



Arran High School
Standards and Quality Report
Session 2017-18



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



North Ayrshire Council

Education & Youth Employment: Standards & Quality Report

Establishment: Arran High School

Session: 2017-18



Our school:

Our school delivers a high quality 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 almost all consistently progress 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 potential 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, which is due for renewal in session 2018-19. Additionally, we were the winners of the North Ayrshire Council Community Sport Award for School Sport with Lamblash Primary School in session 2017-18, for the second year in succession. Arran High School Mountain Bike Club were a finalist in Scottish Cycling's 'Club of the year' for 2017-18. We are in our second year of our school sport for triathlon, in partnership with Arran Junior Triathlon Club and Triathlon Scotland and our traditional music partnership with community organisation Arran Music School has seen us deliver pipes and drums and clarsach tuition to our young people.

Attainment Challenge funding has supported our whole-school approaches to improving learning and teaching and equity for all through the Visible Learning Plus programme. In addition we have committed as a school campus and cluster to the Accelerated Reader programme to

ensure that every youngster, regardless of their background, has the opportunity to progress in their reading and as a result, to be able to access the whole of our school curriculum.

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

School Priority 1: 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

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement
1.2 Leadership of Learning

Progress, impact and evidence:

- We have used our classroom peer observation process to develop consistent expectations of classroom practice in relation to feedback, learning intentions and success criteria which are in the process of being developed further.
- Teaching staff have reflected upon their practice and created targets for improvement based upon discussion with colleagues.
- All teaching staff have participated in collaborative discussion and reflection based upon the findings of the international 'Visible Learning' research conducted by John Hattie.
- The Languages faculty has led a programme of professional learning for teachers during in-service days, focussing upon developing literacy by an understanding of the expectations for extended writing within each subject. Teaching staff have reported that they have greater confidence in understanding the standards expected and the planning and moderation process. Further progress will be demonstrated by an improvement over time in the standard of extended writing across the school.

Next Steps:

- Session 2018-19 will focus upon continuing to improve further the quality of teacher assessment and moderation for extended writing in all curriculum subjects S1-S3 (The Broad General Education).
- Continued engagement with the Visible Learning Plus programme to develop the collaborative efficacy of our staff and promote learning and collaboration within and outwith our establishment to the benefit of our young people.

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

School Priority 2: We are raising attainment 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:

- Teacher professional judgement data and Insight data continues to show that as a school we have higher attainment than would be expected when compared with the 'virtual comparator' and in most cases we are above the national mean.
- Levels of attendance are consistently above local and national averages.
- Learners are engaged in learning in most classes around the school.
- Relationships between staff and students are positive. PASS (Pupil Attitude to Self and School), focus group and survey data confirms this.
- Attainment discussions between the Senior Leadership Team faculty leaders lead to improvements in aspects of SQA performance.
- We have very high levels of positive destinations for our leavers, consistently over a number of years, with only a very small number of students not achieving a positive destination on leaving school.

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 youngster has an equitable opportunity to achieve to the highest level in all that they do.
- 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 year 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:

- Learners can articulate the target-setting and interventions process which takes place with their teachers in all subject areas and how this is used to monitor and support their progress.
- Our whole-school literacy improvement process has been designed and delivered by Faculty Leaders.
- Information gathered from our students has shown that they feel safe in Arran High School.
- Tuesday morning 'briefing' sessions, a response by SLT to a staff request, have improved communication.
- Staff have identified priorities for school improvement in relation to staff health and wellbeing such as a review of the school handbook and a staff group is leading this work.
- The views of staff have informed our whole-school health and wellbeing policy.

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.
- Feedback from staff and learners has resulted in more opportunities to communicate about important issues and we will continue to develop approaches to ensure the voices of learners, parents are heard in support of improving our school further.

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

School Priority 4: Our curriculum takes account of the needs of all learners and reflects our unique context, enabling learners to follow an appropriate pathway to a positive and sustained destination

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:

- Our use of standardised assessment data, alongside teacher professional judgement and moderation is continuing to improve the quality of our tracking, monitoring and target setting. Teacher staff continue to review the content of their programmes in line with national expectations and CfE Benchmarks to ensure appropriate opportunities for progress are available at all stages.
- We have an agreement with all cluster schools to commit to the use of the Accelerated Reader programme across the cluster, with the aim of developing a consistency of approach in relation to the development of the crucial skill of reading with our children and young people.
- Our cluster transition programme has continued to develop, with more robust data in relation to teacher judgement of levels of literacy and numeracy. This has been further supported by our faculty leaders of numeracy and literacy visiting our cluster primary schools to discuss approaches with primary 7 teachers. These visits were favourably received by our cluster colleagues and regarded as having had a positive impact upon the confidence of both primary 7 teachers and faculty leaders alike.

Next Steps:

- Conduct a review of the senior phase, to ensure our curriculum meet the needs of learners and provides opportunities for learners to follow the most appropriate learning pathway.
- Continue to progress with approaches to ensuring judgements regarding numeracy and literacy in particular are robust and support high expectations of attainment and achievement at all stages.
- We will continue to develop new pathways into positive destinations beyond school for our young people, through our college and business links, the Arran Skills group, appropriate work related experience and voluntary opportunities for our young people.

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

What is our capacity for continuous improvement?

Quality Indicator	School's Evaluation
1.3 Leadership of change	<p>Good</p> <p>This means that we believe there are important strengths within our work yet there remain some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. We will seek to improve further the areas of important strength, and also take action to address the areas for improvement.</p>
2.3 Learning, Teaching and Assessment	<p>Very Good</p> <p>This means that we believe there are major strengths in this aspect of our work. An evaluation of very good represents a high standard of provision for all children and young people. We will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to become 'excellent'.</p>
3.1 Ensuring wellbeing, equality and inclusion	<p>Good</p> <p>This means that we believe there are important strengths within our work yet there remain some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. We will seek to improve further the areas of important strength, and also take action to address the areas for improvement.</p>
3.2 Raising attainment and achievement	<p>Very Good</p> <p>This means that we believe there are major strengths in this aspect of our work. An evaluation of very good represents a high standard of provision for all</p>

children and young people. We will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to become 'excellent'.

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, with a particular focus upon positive mental health.
- We will continue to aspire to excellence in all that we do, with a particular focus upon developing the collective efficacy of our teaching staff.
- 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.