

EDUCATION AND YOUTH EMPLOYMENT

Standards and Quality Report

2017

BUILDING
BRIGHT
FUTURES

Arran High School



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



North Ayrshire Council

Education & Youth Employment: Standards & Quality Report

Establishment: Arran High School

Session: 2016-17



Our school:

Our school delivers a high quality of educational experience for our learners, founded upon our school values of Ambition, Belonging Compassion and trust. We endeavour to have these values permeate all aspects of school life. We have identified several key strengths of the work of the school:

- High quality relationships exist at all levels within our school community.
- Learners receive very good personal support.
- Learners consistently attain well in SQA examinations and go on to positive destinations.
- We have successful approaches to involving our young people in the extra-curricular life of the school as a fundamental aspect of our strategy to support the Health and Wellbeing.

The school has been faced with ongoing staffing challenges over several years and has been consistently understaffed in a number of key areas. We began session 2017-18 with a full staffing complement, having appointed two new permanent staff and three probationer teachers.

A significant challenge faced by our youngsters and their families is access to services; approximately 44% of Arran's population live in data zones that are in the top 15% most 'access deprived' in Scotland. We aim to provide access to appropriate learning, sporting, musical and cultural opportunities to all of our learners to mitigate against this poverty of opportunity.

Our school has a strong focus on Music and Sport and during session 2016-17 achieved the Sport Scotland Gold School Sport Award. Additionally, we were the winners of the North Ayrshire Council Community Sport Award for School Sport with Lamlash Primary School. Arran High School and Lamlash Primary School were also finalists in this year's Sunday Mail Sport Awards, in the school sport category. Our Mountain Bike Club were awarded Scottish Cycling's 'Club of the year' for 2016-17. This we are piloting a school of sport for triathlon, in partnership with Arran Junior Triathlon Club and Triathlon Scotland and a Pipes and Drums programme in partnership with the Arran Pipe Band.

Attainment Challenge funding has funded a Nurture teacher two days per week who will support transition from primary to secondary and develop staff knowledge and capacity in relation to creating a Nurturing learning environment across our school campus.

How successful has the school been at improving excellence and equity?

School Priority 1:

Our curriculum takes account of the needs of all our learners and reflects our unique context, enabling learners to follow and appropriate pathway to a positive and sustained destination.

National Improvement Framework Priority

Improvement in employability skills and sustained, positive school-leaver destinations

How Good is Our School? (version 4) Quality Indicator

2.2 Curriculum
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability

Progress, impact and evidence:

- Programmes and courses for the Broad General Education have been re-evaluated and improved in light of ongoing changes to SQA examinations. Faculty Leaders have shared their processes with colleagues.
- We consulted with young people, school staff and Parent Council regarding proposed improvements to our Broad General Education curriculum structure and in light of this consultation we have decided postpone any changes and look again at this next session (2018-19).
- Our leaver destinations continue to be positive for almost all of our young people and above local and national averages. Approximately two thirds of leavers went on to further or higher education and one third to employment last session.
- We have developed further our programme of voluntary and work related opportunities for S6 and S5 students, including peer support, volunteering in the local community and enterprise related activities. We have created a school-employer forum to seek continual improvement and innovation in this area.

Next Steps:

Session 2017-18 will focus upon improving further the quality of teacher assessment and moderation for extended writing in all curriculum subjects S1-S3 (The Broad General Education).

We will continue to develop new pathways into positive destinations beyond school for our you people, through the school-employer forum, appropriate work related experience and voluntary opportunities for our young people.

How successful has the school been at improving excellence and equity?

School Priority 2:

We are raising attainment levels for all learners.

National Improvement Framework Priority

Improvement in attainment, particularly in literacy and numeracy
Improvement in children and young people's health and wellbeing

How Good is Our School? (version 4) Quality Indicator

3.2 Raising attainment and achievement
3.1 Ensuring Wellbeing, equality and inclusion

Progress, impact and evidence:

- Our levels of attainment continue to improve. Literacy and Numeracy levels continue to be above those for the 'virtual comparator', according to the Scottish Government's Insight benchmarking tool.
- The average number of National 5, Higher and Advanced Higher qualifications achieved per learner improved overall again during session 2016-17, for the third year in succession.
- There is no discernible link between poverty and attainment in our school, using the Scottish Government measures of SIMD and Free meal entitlement.
- Extra-curricular participation levels continue to increase amongst our learners, with approximately 83% of learners participating in at least one extra-curricular sporting activity each week, during session 2016-17. In addition, youngsters also participate in activities such as the Duke of Edinburgh's Award Scheme (Bronze, Silver and Gold) and a wide range of Music extra-curricular clubs.

Next Steps:

- Continue to identify and explore aspects of attainment which may be related to 'access poverty', ie those youngsters who have challenges in accessing opportunities because of geography or family circumstances, to ensure that every youngsters has an equitable opportunity to achieve to the highest level in all of their endeavours.
- Continue to have high expectations for attainment and achievement with staff and young people, working in partnership with parents.
- Continue to develop our effective tracking and monitoring processes and procedures to ensure they provide the best opportunity for monitoring the progress of all learners in all years groups.

How successful has the school been at improving excellence and equity?

School Priority 3:

Our self-evaluation processes and procedures are regarded as being 'excellent' and lead to improvements in performance.

National Improvement Framework Priority

Closing the attainment gap between the most and least disadvantaged children

How Good is Our School? (version 4) Quality Indicator

1.1 Self-evaluation for self-improvement
1.3 Leadership of change
3.2 Raising attainment and achievement

Progress, impact and evidence:

- We are using a wider range of information, including standardised assessment data on S1-S3, to support our effective monitoring and tracking approaches and teacher judgements, across all year groups. Our attainment has continued to improve as we intervene earlier and more effectively, to support learners.
- Staff work collaboratively to improve the school. Our faculty leaders share assessment, tracking and monitoring approaches with colleagues, our teacher learning community is focussed upon improving assessment and our teacher observation programme which has been improving the quality of feedback in classrooms.
- We use computer software to aggregate the views of staff about school improvement and to allow us to continue to identify areas of strength and areas for improvement.
- Staff have been trained in restorative and nurturing approaches to give them the skills to effectively support the social and emotional needs of learners and use the most up-to-date evidence and approaches.

Next Steps:

- We will continue to find ways to more and better ways to effectively take the views of learners regarding their experience of learning in the classroom and ensure that their 'voice is heard' in relation to improvements that we wish to make.

How successful has the school been at improving excellence and equity?

School Priority 4:

We aspire to excellent learning and teaching taking place in every classroom.

National Improvement Framework Priority

Closing the attainment gap between the most and least disadvantaged children

How Good is Our School? (version 4) Quality Indicator

1.2 Leadership of learning
2.3 Learning, teaching and assessment
2.4 Personalised

Progress, impact and evidence:

- Young people are engaged in almost all classes and curricular areas. Literacy and Numeracy attainment levels amongst learners are high and this supports learning across all curricular areas.
- Staff are engaged in improving the quality of teaching and learning through planned peer observations, Teacher Learning Community (assessment) and Visible Learning project (collaboration with colleagues from Lamlash Primary School and Largs Academy cluster).
- Our learners can describe to others how much and how well they have learned and what they need to do next to improve.
- Young people, particularly in the senior school, are supported by effective interventions to improve their learning and progress. There is evidence of these interventions taking place and the action that has resulted to improve learning, including collaboration with parents.
- We have effective systems in place to share relevant learning information about our young people.

Next Steps:

- Develop further the approaches to the teaching and assessment of literacy across all curricular areas and throughout the Arran High School cluster.
- Continue to develop consistent learning and teaching approaches across the whole school.
- Continue to support our staff in understanding any additional challenges our young people face and how they can support each young person to achieve their very best.

How successful has the school been at improving excellence and equity?

School Priority 5:

We collaborate together as a school community campus and with our associated primary schools to deliver a coherent approach to improving learning outcomes from 3-18.

National Improvement Framework Priority

Improvement in attainment, particularly in literacy and numeracy

How Good is Our School? (version 4) Quality Indicator

3.2 Raising attainment and achievement

3.1 Ensuring wellbeing, equality and inclusion

2.1 Safeguarding and child protection

Progress, impact and evidence:

- Relationships across the school community and cluster are very positive and are grounded on a climate of mutual respect.
- Our young people feel confident to speak with staff about issues they have, both curricular and pastoral. Feedback from quality improvement visits, discussions with student council and during PSE lessons confirm this.
- We celebrate diversity through our education of young people in relation to issues of gender and sexuality. (eg LGBT group with Arran youth Foundation).
- We have a programme of collaborative transition activities (including a residential experience in primary 7) with our cluster primary schools which provide the opportunity for learners from primary schools to get to know one another and come to Arran High School to experience what learning will be like when they come to high school.
- We are developing a cluster approach to assessment for literacy and numeracy, with the aim of having consistent information gathered to support primary/secondary transition even more effectively.
- We are collaborating with cluster colleagues and partners from health, social care and voluntary organisations to create a 'family learning hub' to ensure we provide the right support, in the right way, to all of our families and ensure that they feel able to help their son/daughter to do their best at school.

Next Steps:

- Continue to develop more effective family liaison in partnership with Family Learning Team, Area Inclusion Worker and other professionals through the family learning hub.

Overall Capacity For Improvement – strengths and next steps

- We already have very good levels of SQA attainment and we will continue to focus on improving the attainment of every learner in our school.
- We will continue to develop approaches to encouraging every learner and staff member in our school to lead an active and healthy lifestyle through sport and physical activity.
- We will continue to aspire to excellence in all that we do, in particular in understanding how we ensure that our learners learn in the most effective manner and how we provide stimulating, inspiring learning opportunities.
- We will continue to use a wide range of information to help us remove any barriers to learning or access to opportunities for our young people, ensuring equitable learning opportunities for all.