and inclusion

### Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Ensuring wellbeing, equality and inclusion".

- Child's Plan reviews are planned and actioned at regular intervals
- Regular engagement with specialist partners ensures referrals when required
- There is annual planning and dialogue with the Educational Psychologist
- Kilchuimen 3-18 CPD CAPs routinely focus on HWB, equality and inclusion
- Enhanced transition programmes are in place for ASN pupils and a slow start to return from Lockdown for pupils
- ASN induction for all staff, with detailed strategies for each pupil shared and acted on.
- Termly updates to parents of those ASN pupils with targeted interventions.
- Continued development of Kilchuimen Calmness Google site.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- We consider each child and young person as an individual with his/her own needs, risks and rights.
- Staff and partners create an environment wherein young people feel listened to and are comfortable to discuss sensitive matters
- There is a strong sense of community across the 3-18 staff and pupils
- Statutory duties are fulfilled to ensure improved outcomes for pupils and young people; there is a strong sense of collegiality in how we work with GIRFEC partners
- PSE/RME programmes ensure pupils are knowledgeable about diversity and inclusion
- A robust AAA system in place to meet needs of ASN pupils at SQA level
- SQA National 5 Mental Health Award introduced to senior phase
- Traffic to Kilchuimen Calmness during lockdown indicating it was used widely by our community and is still being used.

### Question 3

**What could we do now? What actions would move us forward?**

This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

- We will continue to work at ensuring children learn about understanding their own rights and respecting the rights of others
- Additional PSE for Academy pupils.
- We will seek further to involve young people in discussing their learning needs.
- We will consider carefully how best to complete our PEF projects.
- Continued use of Kilchuimen Calmness as a resource.

Our current evaluation of this QI using the <i>How good is our school?</i> (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Academy	very good
Our current evaluation of this QI using the <i>How good is our school?</i> (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Primary	Very good
Our current evaluation of this QI using the <i>How good is our early learning and childcare?</i> six-point scale – based on an incomplete analysis of our progress (because of the school closure). Nursery	very good

## QI 3.2

# Raising attainment and achievement/

# Ensuring children's progress

### Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

### Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress".

- Teachers are well prepared, from shared CAP and CPD to devise a variety of suitable learning experiences for pupils in and out of the classroom.
- PSAs support children very well in and out of the classroom
- In the Nursery and the Primary, My Learning Journeys and Learning logs, supported by learning conversations and tracking, helps parents to be involved in their children's learning; at Secondary level, recorded learning conversations take place at key points, including a settling back to school after lockdown meeting
- The curriculum is increasingly progressive and cross-sector collaboration is on the increase
- We work well with partners and partner providers to enhance the entire 3-18 curriculum; the range of partners continues to expand.
- Assessment data is used according to our SISE calendar to help us make sure children are supported and challenged
- Pupils have a say in their own learning, both in ELC and Primary classes and across classes in Secondary

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Literacy and Numeracy policies are being implemented and additional qualifications in the Academy.
- CAP CPD sessions across 3-18.
- Attendance remains better than national averages, with significant individual improvements when particular pupils have been targeted and supported.
- Partnership working, particularly around DYW and Social Enterprise continue to develop
- The pattern of 100% positive destinations for school leavers continues and is likely to be carried into the next set of results.
- Outdoor learning continues to be developed into daily lessons and additional trips and visits
- BGE ICT provision in partnership with WHC continues
- Robust arrangements in place for AAAs.

### Question 3

**What could we do now? What actions would move us forward?**

**This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.**

- We will further develop outdoor learning opportunities
- In the Nursery and the early stages of the Primary, we will make more use of Emerging Literacy strategies.
- We will create more opportunities for children to use ICT in their learning
- In the Primary, termly "Tracking, Moderation and Assessment" meetings have recently been introduced to ensure a continuing focus on raising attainment.

- At the secondary stage we will continue to work with West Highland College, and Inverness College,
- Subject-based staff training to support delivery of SQA courses which are scheduled to change will be crucial with a focus on moderation and a reduced course delivery.
- Develop DYW partnerships with our DYW coordinator to embed expertise into BGE and Senior Phase curriculums.
- As restrictions are now easing, encourage work experience for S4-6 pupils to raise aspirations and motivate learning, to improve attainment.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). ACADEMY**

**good**

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). SCHOOL**

**good**

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). NURSERY**

**good**

**Add more rows if you have more than one school (e.g. 3-18 settings).**

# KEY THEME

## from QI 2.2

### Curriculum

#### Theme 3 (HGIOS?4)

- Learning pathways

#### Theme 3 (HGIOELC?)

- Learning and development pathways

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways".

- The curriculum takes careful account of the local context in its increased emphasis on outdoor learning 3-18.
- Literacy, numeracy, HWB, ICT provision and developing employability skills are central to improvement planning.
- In the academy, virtually all pupils are provided with a bespoke curriculum, whether school-based or a more blended approach to individual timetables.
- Many teachers offer added value courses to supplement the curriculum e.g. Drama, DofE. All staff were creative with ICT based activities for remote learning.

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners**

- The range of partners with whom we work continues to expand from Nursery through to 16+
- In practice, these partnerships should have included, for the first time this session input from DYW, YDO, YPI and we have managed to some extent to continue these links virtually.
- Multilevel teaching, skills for work and NPA awards are increasing throughout the senior curriculum.

#### Question 3

**What could we do now? What actions would move us forward?**

**This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.**

- Blended learning throughout Lockdown has allowed many staff to become skilled in on-line teaching and this is continuing to support their face to face delivery.
- Blocked timetabling will help with staffing, especially the part-time staff
- Blocking with the Virtual school would minimise disruption to lessons.

# KEY THEME

## from QI 2.7

### Partnerships

#### Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

#### Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Partnerships – parental engagement".

- In Secondary, virtually all pupils are provided with a bespoke curriculum, whether school-based or a more blended approach to individual timetables through discussion with parents and pupils.
- Parent Council involvement is very strong and in supporting developments and initiatives.
- Increasing links with local community and parental body.
- Wider partnerships with DYW, YPI, YDO and local businesses and support

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- High attendance throughout 3-18.
- With the aid of grant funding from FAGCC, the Parent Council are providing waterproof ponchos for all Primary pupils and some sets of wellington boots. This will provide equity among pupils therefore allowing the Primary to increase outdoor learning.
- Direct and targeted support from Community resilience group e.g. pupil packs
- Almost 100% positive destinations for leavers.
- Apprenticeship funding and support from community company groups

#### Question 3

**What could we do now? What actions would move us forward?**

This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our previous Improvement Plans if we have capacity to do so.