



**School: Kinlochleven High School**

**Head Teacher: Rebecca Machin**

**Date submitted: June 2018**

## **Context of the school:**

Kinlochleven High School is a small 6-year state school, with a roll of 146, serving the small towns of Kinlochleven, Ballachulish and their rural communities. We are on the national Schools for Higher Education Programme (SHEP) as a result of our long running history of low progression to Higher/Further Education. As recently as 6 years ago less than 6% of our youngsters progressed to Higher Education. Historically recognised as an area of multiple deprivation, there are many families who have little or no experience of Higher Education, many of whom have experienced adverse social and economic circumstances. This is compounded by our rurality and social isolation. We are unable to run a full range of Advanced Highers due to the financial constraints incurred by our small school roll. Where Advanced Highers are offered they are done so with a limited amount of teacher input and a high level of independent study. In 2017-18 we had a PEF allocation of £8400. Although we are a small school, we do not feel that this is a fair representation of our need, as we know that some of our families do not apply for free school meals. However, we are grateful for the extra funding. We have modified and adapted our risk matrix to ensure that the data we have genuinely identifies those at risk; SIMD is a poor indicator in a rural and diversely populated area such as ours. We monitor and track not only academic performance but wider engagement, and with the help of our partner agencies, we are able to see how our various projects impact on our young people but how many are involved, the range and number of projects they have got involved in (or not) and, most importantly, which pupils we need to work with to further engage them, not only in the life of the school but in the opportunities that are available to them out with school hours. We feel that this is now an accurate indicator of need, and an effective tool to measure engagement and wider achievement, which will help us to use data and evidence effectively to evaluate our PEF and school improvement projects.

Whilst continuing our focus on Health and Wellbeing, knowing that happy, healthy children will attend and achieve more, our key drivers for improvement through 2017-18 have been Literacy and Numeracy as well as Digital Technology and Citizenship in preparation for the Chromebook role out. We have involved all ASG schools in our Literacy programme, taking advantage of the opportunities that having a PEF Literacy Officer provided us

with, with the aim of developing a consistent approach from 3-18. Unfortunately there was no Numeracy equivalent. However, we feel we have made some progress in both areas, certainly in our understanding of the issues but with more time required for planning, implementation, assessment and moderation. Literacy and Numeracy will continue to be a focus for 2018 – 19. We have worked hard in updating and sharing our vision of Digital Technology and Citizenship and are ready for the Chromebook role out.

## School Vision, Values and Aims:

Our aim is for Kinlochleven High School to be a happy, safe, inclusive, friendly and engaging learning environment where we work together to be the very best we can be.

We recognise each other as equals, respecting each other's diversity and support each other to turn opportunities into our chosen reality.

At Kinlochleven High School  
Our Core values are

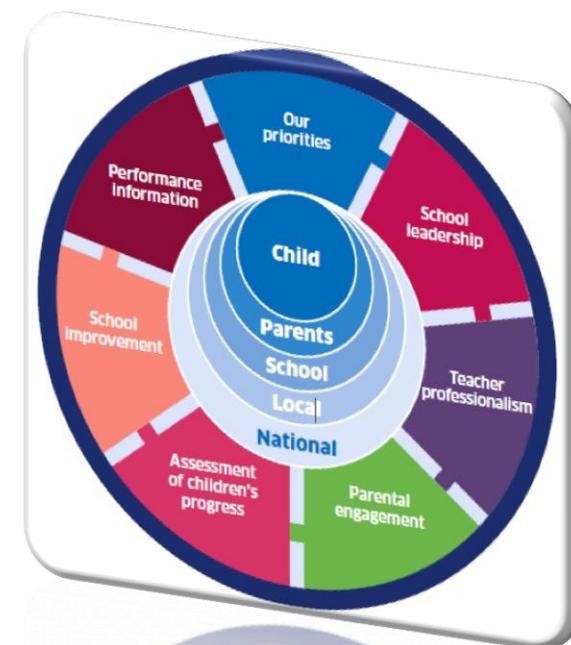
- to be inclusive
- to be determined
- to be patient
- to be generous and compassionate
- to build confidence



Summary of Improvement Report/Plan engagement process:

Participants	Engagement details
Teachers and other staff	INSIGHT Conversations October 2017 Differentiation Survey January 2018 Literacy and Numeracy Survey February 2018 Digital Technology and Citizenship Survey February 2018 RRSA Survey February 2018 PTs with responsibility for Literacy and Numeracy 23 <sup>rd</sup> April 2018
Parents	31 <sup>st</sup> August 2017 2 <sup>nd</sup> November 2017 1 <sup>st</sup> February 2018 April 17 <sup>th</sup> 2018
Pupils	Senior Phase Transition Pupil Interviews November 2017 S2 Pupil Interviews regarding Whole School Literacy December 2017 S3 Pupil Interviews regarding Digital Citizenship and Technology December 2017 Differentiation Survey January 2018 S1 Pupil Interviews regarding Whole School Numeracy January 2018 Senior Phase Option Survey December 2017 RRSA Survey February 2018
Volunteers working in school (such as parents taking after-school activities, 3 <sup>rd</sup> sector engagement etc.)	Room 13 and Kinlochlovin' – Wellbeing, Equality and Inclusion February 2018
Other partners	E-Safety Working Group (Pupils, Parents and Staff) December 2018

Associated Schools Group	SNSA February 2018 1+2 Languages February 2018 Literacy and Numeracy Survey March 2018 Transitions Survey March 2018 Family Learning Survey March 2018
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### What have we done to close the attainment gap?

1. Targeted approaches to Literacy and Numeracy. This projects aims, linked to the National Improvement Framework Priorities, are to Improve attainment, particularly in literacy and numeracy and closing the attainment gap between the most and least disadvantaged children. We thought the benefits for our learners would be though our staff having:-
  - Better understanding of achievement of a level in literacy/ numeracy and other curricular areas.
  - Better identification of next steps for learners.
 and
  - Whole school having a consistent approach to standard techniques in numeracy and literacy.
  - Whole school awareness that literacy and numeracy is essential for academic success in all subject areas

We wanted to develop targeted strategies, in both Literacy and Numeracy, in the full breadth of subjects, focusing on key areas such as spelling and subject specific vocabulary, command words, use of scales and presenting data. This was very ambitious for one year and needs to be further embedded in this coming years plan. We were successful in that we were able to internally verify assessments through learning snapshots within our faculty areas. We also moderated work across the ASG. By working with the whole ASG we have also increased staff confidence in 3-18 strategies, in applying standards and therefore in applying accurate and evidence based judgements on levels for our BGE pupils. This will give us more accurate assessment information, which is better able to stand up to scrutiny and triangulation with other data such as SNSA, thereby better enabling us to identify where attainment gaps are happening. However, we are well aware that this is just the start and that we need to continue to work on building confidence, further developing strategies, consistency in applying standards and building a wider range of evidence for moderation purposes.

2. Digital Technologies and Citizenship. This projects aims, linked to the National Improvement Framework Priorities, were to close the attainment gap between the most and least disadvantaged children, to improve the health and wellbeing of our young people and to see an improvement in employability skills and sustained, positive school leaver destinations. The benefits to our learners of rolling out 1:1 devices will be the improved use of digital technologies to enhance learning, giving young people the skills to understand, apply and create new digital solutions of their own. It will give them more skills in the use of digital technologies. We have also included a Digital Citizenship element to ensure a better understanding of how to be responsible digital citizens, thereby ensuring that they have a better understanding of how to safeguard themselves from the risks as well as allowing them to take advantage of the benefits. They can discover apps and websites, which will help them, thus individualising their own learning. We prepared for the 1:1 rollout by investing in chromebooks for a one year group pilot, enabling staff to research targeted ICT strategies that will maximise impact on attainment. The use of cloud storage enables anytime anywhere access, thus enabling all youngsters to be able to access the curriculum. Through self-evaluation last year we recognised that we needed to further develop internet safety and the concept of Digital Citizenship, which we did by using the <https://360safescotland.org.uk> tool and encouraging relevant staff to do CEOP training as a part of PRD

3. Developing the role of pupil support to further improve the wellbeing, equality and inclusion of all youngsters through smoother transitions This projects aims, linked to the National Improvement Framework Priorities, were to close the attainment gap between the most and least disadvantaged children, to improve the health and wellbeing of our young people and to see an improvement in employability skills and sustained, positive school leaver destinations. Through smoother transitions, and a wider interpretation of learner pathways we aim to improve attainment for all, thus closing the attainment gap. We have used the tools of learning conversations, profiling and personal learning planning to ensure better continuity in learning for all of our children and young people.

4. Developing a wider range of awards and qualifications. This projects aims, linked to the National Improvement Framework Priorities, were to close the attainment gap between the most and least disadvantaged children and to see an improvement in employability skills and the range of sustained, positive school leaver destinations. We wanted to offer a wider range of courses for our young people, providing a greater number of routes for recognition of their achievements. We have achieved this in a variety of ways. In partnership with Youth Development, we are now offering SCQF

levelled Youth Achievement Awards at Bronze, Silver and Gold level. We have also been creative in our curriculum structure and offered SPA Cosmetology for the first time this year. Likewise, in partnership with West Highland College and using the virtual classroom for the first time, we have delivered Higher Psychology and Modern Studies for the first time. In terms of widening the curriculum, our staff have also looked into dual qualification and we now offer SQA qualifications in Engineering Science and Drama, thereby increasing our number of practically orientated courses. We are also looking at Skills for Work courses that are not be offered by the college but of interest to our pupils, such of Rural Skills, and have planned this into the 2018-19 curriculum. We have also continued to improve our DYW links, for instance bringing in a chef over a number of weeks to work with hospitality students and West Highland College to work on Cake Craft.

In response to plans for the asymmetric week and concerns expressed by parents about school being closed on Friday afternoons, we also wanted to provide a targeted programme of Friday afternoon activities, free at the point of use, to widen access to informal curriculum and achievement opportunities. We were able to offer sporting activities through Active Schools, traditional Scottish music through Kinlochlovin' and creativity, enterprise, arts and philosophy workshops through Room 13.

### **What have we done to improve children and young people's health and wellbeing?**

We were involved in the Attainment Scotland Fund Innovation programme 2016/17. The focus of our project was Health and Wellbeing, specifically mental, social and emotional health. During pupil council, we received pupil feedback about our mental health education and realised it was time for change. Pupil voice stated that whilst we prepared them well in their understanding of physical health through food and exercise we gave them very little that they felt was useful in terms of mental health provision. Evidence based research shows that being physically and emotionally well helps you to achieve more. Our first step was to develop a Mental Health First Aid strategy. This involved not only training but the training of a Mental Health First Aid trainer. This ensured that the first step towards seeking help would always be sustainable. However, once a child has taken that first step, there is very little service available to refer them to, due to cuts in mental health provision.

Our project has provided three extra steps. Firstly, we have been looking at strategies to create an environment that is conducive to promoting mental wellbeing across the school and as a whole school environment, prevention through education whole school strategy. Curriculum for Excellence provides a learning agenda for Health and Wellbeing outcomes where learners can expect their environment to support them in learning to: develop self-awareness, self-worth and respect for others; meet challenges; build resilience and develop mental and social skills.

Secondly, the development of a Chat Room, designed by the youngsters to be a comfortable place to talk to a Mental Health First Aider, Mentor or Counsellor was also important. It ensured that we not only included pupil voice but also ensured that the concepts of inclusion, acceptance and the

removal of stigma permeated every aspect of our school, its curriculum and its ethos. Kinlochlovin' helped to upcycle some furniture, Design and Manufacture students designed and built a shelving unit and table, Fashion and Textile technology recovered the chairs.

Thirdly, we looked to build our counselling expertise so we had the service to refer to instantly. Counselling and third sector support services are seen as vital and more permeable than statutory services, but are under increasing threat. We wanted to develop our own service and for this to be semi-autonomous through partnership with our social enterprise Kinlochlovin'. We actually trained 4 members of staff up to an SCQF level 5 Mentoring and Counselling Award, requiring 50 hours of distance and classroom learning. This provided us with another level immediate support with more highly trained staff for at risk youngsters as trained staff will be able to better support them through experiences of childhood trauma. Whilst in this training period, we continued to work with our third sector partner, Lochaber Hope, who offer counselling at an agreed price. We still could refer to external agencies but, by reducing the load, we can made better use of limited resources. And we actually reduced the number of referrals we felt we needed to make as well as keeping our vulnerable youngsters in school and in contact with us.

We have also ensured that we will have strategically planned staff training in programmes such as Seasons for Growth and Resilience for All, so that we have a wide range of in-house skills, enabling us to support our youngsters , both with greater speed and confidence, in a wider range of issues.

### **What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?** (refer to specific projects and

We have an extensive employability skills programme, promoting not only skills for learning, but for life and work. Organisations such as Young Enterprise argue that an excessively narrow focus on academic skills and exams risks side-lining other approaches to learning and can fail to give young people the employability skills they need, such as team work, practical thinking, punctuality and business-like behaviour, all of which are needed to succeed in the world of work. We encourage youngsters to reflect on their employability skills, their aims and ambitions through our Provisional and Passport to the Senior Phase Programme, which helps them to set long term goals and targets throughout their Broad General Education. This leads well into options and the Senior Phase of their school career. The passports have been well received. Once in the senior phase a range of work place qualifications are available, such as First Aid in the Workplace and IOSH Health and Safety in the Workplace as well as a wealth of work placements, which we have organised with the help of our employer partners and Hi-Hope.

We also have our own Social Enterprise, Kinlochlovin', a Highland Council Quality Award Winner in 2017. The objects of their association are to provide the advancement of education, citizenship and community development through enhancing and extra-curricular activities, which are to be made readily available to all pupils attending Kinlochleven High School. This is defined as all youngsters within the S1-S6 cohort who live within the Kinlochleven High School catchment area. As partners, we believe that such extra-curricular opportunities are vitally important in improving our young people's health and wellbeing, as well as promoting social inclusion and social justice within our catchment area. The Sutton Trust

(<http://www.suttontrust.com/wp-content/uploads/2014/09/Extracurricular-inequality.pdf> - accessed 06/01/16) identify that a significant source of inequality lies outside the classroom, stating that research has shown that 'softer' cultural experiences and participation in extra-curricular activities, which they describe as cultural capital, can have a positive effect on both educational attainment and career outcomes. They also identify a pronounced social gradient in the participation in extra-curricular activities, illustrating the extent that financial investment by parents can make to secure good outcomes for their children, with a big difference to their access to further and higher education and the highest paying careers. This adds up to a clear need for more, quality extra-curricular activities to be made readily available to our less advantaged youngsters.

As two partner organisations, we have been very successful in securing funds to improve the uptake of sporting and extra-curricular activities. In June 2015. The school was awarded £5000 from the Education Scotland Access to Education Award. This was based on the shared vision, developed through pupil council, of engaging more youngsters through a range of lunchtime and after-school extra-curricular sports and activities. The plan was to increase the range and frequency of extra-curricular activities by working with our senior pupils to achieve the SportScotland School Sport Award, putting our young people at the forefront of the decision making, planning and implementation processes. We achieved Bronze in 2016, Silver in 2017 and are well on course to achieve our Gold award this year. There was an understanding and willingness to investigate alternative sports and outdoor activities; to be more imaginative and open-minded towards a range of team and individual sports to suit a wider range of body shapes and body images, fitness levels and social profiles and confidence levels. Through pupil suggestion the school added Sports Prefects to their pupil leadership team to find out what activities pupils would like to be involved in as well as research the wider Lochaber area for alternative sports that could be made available.

The implementation of this had the knock on effect of including more pupils, including our most vulnerable, in not only more outdoor, adventurous and sporting activities, but a wider range. To make opportunities such as Duke of Edinburgh genuinely inclusive, Kinlochlovin' stepped in to manage this award, applying for an Awards for All Grant (£7000) to buy essential equipment that many of our youngsters would not have been able to afford and to buy in the expertise, in the form of adventurous activity providers (AAP) to train and work with our volunteers. We have already seen a huge increase in the interest and uptake of our youngsters in this prestigious award.

We already have a great deal of creativity and innovation within our partnership and this is well recognised throughout the community. Our enterprising students won the prestigious Dragons Glen competition, who volunteer for Kinlochlovin', winning the £10,000 top prize, fighting off stiff competition from five other (adult) finalists. S1 students made it to the final of the Tomorrows Engineers Robotics Challenge and our S2 students, with sponsorship from the Royal Society and our STEM Ambassador from Green Highland Energy, impressed our elected representatives from three tiers of parliament with their Green Energy Manifesto. We are always looking for innovative ways to further develop our curriculum.

### **Our overall evaluation of the school's capacity for continuous improvement:**

**\*We are confident in our capacity for continuous improvement ☒**

## APPENDIX : Glossary of terms

<b>Attainment</b>	The measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.
<b>Achievement</b>	The totality of skills and attributes embedded within the four capacities of <i>Curriculum for Excellence</i> and developed across the curriculum in school and through learning in other contexts.
<b>Creativity</b>	The process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.
<b>Closing the attainment gap</b>	Working to reduce the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes.
<b>Disadvantage</b>	This is a term used to describe the extent to which children experience socio-economic barriers to their progress. It is commonly measured using the Scottish Index of Multiple Deprivation (SIMD), which was used to determine which schools received Scottish Attainment Challenge funding, or by considering Free School Meal entitlement, which was used to calculate Pupil Equity Funding allocations.
<b>Equity</b>	Treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.
<b>Family learning</b>	This is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage. Engagement with families is going to be crucial in addressing the equity gap.
<b>Partners</b>	Partners include all individuals or organisations that deliver learning and contribute to the life and work of the school. These may include CLD services, colleges, universities, employers, third sector, community organisations, and libraries. GIRFEC partners are the professional partners you work with who help you to address the GIRFEC agenda (e.g. Educational Psychology service, CSWs, Speech and Language Therapy and so on.)
<b>Pupil Equity Funding</b>	The Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund. It is allocated on the basis of Free School Meal entitlement.
<b>Safeguarding</b>	This is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.
<b>School community</b>	This means all children and young people, staff, parents/carers, families and partners who are connected to the school.
<b>Volunteers</b>	This means everyone who contributes to the school's curriculum (in the widest sense) by offering activities and opportunities for children, but who are not employed to do this. Parents running after school clubs or school chaplains offering lunchtime drop-in sessions would be two examples of volunteers.