



SCHOOL STANDARDS AND QUALITY REPORT 2020/21



Standards and Quality Report

School: North West Sutherland Schools

Head Teacher: Graeme Smart

Date submitted: September 2021



Context of the school:

We are a small ASG serving the communities of North West Sutherland. Each of Durness, Scourie and Kinlochbervie are served by primary schools with associated Nursery provision in Durness and Kinlochbervie and with an early years/P1 class in Scourie. The nursery in Durness opened in August 2020. Kinlochbervie nursery was run by CALA until August of last year when we took over. The nursery in Kinlochbervie also provides after school care until 5.00pm. Secondary pupils across the ASG attend Kinlochbervie High school which is a small six-year secondary school with a current roll of around 40 pupils.

The area consists of small villages in largely crofting communities. Fishing, fish farming, sporting estates and tourism are the main industries and the schools are a significant employer in the area.

Staffing is fairly stable but will be a concern particularly in the high school if a roll based allocation is used as it is becoming increasingly difficult to maintain the breadth of curriculum on offer.

School Vision, Values and Aims:

North West Sutherland Schools, aspiring to achieve.

Our school community will feel SAFE and will show and receive RESPECT

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 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 normally engage with our school/ELC 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.

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

Our capacity for continuous improvement, like that of every school/ELC setting 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.

Q1 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 periods of remote learning 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".
- Staff are involved in discussions about school policies, not just management.
- Focus on achieving positive outcomes for learners
- Open and honest management team.
- Communication is good
- Pupils feel heard and supported
- Parents are very willing to contact school to discuss issues

Question 2

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

- Parent feedback is very positive on "all together" days and on transitions.
- WTA reflects the willingness of staff to be involved in working groups and to meet as a whole staff regularly.
- Attendance of senior pupils is greatly improved.
- Tracking data across primary and BGE and SNSA data shows improvement
- ELC developmental overviews are good and are rapidly becoming established practice in the new settings.
- Pupils want to talk to staff when they feel they need support
- Staff response to positive behavior system was very enthusiastic and shows eagerness to support initiatives.

Question 3

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

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Re visit the "shared vision" for our schools to ensure that it is understood and supported by all partners
- Increased opportunity for pupil voice to be heard
- Increased opportunity for pupil leadership.

Our current evaluation of this QI using the <i>How good is our school? (4th edition)</i> six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL	satisfactory
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 periods of remote learning). ELC setting	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 periods of remote learning 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".
- Very positive ethos in many classes
- Small class sizes allow more assessment with instant feedback
- Use of IT to support learning has been well received by pupils and staff.
- Staff know subject and learners well and are willing to use creative teaching methods to meet learner's needs
- 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".
- Staff share resources and ideas via google classrooms, google meetings and seesaw.
- Key Assessment tasks are built in to Primary staff plans.
- Learning conversations are a regular feature of lessons
- Guidance staff have regular check in sessions with their caseload.
- Assessment and tracking data is used to support and challenge pupils.
- Staff know pupils well and are aware of the strengths and pressures affecting them.
- Our new phonics scheme is established and is being integrated into the BGE curriculum.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE A SMALL NUMBER OF BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION. THIS SECTION WILL CONSIST OF SINGLE WORDS OR BRIEF PHRASES.

- Regular learning conversations with DHT and with class teachers
- Pupils concerns are a standing item on the agenda at every staff meeting
- Staff attended CPD training in use of wraparound spelling and this is a key feature in weekly plans
- Staff are becoming increasingly confident and effective in delivering feed back to pupils
- Seesaw posts and positive parental comments
- Parent Council discussions and feedback in questionnaires
- Success in SQA results in spite of a very difficult year

Question 3

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

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Continue to develop and embed tracking and assessment of pupil progress from 3 - 18
- Peer shadowing and mutual support
- Staff to arrange when possible visits to other schools to share good practice
- Teaching and Learning as a focus for a working group when capacity allows

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 periods of remote learning). **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 periods of remote learning). **ELC setting**

good

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

QI 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 periods of remote learning 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"
- We are a small school and staff know pupils well
- Pupils actively seek support when they feel they need it
- We have very strong links with external partners including SW, Ed Psych and PMHW
- This year we have a full time SfL PT and 0.4 SfL Teacher across the ASG
- We have very close links with all our families with established lines of communication between home and school.
- Guidance staff meet regularly with caseload.
- Assemblies regularly celebrate achievement and promote positive behavior. In primary "reach for the stars" Programme encourages pupils to recognize and celebrate others contributions.
- All pupils in primary have a morning H&WB check in with class teacher.
- SCS are involved in counselling
- A new post as Pupil support teacher has been established and this will eventually become a PT Guidance post when budget allows
- Covid recovery funding and PEF used to supplement pupil support staff.
- Staff are very good at differentiating to meet the needs of all learners
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Question 2

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

- Guidance staff and SMT meet regularly with pupils to monitor H&WB
- SfL staff have regular Child Plan Update meetings
- We know our pupils well, we are a small school with small numbers and our pupils and their parents are well known to us.
- Regular reports from "catch up" sessions are published
- Pupil concerns a standing item on all meeting agendas.
- Tracking data
- Staff are very responsive to pupil concerns

Question 3

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

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Literacy and numeracy interventions to continue and to be updated
- Self-referral system for pupils to access counselling
- Further investment in sensory room and in H&WB resources
- Investment in resources to promote inclusion.
- Additional staffing in pupil support
- A cohesive approach to planning for and supporting pupils with complex needs

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 periods of remote learning). **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 periods of remote learning). **ELC setting**

good

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

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 periods of remote learning 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".
- Use of target setting is a regular feature of class discussions, learning conversations and guidance meetings.
- Most pupils are making good progress in literacy and numeracy
- Benchmarks are being used to assess progress across a level in Literacy, Numeracy and H&WB
- PEF used to employ additional PSA support for Literacy and numeracy.
- SQA results show improvement over time
- Our pupils go on to positive destinations
- Teacher know pupils well and challenges are picked up early

Question 2

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

- SNSA data, Insight data, T&M show consistent sustained achievement.
- Partnerships with SALT, SW, and parental feedback.
- Pupils report feeling more confident in literacy and numeracy in learning conversations.

Question 3

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

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Increased support in Numeracy
- Collaborative work to plan for the needs of pupils

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 periods of remote learning). **SCHOOL**

satisfactory

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 periods of remote learning). **ELC setting**

satisfactory

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 periods of remote learning 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".
- Outdoor learning features regularly across the ASG at all stages
- Interdisciplinary learning is a regular feature
- Teachers are in regular contact and discuss strategies and approached to teaching
- Staff work very closely across the ASG and between ELC, Primary and Secondary settings.
- Staff work hard to provide a wide range of courses and experiences for pupils
- Current S3 are more focused on certificate courses

Question 2

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

- SeeSaw posts
- Classroom visits
- Meeting minutes
- Feedback from staff and parents and pupils.
- Improved confidence in and out of class
- Wide range of subjects on offer
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Question 3

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

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Revie course choice in S2 into S3 and the impact on all.
- Work experience and volunteering opportunities for older pupils.

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 periods of remote learning 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".
- Parent Council meetings take place on "teams" regularly
- Parents feel they can contact the school at any time with questions or concerns
- Seesaw used regularly in primaries and in BGE in secondary.
- Regular reporting to parents
- Telephone parents evenings.
- Parental attendance at Child Plan reviews and SFM is good
- Staff are very accessible and approachable

Question 2

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

- Increased attendance and engagement with parent council
- 100% uptake of parents evening appointments in Primary and ELC
- Positive feedback from pupils and parents via seesaw.

Question 3

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

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