

Summarised inspection findings

Gairloch High School

The Highland Council

SEED No: 5119030

23 January 2018

School Name **Gairloch High School**
Council: **The Highland Council**
SEED number: **5119030**
Roll (Sep 2016): **128**

Key contextual information

- The acting headteacher is midway through a 23-month secondment to Gairloch High School. Her temporary appointment is to cover a vacant post.
- The school is reviewing its internal promoted post structure. At the time of the inspection, two potential promoted post structure models were being considered by the school. This was subject to approval by the education authority.
- The school provides learning through the medium of Gaelic and English.
- Attendance is generally in line with the national average.
- In February 2017, 14 per cent of pupils were registered for free school meals.
- In September 2016, 0 per cent of pupils live in 20% most deprived datazones in Scotland.
- In September 2016, the school reported that 34 per cent of pupils had additional support needs.

1.3 Leadership of change

satisfactory

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

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

- The acting headteacher is midway through a 23-month secondment to Gairloch High School. In this time, staff feel that she has brought an outward and evaluative look to where the school is in terms of improvement and the direction to be taken. In gleaning this picture, she has consulted a full range of stakeholders, whilst also building relationships. The acting headteacher is enhancing the strategic planning of the school. She is improving the robustness of self-evaluation from which priorities are identified. Staff articulate that they are becoming more involved in self-evaluation. The approaches being deployed, along with the start to sharing practice, is helping most staff recognise what they are doing well. Additionally, they are better able to appreciate the school's headroom for improvement in achieving better outcomes for young people. More action is required towards having a systematic, meaningful and effective evidence-base from which to drive continuous improvement. Departmental improvement priorities are still to be consistently streamlined to that of the whole school.
- The acting headteacher, in collaboration with stakeholders, has revised the school's vision, values and aims. Community and employability partners are yet to be fully involved in getting a deeper knowledge of the school's context to achieve further impact for young people's "care, development, education and future". The importance of the Gaelic language to the school's community should be clearly clarified. The school is beginning to use assemblies and the house system to increase young people's awareness, understanding and commitment to the vision, values and aims. A next step is for teachers to supplement this further by referring and reinforcing the vision, values and aims in their engagement with young people.
- The school is currently reviewing its promoted post structure. This is an opportune time to significantly strengthen the remits of senior and middle managers to be consistently supporting improvement and quality. Part of this is to establish higher expectations of each individual's role in achieving high standards and consistency in learning, teaching, assessment, and in tracking and monitoring young people's progress. The school's meetings and collegiate activities are not yet sufficiently prioritising core business to be continuously gathering evidence towards how well the school is taking forward improvement. A few staff have attended professional learning on self-evaluation for self-improvement. The availability to others of such professional learning is one way of achieving a better understanding on the use of self-evaluation frameworks for improvement.

- The acting headteacher is promoting all staff's involvement in the leadership of change. This has been met with a commitment by most staff to drive school improvement. One example of this is their involvement in newly-established groups charged with taking forward continuous improvement. Senior leaders should continue to guide these groups to be realistically looking inwards, as well as outwards and forwards. Teachers show a big commitment through the development of more than one subject within curricular areas at a time of national curriculum change. They are committed to sustaining an increasingly broad education for their rural community. The acting headteacher's aspirations include continuing to design personalised learning pathways which help overcome rural isolation and issues with staffing that the school, on occasion, has faced. In so doing, there is potential to increase the pace of implementing Curriculum for Excellence to be fully exploiting aspects, such as responsibilities of all and interdisciplinary learning (IDL). School leaders are at the early stages of implementing national priorities in Developing the Young Workforce (DYW), Career Education Standard (CES) and Work Placements Standard (WPS). They recognise the need to increase the pace of implementation and are beginning to work with appropriate partners to plan activities to benefit young people. The promotion of flexible curriculum delivery, including the role of partners, digital technology and work-based pathways, should be considered further.
- The school has a strategic three-year plan and, within this, a yearly plan. Whilst appearing as a priority in the school's improvement plan, there is not yet enough clarity on the school's strategy to raise attainment. Staff are becoming more aware of the need to keep the curriculum under review to ensure that it is raising attainment. A working group is drawing up proposals for the use of the Pupil Equity Fund (PEF). These are based on reducing rural isolation and building staff's capacity to know and support individual young people. Currently, there is scope for more precision on the specific interventions to be put in place and how the resultant difference for targeted young people will be measured.
- There is scope for strategic planning for improvement for Gaelic Education to be more central to that of the whole school. Currently it tends to be based on the development of Gaelic (Learners) and Gàidhlig within the curricular area rather than supporting the achievement of the education authority's Gaelic language plan. Strategic planning does not have as a driver that Gairloch High School has two mediums of learning. Going forward, the status of Gaelic Education should be recognised within core functions such as designing vision, values, aims and curriculum rationale. This will contribute to it being more integral to the life and work of the school.
- The school is beginning to audit how equality is being promoted. This is with a view to producing a refreshed policy.
- Staff are rightly reviewing the impact of their processes for learning observations. Feedback to staff could better support them in improving outcomes for young people. The school's process for reviewing progress and attainment is not robustly enough including all stages of learning. Staff would benefit from having specific targets to support improvement which are underpinned by indepth knowledge of self-evaluation frameworks.
- Staff across the school demonstrate a commitment to professional learning. For example, they contribute to national organisations through SQA duties and the production of resources for Gaelic. They have shared practice on technology at the Scottish Learning Festival. A minority of staff engage in professional enquiry. There is scope to continue to

link professional learning more closely to self-evaluation and the school's priorities for change and improvement.

- The school has processes for parents and pupils to have a voice in improving the school. Parents are positive about changes that are being made to the school. They have set up a group so that they can have contribute to shaping the future of education provision in Gairloch. The Learning Council is a start to enabling young people to influence change in more important aspects of their school.
- Partners are positive about their engagement with the school. One successful example is the joint working with *Visit Wester Ross*, a local tourist association, to promote employment opportunities in the local hospitality industry. Recently young people have taken part in a competition to design an app to promote North Coast 500 with tourists. The school and *Visit Wester Ross* are now ascertaining how the North Coast 500 theme can be developed further to help learners gain knowledge and skills to support employability.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures young people maximise their successes and achievements. The themes are:

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

- Young people enjoy strong relationships with teachers in which their rights as individuals are valued. In almost all classes, young people are well-behaved and engaged in their learning. There is a positive culture and ethos of mutual respect within almost all classrooms.
- The majority of teachers use the local context of the school to plan learning activities which are relevant and motivating. Young people are enthused by these experiences. In the majority of cases, staff plan appropriate progression from prior learning which results in a brisk pace of progress and appropriate challenge. A few teachers are still to adjust their planning of learning to take account of the change in period length. Most teachers engage in high-quality interactions and use questioning effectively to stimulate and develop understanding. These features are more embedded at the senior phase, with potential to be utilised further in the broad general education (BGE). Too often in the BGE, young people's learning is not differentiated which results in them being too passive. Across stages, a few young people experience independence in learning activities in which they plan and lead their own learning based on their interests. In a few classes, learning is related to skills for life and work to support young people plan for future pathways and careers. Staff across the school should aim to plan learning alongside young people to develop a greater understanding of the purpose of learning, the skills they are developing and how attainment will be raised.
- Staff are still to articulate what effective learning and teaching looks like at Gairloch High School. In taking this forward, the school's most effective practice, supplemented with research findings, should be shared more widely. This would assist in achieving a more consistent approach to high-quality learning across the school.
- The school has shared practice within The Highland Council and nationally in their use of digital technology. We observed practice in which the use of digital technology ranged from making films to its use for research. A minority of teachers are using a technology platform to increase young people's independence in learning, give instant feedback and track progress to improve performance. The planned increase of digital resources will enable all teachers to promote their use of digital technology. This is one way of better engaging young people in their learning and raising attainment for all.
- Staff recognise the importance of assessment, sharing standards and working with peers to moderate learning. Approaches to assessment are, however, variable across the school. They would be improved by having a whole-school understanding of planning,

learning, teaching and assessment and how these are interlinked. Staff are beginning to use the National Benchmarks to provide clarity on the national standards expected within each curriculum area to achieve each level within the BGE. Staff found the recent school-based activity on sharing standards useful. This practice could now be developed further to ensure a consistent model is applied in all curricular areas. It is important that staff put in place realistic procedures to moderate standards in the shorter term. This is in order to ensure that the current groups of learners are receiving the correct support and challenge.

- Across stages, teachers know learners well and have a holistic understanding of strengths and areas for development. However, there is headroom for improving monitoring and tracking of progress and achievement. At the BGE, a whole-school overview of progress and attainment is yet to be established. At the senior phase, progress is tracked using assessments that are linked to National Qualifications. All staff should play their part in having a departmental and whole-school monitoring and tracking system across stages which provides a clear overview of progress and attainment. This should lead to the use of interventions, as appropriate, to raise attainment.
- Overall, teachers should make more regular use of high-quality written and oral feedback to inform young people of their progress. This should be supplemented with more opportunities to discuss with young people their strengths in learning and next steps.
- The calendar of reporting comprises a combination of interim and full reports for each year group. The reporting dates have recently been updated to reflect an improved flow of information across the year.

2.2 Curriculum: Learning Pathways

- Across S1-S3, learning is planned using Curriculum for Excellence experiences and outcomes (Es and Os) from second to fourth level. S3 affords specialisation in some curricular areas while maintaining breadth. Some further alignment should be considered in S3 to make a smoother transition from the BGE into high attainment in courses in the senior phase leading to National Qualifications, other awards and work-based learning. Senior leaders recognise that not all young people are completing their entitlement to third level Es and Os in all curricular areas prior to specialisation. Following a change to the structure of the school week, the school is now planning to review how the design of the curriculum can assist all young people to access third level Es and Os by the end of the BGE. In doing this, it would be beneficial to have a focus on how well the curriculum is meeting the needs of individuals and groups of young people, whether that is through the medium of Gaelic or English.
- Young people could be assisted further in making connections in their learning. For this, it would be useful to have a strategic overview of how young people's skills, knowledge and understanding in literacy, numeracy, health and wellbeing and digital technology are being developed across the contexts of the curriculum.
- Most young people's needs and aspirations are met in the senior phase, with potential for holistic design to impact further. There are clear progression pathways for almost all curricular areas and subjects leading to a range of National Qualifications. Staff's offer of this range is a particular strength of the school. In Gaelic Medium Education (GME), young people are able to study an additional language to build on the benefits of bilingualism. Gàidhlig is the only National Qualification available through the medium of Gaelic. The school should ensure that young people are placed at the most appropriate course level as they enter the senior phase. This should be based on young people's prior learning and achievement, from robust assessment information, and a whole-school overview of progress across departments.
- The school works successfully with a few partners across several curriculum areas, such as art and design and hospitality. These partnerships successfully support a number of projects that engage pupils in contextualised learning to develop skills for employability. For example, the local tourist board has worked with the school on a number of initiatives to support the hospitality industry. This had led to some young people pursuing employment in this area. Links with employers are not sufficiently developed, or systematic, to support DYW priorities. Staff awareness of local and national labour market intelligence should be developed further and used routinely to inform curriculum planning and young people's future aspirations for employment.
- Most teachers have an awareness of the CES and WPS. They are able to describe occasions where skills for employability are incorporated within activities in their own curriculum areas. However, the CES is not yet integrated fully within the curriculum.
- A few senior pupils engage in work placements. The school uses the Hi-Hope database to identify appropriate work placements for young people. There is not yet a sufficient number and range of suitable local work placements on the database.

- The school's self-evaluation correctly identifies the need to develop new progression pathways. This includes those with a direct application to employment, college-based learning and third-sector training. The school should use the flexibility they are afforded by Curriculum for Excellence, through Gaelic and English, to provide a range of progression pathways appropriate to their learners' needs and local circumstances.
- As part of monitoring the effectiveness of the curriculum, senior leaders should analyse young people's choices across the senior phase for patterns and trends. A few young people could have fuller timetables to assist them in securing sustained positive destinations.
- The detailed school partnership agreement (SPA) with SDS is jointly negotiated, agreed and monitored regularly to review progress towards delivery. Almost all current targets are being met. It includes an appropriate range of activities which support well the delivery of careers information and guidance services by SDS staff. However, there is scope to be clearer on SDS's offer for GME. This could usefully entail integrating information on Gaelic into more planned events.
- The school worked alongside the NHS trust and Ullapool High School to develop a day-long workshop for S3 pupils in both schools. Young people benefited from hearing from a range of health and social care professionals who facilitated a range of engaging interactive activities which provided information and knowledge about career opportunities. Both schools are keen to extend this model to incorporate other disciplines and industries. In so doing, they should consider the career-related opportunities available to those who are fluent, or acquiring fluency in Gaelic.

2.7 Partnerships: Impact on learners - Parental Engagement

- Parents are very positive about the school's engagement with them. They are encouraged to be involved in their school through the Parent Council, parental forum and specific activities such as the recent community open event.
- The parents with whom HM Inspectors engaged expressed confidence in the school's communication. The introduction of email contact with parents has been received positively. They feel that their queries and concerns are actioned promptly.
- Parents feel that the acting headteacher keeps them well-informed of key aspects of the life and work of the school. These successes could now be adopted in building parents' role and involvement in supporting their children's learning, progress and attainment.
- It would also be helpful for all parents to be consulted in relation to the preferences for timings of parents' meetings and other school activities. This would support those in more isolated locations.
- The school handbook needs to give more useful information to parents on GME.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- The school community places considerable importance on the value of positive relationships. Young people, staff and partners all see positive relationships as central to the health and wellbeing of young people. This is illustrated by the school value of 'care' and in how staff and young people interact. The climate in the school is welcoming, with mutual respect and courtesy evident. This is demonstrated by the interactions between staff and young people and young people with their peers. Almost all young people recognise that strong relationships, with both peers and staff, are supporting them to achieve and enhance their daily school life.
- There are important strengths in outcomes for wellbeing which is having impact on almost all young people. However, there is scope to improve the school's strategic approach by capturing these positive outcomes in a whole-school overview. Going forward, the strategic approach to wellbeing should be based on a clear and shared understanding of wellbeing within the school community. This would help the school to identify and measure the resultant impact for young people.
- The Personal, Social and Health Education programme (PSHE) is supporting young people to develop the knowledge, understanding and skills they need for their physical, mental, emotional and social wellbeing. Young people can articulate, for example, the importance of physical activity. As senior leaders recognise, there is scope to be more responsive to the context of the school. This includes understanding the wellbeing needs of the community. Local partners, such as local health service, community police and social work, would welcome the opportunity to share further intelligence to shape the PSHE programme. Young people would also welcome their views being heard and represented in the further development of their PSHE programme.
- Young people's participation in lunchtime and after-school clubs is very high. Almost all young people, in the pre-inspection questionnaires, acknowledged the opportunities they have for regular exercise and participation in activities beyond the classroom and timetabled day. As part of its approach to pupil equity, the school should monitor that there are no barriers to participation. Most young people who responded to the pre-inspection questionnaire believe the school teaches them how to lead a healthy lifestyle.
- Staff are responsive to the individual needs of young people. In conversation with HM Inspectors, young people expressed their appreciation of the efforts which teachers make to address any issues that they raise.

- The pupil support team has a good understanding of the key importance of the Getting it Right for Every Child (GIRFEC) approach. They use the wellbeing indicators effectively with those who receive targeted support.
- A few staff are at the early stages of using wellbeing indicators to underpin their work and improve outcomes for all young people as part of universal support. There is scope for the school to extend further their use of the wellbeing indicators, linked to the Gairloch version of Children's Rights. This would support all young people and staff to reflect more on young people's progress in being safe, healthy, achieving, nurtured, active, respected, responsible, and included. Young people's awareness of factors that may impact on their wellbeing should be heightened. They would benefit from greater support in being able to express their feelings and require further support in developing skills to talk about these with increasing confidence.
- Staff are aware that there is a need to continue to review the arrangements for universal support to ensure that all young people's entitlements are met. While young people feel that staff know them, the reduction in pupil support staff has reduced the clarity for young people of identifying with their key adult. The school has already begun to address this through changes to registration procedures and by increasing the number of registration teachers. Young people are confident that they can approach individual members of staff if they have any concerns. It is important that young people are more confident that they are known by a key adult who has a holistic overview of their development. This should include wellbeing, learning and achievements on a planned and regular basis.
- Staff have engaged in career-long professional learning to better support young people with their mental and emotional wellbeing. They liaise with the mental health worker for particular young people.
- Young people with additional support needs have their needs identified well. They have support plans, in the form of The Highland Council Child's Plans. These detail the additional support that will be provided and reflect the views of young people and parents. The outcomes for young people with additional support needs are positive. The support for learning department keeps comprehensive profiles based on the National Practice Model. Outcomes for young people are evaluated on a regular basis. The strategies that are shared with staff result in most young people's learning needs being well met. The support for learning department should proceed with their plans to develop further a shared and holistic understanding of how to support young people. The 'referral process' is a positive step towards this.
- In recent years, attendance has been generally better than national averages. The proportion of unauthorised absences have been consistently lower than national averages. The school, working effectively with partners, has improved the attendance of some young people who have had significant attendance issues. A Youth Development Officer (YDO) works with disengaged young people to help them integrate back into school. Programmes are in place to support those with low self-esteem. There is potential for the YDO, working with the school, to formalise the current arrangements to ensure that impact is captured.
- Young people report that bullying incidents are dealt with effectively. Senior leaders should proceed with plans to review their anti-bullying policy to ensure that it meets the requirements of the Equality Act 2010 (to cover all relevant protected characteristics). This also includes ensuring that staff fully understand the implications of this in their work in

advancing equality. The acting headteacher recognises the need to ensure that policies reflect the latest Scottish Government guidance.

- The school has an inclusive ethos. There is a strong feeling among young people, parents, staff and visitors of them being valued. There is a clear sense that young people are known and treated as individuals by staff. This results in a sense of belonging within the school community and a strong sense of inclusion. This is well-supported through the House system. Young people spoke positively of their involvement in House activities. There are high rates of participation in a wide range of activities beyond the classroom.
- Staff recognise the cultural context of their school and aim to ensure that young people have opportunities to broaden their horizons. Staff in their curricular areas, most notably social subjects, deliver aspects of equality and diversity. The IDL project entitled 'SMART' also includes aspects of global citizenship. Gairloch High School's long-standing links with a school in Malawi, and reciprocal visits by staff and young people, enable a sharing of learning and an understanding of cultural similarities and differences.
- The school is still to review practice in light of the new statutory requirements for Gaelic.
- Young people are still to experience a progressive learning in Religious and Moral Education (RME) as part of the senior phase. The statement on Religious Observance(RO) and RME in the school handbook needs to reference parents' right to withdraw young people from RME and RO, in line with legislation.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

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

The small school roll means that much care has to be taken when interpreting and analysing data and trends.

Attainment in literacy and numeracy in the BGE

- In the latest two years, the school has reported young people's attainment in literacy and numeracy at the end of S3. The data through the medium of English shows that:
 - By June 2016, the majority of young people achieved third Curriculum for Excellence levels in reading, writing and numeracy. Most achieved third level in listening and talking.
 - In June 2017, most young people achieved third level in reading and numeracy. Almost all young people achieved third level in listening, talking and writing. In addition, the majority achieved fourth level in listening, talking, reading and numeracy. Fewer than half of the S3 cohort achieved writing at the fourth level. The school reports an improvement in attainment in literacy and numeracy on the previous year.
- By June 2016, the data through the medium of Gaelic for listening, talking, reading and writing is reported to show that all young people are achieving the third Curriculum for Excellence level. In June 2017, the data is reported to show that all young people are achieving the fourth curricular level.
- Senior leaders are yet to put in place robust systems to collate attainment data, and show the value added in literacy and numeracy as cohorts move from entry to S1 through the BGE to the end of S3. When established, this should enable progress of cohorts, groups and individuals to be better monitored and tracked on an on-going basis. It should also support provision of appropriate learning pathways for all and assist in reducing any gap in attainment which is identified by the school. This will also help the school work towards determining progress in promoting excellence and equity.

Attainment in literacy and numeracy in senior phase

- Leavers: At SCQF level 6, the attainment of young people in literacy in the latest year (2016) is significantly much lower than the Virtual Comparator (VC). It must be noted though that the numbers contributing to this are low. For all other SCQF levels in literacy and all levels in numeracy, the proportions of young people leaving school having achieved literacy and numeracy has generally been in line with the VC for the last five years. Attainment in literacy of young people leaving Gairloch High School has been significantly improving over the last five years at SCQF levels 4 and 5, although it is still in line with the VC.

- Cohorts: In the latest three years, the proportion of young people at S4, S5 and S6 achieving an award in literacy and numeracy at SCQF Level 5 or better has sometimes been much higher than the VC. Overall, it is mostly been in line with the VC. At S4, attainment in literacy and numeracy from SCQF Level 3 or better to SCQF Level 5 or better was more often much higher than the VCE in the two years prior to this.

Attainment over time

- To varying degrees, progress over time in the BGE is tracked at department level in each of the curriculum areas. As yet, this is not collated at a whole-school level and used as an effective means to raise attainment. The school recognises that it has more work to do to enable the collation of robust data on attainment at the BGE. To improve the reliability of data, teachers should collaborate more with colleagues from across schools, and different sectors to develop further their understanding of the standards involved in achieving a level within their subjects. Teachers increased understanding of progress and achievement in the BGE would support improvement in the senior phase.
- The attainment of young people leaving school in the last five years (as measured by their complementary tariff scores) has been in line with the VC.
- In the latest five years, the attainment of young people at S4, S5 and S6 (as measured by their complementary tariff scores) has been generally in line with the VC. Sometimes it is much higher than VC. The attainment of the lowest achieving 20% of young people at S4, S5 and S6 has been much higher than the VC in two out of the five latest years in each of the S4, S5 and S6 cohorts.
- At S4, the proportions of young people achieving 5 or more and 6 or more awards at SCQF Level 3 or better, and Level 4 or better, is significantly declining over the last five years. The proportions achieving 3 or more awards to 6 or more awards at SCQF Level 5 Grade C or better and Grade A or better is generally in line with the VC. However, the 2012/13 and 2015/16 cohorts' attainment was much higher than the VC.
- On occasion at S4, a few young people have achieved an award at SCQF Level 6. This has been in subjects such as art and design, music and geography. It has been on an individual basis to meet young people's needs.
- The proportions achieving an award at SCQF Level 6 at Grade C or better by S5 has generally been in line with the VC over the last five years. The proportions achieving 3 or more, and 5 or more awards at SCQF Level 6 at Grade A or better, has been improving significantly over the last five years.
- By S6, the proportions achieving awards at SCQF Level 7, over the last five years, has been general in line with the VC.
- Commendably, young people's achievements have been broadened, particularly at S5 and S6. This has been through SCQF-rated awards such as mountain biking and climbing.

Quality of learners' achievement

- Young people are accessing a range of achievement opportunities across all stages, both within and out with the school. As yet, the school is not effectively tracking and monitoring these achievements and linking them to the development of skills. As a result, young people are not able to articulate the skills that they are developing from their experiences.

- High proportions of young people are developing leadership skills through successful completion of the Duke of Edinburgh's Award. A few young people achieve at gold level. Some young people choose to apply their citizenship skills by volunteering in the community following on from the experience gained from the Duke of Edinburgh's Award. Other young people have their leadership skills developed through work to achieve a sports leadership award and/or become sports ambassadors. A number are running school clubs for younger pupils as part of this.
- All young people at S1 are developing their knowledge of sustainability through their work to achieve the John Muir Award. Young people are developing their researching and evaluation skills through their work to achieve the Youth Philanthropy award. There is scope to extend the range, breadth and medium of language delivery of the accreditation to ensure young people's achievements are recognised.
- Young people display citizenship skills through raising funds for local charities.
- Across the school, young people are developing global citizenship skills through work with a partner school in Malawi.
- Young people from across stages gain a sense of achievement from representing their school in national competitions. Those learning Gaelic have been very successful in producing films as part of Film G. As a result, young people have developed their skills in making films, editing and raised their awareness of career opportunities in the media. They have shown application of these skills by independently producing films beyond school. Young people have had their skills in writing, recitation and singing recognised at national Mòds, while also enriching their fluency in the Gaelic language.
- Young people have access to a range of sporting activities to help develop their physical fitness. These include badminton, climbing, rowing, basketball, football, golf, skiing, dance and hockey. Young people have developed confidence and self-esteem in representing their school and achieving success in local and national sporting competitions.
- A few young people represent the school in music competitions, for example Inverness Music Festival and pipe band competitions. The school's band, "C for Craic" is enjoying success.

Equity for all learners

- Attainment versus deprivation: All of the young people in the school reside in SIMD deciles 4 to 6. Attainment in the latest five years has generally been in line with national averages.
- The exclusion rate is much lower than the national average. In recent years, there are very few exclusions.
- The school is keen for all young people to experience equality in how their achievements are recognised with an in-house 'certificate of personal achievement'. In response to feedback, this has been modified to ensure that the certificates are as equitable as possible.
- Over the last four years, almost all young people have achieved a positive destination on leaving school. The highest proportions of leavers are moving on to employment.

- The school has identified rural deprivation as an issue for a few of the school population. It is currently considering how best to use PEF in the best way to reduce this barrier. In so doing, a focus should be on raising attainment in literacy, numeracy and health and wellbeing for targetted young people.

School choice of QI: 2.6 Transitions

- **Arrangements to support learners and their families**
- **Collaborative planning and delivery**
- **Continuity and progression in learning**

- The acting headteacher recognises the importance of ensuring that all young people are well-supported as they move into school, through school and beyond school. As a result, she has invested considerable time in building positive relationships with the associated primary schools in an effort to establish parity of esteem.
- Young people are appropriately supported in their transition from primary to secondary school through an increasing variety of well-planned events and activities from P4 through to S1. As a result, young people are becoming familiar and more confident in the secondary school environment, meeting new teachers and forming new friendships with peers from other primary schools. The P7-S1 booklet, which has recently been adapted, provides young people with useful information as they embark on their transition to secondary. Induction days and primary cluster days at Gairloch High School enable children to overcome any natural anxieties of moving school. The opportunity to meet peers is especially important given the geographic spread of a few of the small rural schools. The increase in primary cluster days to include sports activities and social events allow young people to get to know their peers in an informal way. Young people's evaluations indicate that they would welcome more regular contact with their buddies during their first term in high school. Young people develop an enthusiasm for their secondary curriculum offer as a result of the three-day transition visit. This allows young people to experience aspects of the curriculum that are new to them.
- The acting headteacher has sought new and innovative ways of actively engaging parents in the transition process. She has looked at alternative ways of including parents in an attempt to improve parental participation and attendance at transition events. The format of induction evenings has been radically adapted to include community representatives. For example, the sailing club use this event to advertise what is on offer in their local area. This has resulted in greater numbers of young people participating in out-of-class activities.
- There are effective pastoral support arrangements in place for young people during transition from primary school to Gairloch High School. Pupil support staff visit all associated primary schools. The settling in interviews, which are timed early at the start of the session for S1, allow young people to raise concerns or highlight any anxieties with pupil support.
- The needs of young people requiring additional support during the transition from primary to secondary are well met by the Support for Learning Department. They work effectively with partners, including associated primary schools, to ensure children with additional support needs have a successful transition from primary to secondary school. Enhanced and extended transitions are used to meet the needs of each child moving to secondary school. In addition, joint solution-focused meetings are held to ensure that young people are well-supported in their transition to secondary. Settling in Child's Plans meetings ensure that enhanced transitions are evaluated.

- Primary and secondary staff have collaborated on a few occasions to help develop continuity and progression in curricular areas. A promising start has been made in literacy through the work on 'emerging literacies'. However, there is a need to progress moderation activity collegiately across the Gairloch High School cluster. Significant work is needed to ensure clear progression across all areas of the curriculum from primary to secondary. Transferring evidence of the latest and best work from primary to secondary has the potential to support high expectations of learners from the beginning of S1.
- At P7 and S3, profiles are not yet afforded enough significance.
- The school has data to show that the continuation from GME at the primary stages into secondary is strong. They are also able to demonstrate that many of the young people achieve a positive destination on leaving school in which they use and promote the Gaelic language.
- The school has effective relationships with SDS careers staff who provide helpful career advice to young people. This includes group work and individual consultations for young people and input at parents' evenings and career events. Guidance staff incorporate *My World of Work* (MyWoW) into lessons. Many young people find the software useful for exploring career options. SDS staff have provided support to teaching staff to develop better approaches to integrate MyWoW into lessons and help young people develop CMS.
- A few partners help to prepare young people for life beyond school. Dingwall Rotary organise mock interviews with local employers. The art and design department is proactive in engaging with employers that is enabling a few young people to pursue their career aspirations, for example in architecture. Some young people secure part-time employment as a result of links made by the art and design department.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% – 99%
Most	75% – 90%
Majority	50% – 74%
Minority/Less than half	15 – 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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