



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Arran High School



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Susan Foster

Head Teacher

OUR SCHOOL

Arran High School, built in 2008, has a rural island context and is the only secondary school on the island of Arran. Children from the seven island primaries attend here in S1 and we all work very closely as a cluster to ensure consistency and progression.

The school sits in a beautiful environment with both the sea and the countryside at very close quarters: this provides us with enviable opportunities for outdoor learning opportunities. In addition, we benefit from excellent facilities such as a theatre and a state of the art gym. In session 23-24, our school roll sat at 250, but this number can change from year to year.

We always strive to provide a safe, happy, aspirational learning environment for every young person and to uphold our school values in all aspects of school life. In doing so we provide the opportunity for each individual to express their unique skills, attributes and capabilities to achieve at the highest level in all of their endeavours.

Our school values are Ambition, Belonging, Compassion and Trust and our curriculum and extra-curricular programme provide opportunities for our young people to develop and demonstrate these values.

OUR VISION, VALUES AND AIMS

Arran High School delivers a high quality of educational experience for our learners, founded upon the school values of Ambition, Belonging, Compassion and Trust. We always endeavour to ensure that our values permeate all aspects of school life and our pupils' voice strongly suggests this to be the case.



ATTAINMENT & ACHIEVEMENT

Throughout the year we gather a wide range of information and data which tells how our learners are progressing in all areas. We use this information to plan and provide personalised learning and targets to ensure progress. Our attainment aim is that every pupil should make at least one year's progress for year's input.

In S1-3 all schools follow the Scottish Government's "Curriculum For Excellence" which aims to provide pupils with the knowledge, skills and attributes for life in the 21st century. Typically, the broad general education curriculum has 5 levels: early, first, second, third and fourth. Literacy, Numeracy and Health and well-being are considered to be particularly important.

Literacy

- Almost all (94%) S3 learners have achieved Third or Fourth Level in Reading and Writing.
- Almost all (92%) S3 learners have achieved Third or Fourth Level in Listening & Talking.
- Almost all (92%) S3 learners have achieved Third or Fourth Level Literacy.
- 50% of S3 learners have achieved Fourth Level in Reading.
- One third (33%) of S3 learners have achieved Fourth Level in Literacy.

Numeracy

- Most (78%) S3 learners have achieved Third or Fourth Level in Numeracy.
- One third (33%) of S3 learners have achieved Fourth Level in Numeracy.

S4 – S6 is the 'senior phase' and it is at this time that our learners will prepare for accreditation, building a portfolio of qualifications and awards. In 2022-23, Arran High School pupils continued to perform higher than the North Ayrshire average in SQA exams. 80% of our pupils left Arran High School with Literacy and Numeracy qualifications at SCQF 5 or above, more than both our Virtual Comparator and the Local Authority; 95% of our school leavers had a positive destination.

Our attendance rates are strong; in session 2023-24 it sat at 90.7%, which is well above the NA secondary school average. We are privileged to have a close relationship with our parents to ensure that we work together to maintain this.

Our positive ethos ensures that our exclusion rate is low: in session 23-24 we had a total of 6 pupils excluded over a total of 12 days.

WIDER ACHIEVEMENT

Our school strives to provide wider achievement opportunities for our young people, both within and out with the school day. There are many examples:

- A wide variety of clubs which cater for differing interests; for example, chess, Dungeons & Dragons, sport and music.
- Our hugely popular mountain bike club, which has recently acquired land from the Forestry & Land Scotland for a trail park. This will benefit the school and visitors alike. Senior pupils in the club are given the opportunity to gain accreditation as a Level 1 Leader with British Cycling.
- A large number of sporting activities at lunchtime and after school, many of which are organised and run by pupils themselves. Senior pupils are given the opportunity to become NASA Sports' Ambassadors with training and mentoring from Active Schools Coordinators. 72% of pupils participate in a sports' club activity each week.
- The Isle of Arran Music School, which has provided opportunities and tuition for our young people to play a traditional Scottish instrument. Our pipe band is now successfully competing in national and international events.
- All pupils can (and do) participate in our regular school shows and concerts.
- Our young people participate in a number of North Ayrshire events, such as Joint Cabinet, which ensures that the Arran youth voice is heard beyond the island. In addition AHS pupils have taken part in a mental health and wellbeing training conference in Saltcoats Town Hall – "See Me", a national programme dedicated to ending mental health discrimination.
- We have an active Duke of Edinburgh group with pupils gaining accreditation from Bronze to Gold Awards.
- We have retained our Sport Scotland Gold school sport award.
- Our young people have the opportunity to have DYW experience in a range of businesses and places of work across the island.
- We have had one careers event in school this session with participation from businesses and colleges both out with and from the island.
- The Faculty of HE and Technical Studies continues to develop strong DYW links: pupils studying Textiles have attended textile workshops at Dumfries House and S3 pupils have visited Storm Aviation at Prestwick Airport.
- The science department took the whole of S2 to the Glasgow Science Centre as part of a STEM wider achievement opportunity.
- S1-3 pupils celebrated National Numeracy Day with local partner, Otter's Tail, delivering Numeracy through Outdoor Learning.
- Arran High School achieved second place in the Scottish Schools Mathematician of the Year competition.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1: Improvement in attainment, particularly in literacy and numeracy and closing the gap between the least and most disadvantaged young people

- We have introduced Applications of Maths at Higher to ensure more learners can excel in mathematics. This has widened progression opportunities.
- Staff in both English and Maths have worked with primary colleagues in moderation transition events to ensure understanding, consistency and progression for learners.
- Learners continue to attain well in all areas of the Curriculum.

Priority 2: Improvement in children's health and wellbeing

- AHS pupils took part in a NAC mental health initiative, 'See Me', to give increased understanding of mental health discrimination.
- All pupils, including P7 during transition period, undertook awareness training on the impact of Drugs and Alcohol on physical and mental health.
- Staff have sought increased opportunities for outdoor learning across the curriculum.

Priority 3: Improvement in skills and sustained positive school-leaver destinations for all

- We have endeavoured to increase collaboration with partners both on the island and from the mainland. This has resulted in one large careers event in school and a programme of visits from businesses.
- Pupils have gone on trips to Dumfries House to work with specialists in textiles; the focus was on embroidery and inspiration from nature.
- We continue to work with Argyll College to enhance our vocational offer to senior pupils.
- We have been commended for our YPI programme (Youth and Philanthropy initiative).

Priority 4: Placing human rights and needs of every child at the centre of education

- We continue to seek the views of pupils via questionnaires and focus groups at departmental and whole school level. Their views have been included as part of school improvement. Pupil voice was instrumental in appointing SLT staff.
- We continue on our journey to accreditation for Bronze UNCRC Rights Respecting Schools Award and have started to work towards the Eco Flag Award.

QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation: Good

Our staff team is committed to ensuring the highest possible standards for all learners; staff at all levels have taken responsibility for implementing change this session and have sought opportunities for our pupils to participate in both locally and nationally. We have recently refreshed our values and QI visit feedback tells us that these are apparent in the life and work of the school.

QI 2.3 Learning, Teaching & Assessment

Evaluation: Good

Our research tells us that most of our pupils are happy and confident learners. Observations tell us that teachers are using a variety of teaching and assessment approaches. Faculties have clear information on learners' progress and if necessary, extra support is planned and strategic with good partnership working with Support colleagues.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation: Good

We endeavour to promote a nurturing classroom environment and staff have undergone training to develop more inclusive learning environments; this will be refreshed by further training next session Pupils have undertaken a range of training activities for improving health and well-being, for example, Mentors in Violence Protection. They lead learning about this with peers. Our pupils are provided with a wide range of extra -curricular activities and clubs and have extended their leadership skills by organising and running a number of these.
Breakfast including fruit and healthy snacks were provided at break this session to ensure that no child went hungry. Support in the provision of school uniform is given as appropriate.

QI 3.2 Raising Attainment & Achievement

Evaluation: Good

In the BGE, almost all of our learners are working within national expectations and in Senior Phase, learners are attaining above the NAC average.

PUPIL EQUITY FUNDING

The school used PEF funding to improve literacy by continuing to invest in the 'Accelerated Reader' initiative. This allows class teachers to track and monitor growth in reading skills and motivate, monitor and manage learners' independent reading practice. It is therefore learner driven and has encouraged a very positive reading culture within the school.

In addition, a proportion of our PEF allocation was spent on updating and diversifying our school library texts to ensure that all subjects had an input in new stock. This has encouraged a greater use of the library and a love of reading. This has been evidenced by our success in gaining core Reading Schools" accreditation from the Scottish Book Trust. We also used PEF to maintain and upgrade the IT provision in the library to encourage more independent research. We have also enhanced opportunities in reading outdoors and outwith classrooms.

Funding allowed members of staff from the maths department to attend training events on the mainland; upskilling teachers with strategies and awareness of new courses will broaden the opportunities for learners who find the subject to be challenging. This was one of our targets in our improvement plan this session. We also used funding to support Our outdoor learning numeracy initiative which aims to enhance the skills targeted learners.

This session we used funding to support an S2 trip to the Science Centre as part of our STEM strategy. Further trips to allow our pupils to see science in a real life context are planned next session with some of the funding which was carried forward.



IMPROVEMENT PLAN PRIORITIES 2024-2025

Priority 1: Improvement in attainment, particularly in literacy and numeracy and to close the gaps between least and most disadvantaged pupils

- We will continue to enhance our transition strategy to ensure continuity and progression for learners.
- We will continue to focus on learning and teaching and restructure our self-evaluation procedures.
- We will enhance our tracking and monitoring procedures to ensure that the information they provide is robust and allows us to support learners appropriately.
- We will focus on moderation on the BGE to ensure that our standards are accurate and that our pace of learning is appropriately challenging.
- We will introduce Application of Maths at Higher level to ensure that our learners have a breadth of choice and opportunities to progress in mathematics.

Priority 2: Improvement in children's health and well being

- We will update and refresh our anti-bullying policy in collaboration with pupils to ensure that our school continues to be a safe and nurturing environment for all.
- We will introduce pupil MVP mentoring to all stages.
- We will introduce "The Promise" to ensure that care experienced young people are fully supported.

Priority 3: Improvement in skills and sustained school leaver destinations

- We will continue to develop relationships with partners in our community and beyond to support a strategic programme of events, work experience, workshops and assemblies to support our pupils to become part of a diverse and representative workforce.

Priority 4: Placing Human rights and needs of every child at the centre of education

- We will work towards accreditation for UNCRC Rights Respecting Schools.
- Our young people will continue to have opportunities to have a meaningful voice in decision making across the school.

