

# Standards and Quality Report

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2021/22



*Striving for Excellence*

**READY, RESPONSIBLE, RESPECTFUL, RESILIENT**

**Portree High School**

HIGHLAND COUNCIL | VIEWFIELD ROAD, PORTREE, ISLE OF SKYE, IV51 9ET

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

## Our School

Portree High School is a school of 490 pupils and 40 teaching staff. It serves Skye and Raasay (with the exception of Kyleakin Primary pupils) and has 14 Associate Primaries - Portree, Bun-sgoil Phort-rìgh, Broadford, Sleat, Raasay, Carbost, MacDiarmid, Knockbreck, Staffin, Kilmuir, Edinbane and Dunvegan (Elgol & Struan are currently mothballed due to low pupil number). We also have a school residence with 32 pupils.

We have a House system with one House for our Gaelic Medium pupils. Our Gaelic ethos is strong. We celebrate the rich linguistic heritage of the area by providing education through the medium of Gaelic for fluent speakers and Gaelic classes for learners. Our provision in Gaelic and Gaelic Medium Education remains one of our key duties to our pupils and is a priority which has parity with English Medium Education. Pupils have a great pride in their school, and we celebrate success at every opportunity. As the only secondary school on Skye, we welcome pupils from all parts of the island, and we are fully inclusive, including a significant number with additional support needs.

We have very strong links throughout the community. They support us to provide a range of activities to enhance pupils' learning experiences. Portree High School is a Public Private Partnership (PPP) Community School sharing facilities such as our swimming pool, library and sports facilities with the local community. Both through the school and the local community, our pupils can take advantage of a wide range of activities and leadership opportunities.

Attendance is an ongoing challenge in our rural location. The two lockdowns and subsequent absences due to Covid last session brought about a decrease in attendance, however, work provided on google classroom allowed pupils at home to continue to engage in the curriculum.

Our curriculum continues to broaden through the Highland Virtual Academy model and in partnership with West Highland College and Sabhal Mor Ostaig.



## Our School Vision, Values and Aims

Our vision is to strive for excellence and to empower our young people to succeed in learning, life and work.

### Values

We aim for our pupils to be.

Ready, responsible, respectful, resilient

### Aims

- To enable our young people to be confident individuals, successful learners, responsible citizens and effective contributors
- To celebrate the distinctive culture of our island community and to value and promote the Gaelic language
- To foster an excellent relationship between the school and the wider community
- To ensure that our young people aspire to reach positive destinations by responding to the changing needs of society, including developing our young workforce and learning for sustainability
- To promote health and well-being ensuring our young people are safe, healthy, achieving, nurtured, active, respected, responsible, and included
- To promote high quality learning and teaching, striving to raise levels of attainment and achievement for all
- Working in collaboration with parents, the Residence staff and our partners to promote excellence



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## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Good safe spaces, mental health support/counsellors

The way we learn in the school

Good communication in the school

Being included and leaving nobody out

The support we get from teachers

The four Rs of Portree. Most people I know are ready, responsible, respectful, and resilient

The opportunities we have to do varied activities

Our successes and achievements are always on daily information

Getting feedback from our teachers to see what we need to improve is really helpful so you can practise on what you need to improve

## Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make:

More healthy food in the canteen & an increased number of drinking fountains

More lunchtime /non-sporting activities

More outdoor /interactive learning

Take more steps towards improving the environment for pupils' health & wellbeing

Learning more about kindness and respect, taking into account how pupils feel about things

This would improve pupils' attitude towards school and make it a more positive experience



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## Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### Improvement Project 1: Recovery from Covid-19 impact

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:**

- 1) *Improving* Health and wellbeing of our pupils
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

**Progress and impact:**

- ✓ **Improvement in children and young people's health and wellbeing**
  - Weekly health check-ins during tutor time, and further nurture support, we were able to support our pupils develop more positive wellbeing, and work with our partners to provide support for those struggling with mental health.
  - Outward Bound in-school weeks for all S3 pupils and selected S2 Pupils to promote wellbeing after COVID lockdown
  - Development of the School Environment Action Group to allow delivery to a wide range of Pupil led activities during COP 26 summit
  - Increased reflection of our local heritage, as part of an increased awareness of global issues (eg, linking with Zambian partner school, Toilet twinning, Ukrainian solidarity and appeal, mental health charities)
- ✓ **Improvement in attainment, particularly in literacy and numeracy**
- ✓ **Closing the attainment gap between the most and least disadvantaged children and young people**
  - Use of Pupil Equity Funding to offer additional support with literacy and numeracy led to improvements in the number of pupils achieving level 3 and 4 numeracy/literacy.
  - Numeracy & Literacy recovery programme, with additional staff to enable small group pupil extraction to provide interventions to support identified pupils.
  - Support in BGE years will continue to improve the literacy and numeracy outcomes in SNSA standardised tests, leading to improvements in Senior Phase.
  - Targeted intervention and support for the most disadvantaged pupils as identified through the risk matrix to improve educational outcomes (ongoing).
  - Continue to track and monitor senior phase students, including mentoring of students in -S5/6 mentoring programme to support our Senior Phase young people.
  - Improvements cf 2019 with regard to SQA results at S4, S5 and S6.
- ✓ **Very good progress was made in this area.**
- ✓

**Next steps:** Continue to support the work of nurture, mental health support and numeracy/literacy improvements. Implementation of the Rights Respecting School Award to improve pupil voice/support/ethos/rights respecting awareness



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## Improvement Project 2: Raising Attainment through teacher development

**Primary focus:** Teacher and practitioner professionalism

**Year of Project:** 1

**Purpose:** Develop active learning based on the most effective practice within the school and underpinned by the school's vision and values, by running whole school CPD (Teaching Sprints). Develop effective interventions to guide improvements in attainment across all curricular areas including systematic monitoring and tracking of progress & achievement. Develop a range of learning pathways, through the medium of Gaelic and English, to meet the needs of each individual young person, as well as national and local priorities.

### Progress and impact:

- ✓ Improvement in attainment, particularly in literacy and numeracy
- ✓ Closing the attainment gap between the most and least disadvantaged children
- ✓ Improvement in employability skills and sustained, positive school leaver destinations for all young people

*-Four Teaching Sprints CPD programmes were delivered in each faculty, leading to teachers sharing good practice and developing further active learning/Assessment is for Learning strategies in the classroom. This led to a more positive classroom environment and greater engagement in learning for most young people.*

*-Targeting of support for those requiring nurture, wellbeing or specific learning support*

*-Development of GM courses in Creative Digital Media, Biology, and Modern studies provided more curricular opportunities for GM pupils.*

*-Working with partners at UHI West Highland, SMO, E-sgoil and Highland Virtual Academy allowed greater curricular opportunities (increasing number of pupils completing Foundation Apprenticeships, YASS modules, AH/H/N5 courses virtually through google meets)*

*-Improvement in SDS support for pupils, and further development of DYW partnership Increased number of pupil opportunities in industrial settings (including visits to MOWI, Apprenticeship opportunities, Career fayres/spotlight days)*

*-HVA interrupted learners programme to delivery literacy and numeracy courses for those not engaged in school*

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- ✓ Good progress was made in this area.

**Next steps:** To continue to improve course choice, including NPAs and further Foundation Apprenticeships, and provide greater support for interrupted learners through Key partnership with HLH in the My Future, My Success programme.



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## GME Project: Improving Equity for Gaelic medium young people

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** Improving the number of choices of GM opportunities for both Fluent and Gaelic learners.

### Progress and impact:

- ✓ Children and young people feel more confident in the use of both Gaelic and English
- ✓ Children and young people are able to use Gaelic and English in a full range of contexts within and outwith school.

*-Increased number of subjects undertaken in S1/2 (Art, Social Subjects, ICT), in S3 ( Biology, Media studies) and in S4 (Modern studies)*

*-Outward Bound and media production opportunities delivered through GM.*

*-Increased teacher development time allocated to production of materials in Gaelic for use in the classroom.*

*-Increased teacher tutorial support to both Gaelic-fluent and Gaelic-learners.*

- ✓ **Good progress was made in this area.**

**Next steps:** to continue to increase opportunities in GM subjects (eg, S4 maths and Creative Digital Media, S1/2 Music) and increased staffing to provide classroom support.



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## Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Very good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Good
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Very good

Our overall evaluation of our school's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

## Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on [our website](#) or by contacting the school office.



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