



Arran High School
Standards and Quality Report
Session 2019-20



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



North Ayrshire Council

Education & Youth Employment: Standards & Quality Report

Establishment: Arran High School

Session: 2019-20



Our school:

Our school delivers a high quality experience for our learners. Our school values are 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 during session 2019-20, and this was supported by an HMiE Inspection in February 2020:

- High quality relationships exist at all levels within our school community which promotes positive engagement with learning.
- Learners receive very good personal support.
- Learners consistently attain well, and this was recognised in teacher estimates which replaced SQA examinations this year
- Staff are working well together to continue to improve learning and teaching
- In session 2019-20 all leavers left school to a positive destination; this will be finalised at the end of October.
- We have successful approaches to involving our young people in all aspects of school life.
- Our approaches to supporting the Health and Wellbeing of all are very successful and we have a wide range of ways for young people to access opportunities and receive support.

A significant challenge faced by our youngsters and their families is access to services; living in a very remote and rural location. According to data collected by North Ayrshire Council, approximately 44% of Arran's population live in data zones that are in the top 15% most 'access deprived' in Scotland. We provide access to appropriate learning, sporting, musical and cultural opportunities to all of our learners to mitigate against this potential poverty of opportunity. We strive to provide high quality 'off island' opportunities for our learners as well as making the most of our unique island location through outdoor learning experiences.

During session 2019-20 our school successfully renewed the Sport Scotland Gold School Sport Award, which is a tremendous achievement. We are in the third year of our School of Sport for Triathlon, in partnership with Arran Junior Triathlon Club and Triathlon Scotland. Our traditional music partnership with community organisation Arran Music School has seen us continue to deliver pipes and drums and clarsach tuition to our young people and participate in national competitions; the club has sought to overcome many of the obstacles put in place by Covid 19 restrictions.

Pupil Equity 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 continue to commit, as a school 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. This is having a positive impact upon the progress of individuals and groups of learners, who are able to see growth and improvement.

The school has been faced with ongoing staffing challenges over several years and has been consistently understaffed in a number of key areas; however this year we are fully staffed. We currently have three newly qualified teachers in Maths, Physics and English. We also have filled the I.T Technician post which was vacant for several years.

The school is in the third year of a highly successful three year Health and Well Being strategy. In this time we have set up a Well Being Centre, set up nurture initiatives and provided training focusing on mental health and well-being for staff, pupils and the community. This has culminated in the school being recognised nationally as a lead in this area and we were finalists in the Scottish Education Awards.

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

School Priority 1: Further develop the quality of learning and teaching across the school

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:

- Staff continued to lead improvement to the quality of teacher tracking and monitoring, assessment and moderation with presentations and sharing of good practice at INSET
- Continued engagement with the Visible Learning Plus programme is developing collaborative teacher efficacy through the leadership of staff in our Visible learning Group, the continued development of our Visible Learning improvement plan, planned professional learning days for teaching staff and the establishment of learner dispositions in consultation with staff and students.
- Staff have reflected upon the expected progress in the broad general education, for each year of teaching input and have begun to articulate this through their planning and target setting with young people.
- Levels of attainment have improved across most subject areas. Scottish Government Insight statistics suggest that young people in Arran High School continue to perform better than peers from similar backgrounds.
- Our young people enjoy a wide range of opportunities to contribute to the life of the school and community. This includes sports, music, and activities which develop their sense of citizenship.

Next Steps:

- *Continue our work to develop a stronger understanding across the whole school of the expectations for one year's progress in the BGE for each subject area.*
- *Maintain our commitment to developing collective teacher efficacy through collaborative working during in-service meetings, staff meetings and through school improvement groups, as exemplified by our school improvement plan.*

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

School Priority 2: Continue to raise 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:

- Almost all of our learners achieved a minimum of third level CFE (Curriculum for Excellence) in both literacy and numeracy with the majority achieving fourth level. This is above both authority and national figures.
- Attainment in the Senior Phase is generally strong across most subjects and attainment levels. Tracking and monitoring at faculty level ensures that staff identify issues and put interventions in place as appropriate.
- As a school, we continue to effectively support learners to achieve in all aspects of the curriculum, regardless of their background or home circumstances.
- Approaches to promoting ambition and 'aiming high' are continuing to be successful as our young people report that they are well supported in school, staff care about their success and that they are given relevant and challenging targets in their learning. This allows learners to make better informed and aspirational coursing decisions as they move into and through the senior phase.
- We have continued to promote opportunities for staff and students to develop positive physical, emotional and mental health through curricular and extra-curricular activities, school sport, mental health first aid and suicide awareness training.
- Young people feel safe in Arran High School and feel that staff know and care for them.

Next Steps:

- *Establish and agree appropriate progress for each year/stage as we continue to develop Visible Learning approaches, including a range of assessment evidence in order to achieve our aim of every learner making at least one year's progress for one year's input.*
- *Increase the focus upon the development of numeracy skills and numeracy attainment, through staff professional learning, curriculum development and the understanding of expected progress each year.*
- *Continue to consider presentation policies and progression pathways to ensure that we retain the highest possible expectation of achievement for our learners and provide the means for them to be successful.*

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

School Priority 3: Further improve the quality of our self-evaluation systems, processes and procedures, including tracking and monitoring progress.

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 continue to listen to the views of learners regarding their experience of school through our Student Council, regular Senior Prefect Team meetings with the School Leadership Team, our school Sports Council and school Eco-group and focus groups as appropriate. Pupil participation is an increasingly strong feature of our approach to self-evaluation and continuous improvement and we have taken into account feedback from learners and staff to provide more opportunities to communicate.
- Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and teaching approaches. This is most notably demonstrated through our commitment to the 'Visible Learning' programme across the campus.
- We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.
- Teachers in Arran High School use a range of different assessments to measure children's progress across the curriculum, with increasing effectiveness, as noted in the recent HMiE inspection. They work increasingly effectively with colleagues across the learning community and beyond to moderate standards.

Next Steps:

- *Next steps are tracking the wider achievements of young people to support approaches to equity for our learners including positive interventions.*
- *Consider opportunities for further accreditation through wider achievement awards.*
- *Continue to provide opportunities for national and global excursions, participation and competition, giving our youngsters the opportunity to look beyond the boundaries of their local context and develop important life skills in doing so.*

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

School Priority 4: Support continued high levels of young people reaching positive and sustained destinations by improving further our approaches to developing skills for learning, life and work.

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 Support

Progress, impact and evidence:

- Young people in Arran High School are supported and enabled to make informed choices about their next phase of learning, including preparation for further and higher education and the world of work and future careers. One hundred percent of learners left Arran High School to a positive destination in session 2019-20.
- A Careers Fayre was organised which included both local and mainland businesses and employers. All pupils were involved and benefited from a range of associated activities.
- An “Into Construction” day was planned in conjunction with Ayrshire College and Argyll College.
- Pupil “My World of Work Ambassadors” deliver advice and support with online careers resources to both learners and parents.
- New pathways into positive destinations are being developed for our young people, through our college and business links, the Arran Skills and Economic groups, appropriate work related experience and voluntary opportunities.
- We provide a wide range of opportunities and support to ensure young people can take responsibility for their own learning, successes and achievements. All senior students participate in our Wider Achievement programme, which leads to accreditation in leadership, personal development and volunteering through recognised qualifications.
- Our learners are developing the necessary resilience and confidence to enable them to make decisions about their own learning. Effective target-setting and tracking, supported by planned conversations with key staff at agreed points in the school year supports this process.

Next Steps:

- *Continue to retain a focus in school upon identifying aspects of equity which are relevant to our context, such as the poverty of access or opportunity which can affect some of our learners.*
- *Support learners (and families) to ensure that any disadvantages they may face, relative to peers or further afield locally or nationally, are reduced through opportunities and learning that we can provide.*
- *Consider current pathways for wider achievement in the school and ensure we maintain and enhance opportunities on an ongoing basis. Eg. School of Sport, Arran Music School, NASA Sports Ambassadors, Mountain Bike Accreditation, NAC orchestras, and inter-generational opportunities such as our Café project.*
- *Consider how we can involve more key partners in bringing outside expertise into the school, including (but not limited to) our assembly programme, sport and physical activity, outdoor learning and leadership.*

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>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>

3.1 Ensuring wellbeing, equality and inclusion	<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>
3.2 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 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>

Overall Capacity For Improvement – strengths and next steps

- We will re-focus on improving the attainment of every learner in our school, ensuring that in particular levels of Literacy and Numeracy are improved.
- 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 through our planned programme of staff professional learning.
- 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.