

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



Striving for Excellence

READY, RESPONSIBLE, RESPECTFUL, RESILIENT

Portree High School

HIGHLAND COUNCIL | VIEWFIELD ROAD, PORTREE, ISLE OF SKYE

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School Profile

Pròifil na Sgoile

Portree High School is a school with a roll of 500 pupils and 40 teaching staff. It serves Skye and Raasay (with the exception of Kyleakin Primary pupils) and has 11 Associate Primaries - Portree, Bun-sgoil Phort-righ, Broadford, Sleat, Raasay, Carbost, MacDiarmid, Staffin, Kilmuir, Edinbane and Dunvegan (Elgol, Struan and Knockbreck are currently mothballed due to low pupil number). We also have a school residence with 38 pupils. The headteacher is supported by 2 Depute Head Teachers and 7 curriculum principal teacher(s) and 4 principal teachers Pupil support/Support for learning.

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.

As part of the school, we have an Enhanced Provision facility, for learners with complex learning needs, run by our Support for Learning Department. This year we were able to appoint one full-time teacher to run this group, who is supported by 7 PSAs. At the moment, the numbers of EP pupils are increasing, so there will be a bigger demand on resources in the forthcoming year.

Overall, attainment across the school in literacy and English is very good; attainment across the school in numeracy and Mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most of our children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

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Data relating to our context: census point last September (from parentzone), or from today.

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
489	87.7%	10	41.6

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
96	97	107	84	67	38

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
0%	12%	24.6%	12.37%	0%	18%

Overall ASN	Free School Meal	EAL	Glossary:
39%	5%	2.4%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

Reading	Writing	Listening and talking	Numeracy
92%	91.2%	91	65%

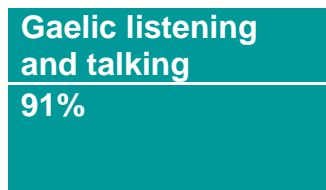
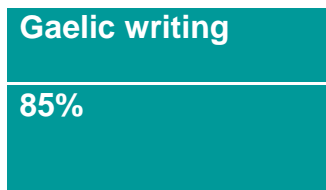
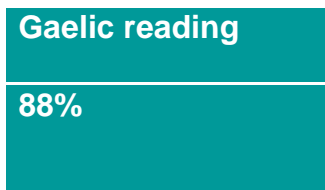
Level 4

Reading	Writing	Listening and talking	Numeracy
21%	16%	22%	21%

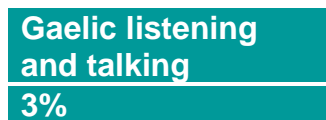
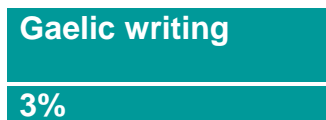
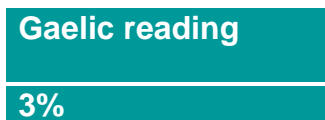
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Gaelic Medium 2023/2024 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3 –

Level 3



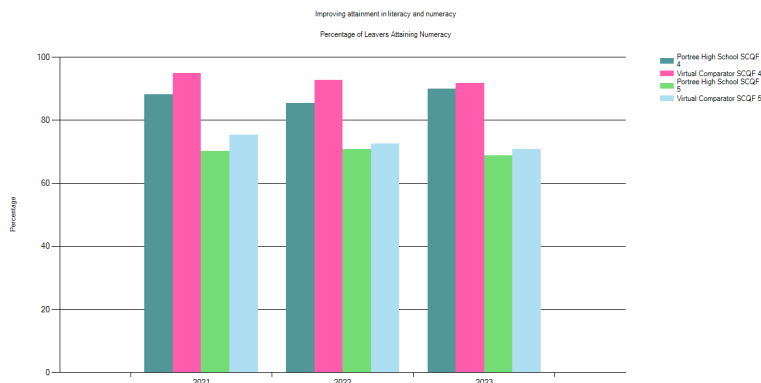
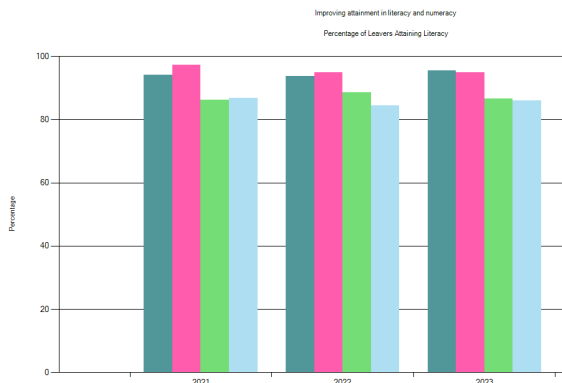
Level 4



Senior Phase

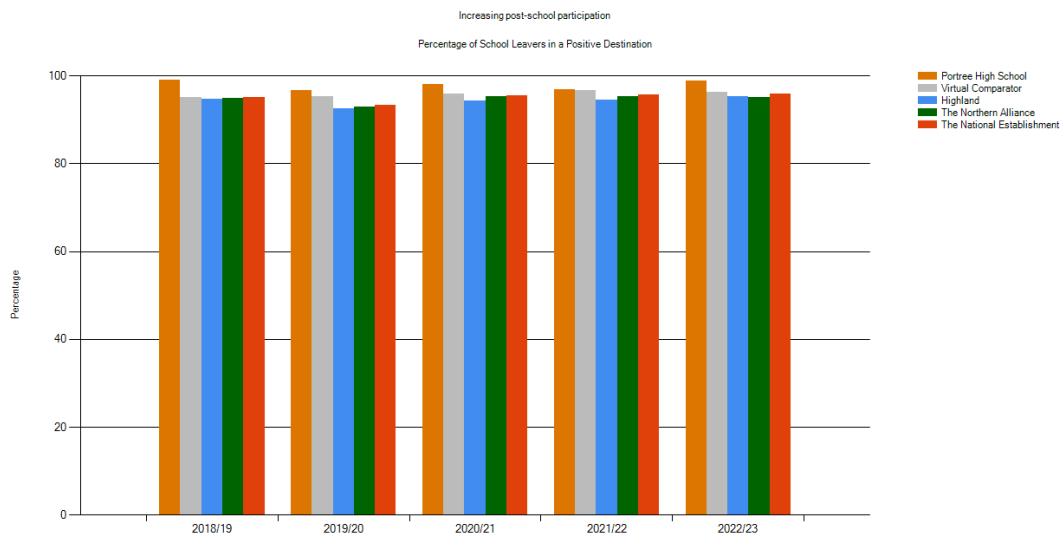
Literacy at Level 4/5/6 above our Virtual comparator school

Numeracy at Level 4, 5 and 6 above or equivalent to our Virtual comparator school in S4/5/6

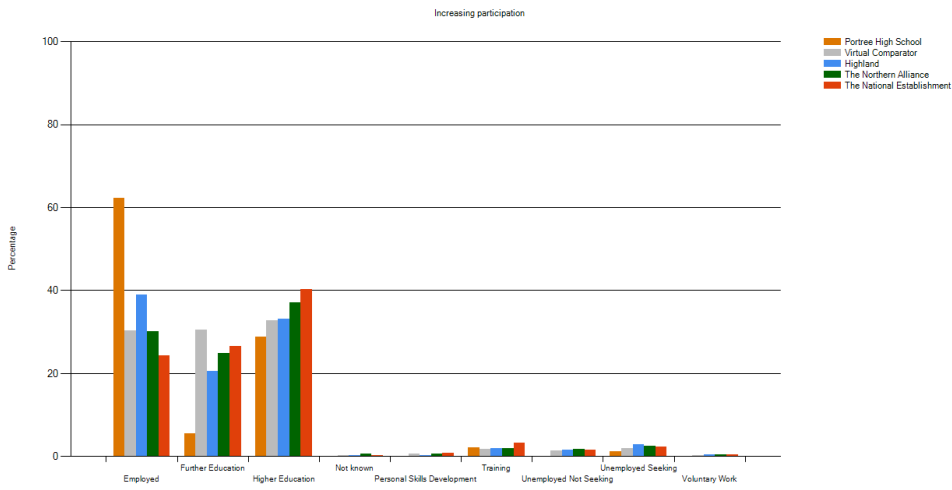


Destinations of School Leavers

Virtually all our young people go onto positive destinations, with over 60% going into education, 7% into Further Education and 30% into Higher Education. Several of our young people opt to take a gap year, before moving onto Higher/Further Education.

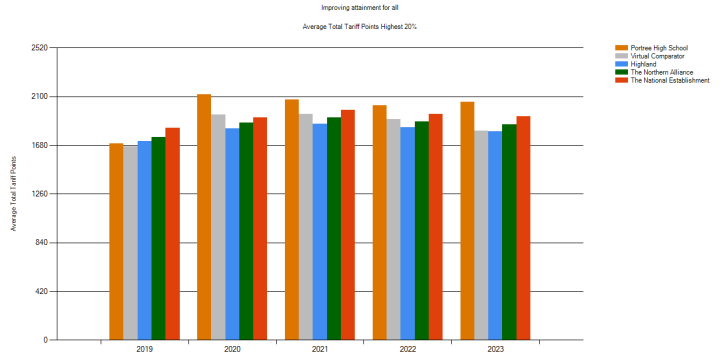
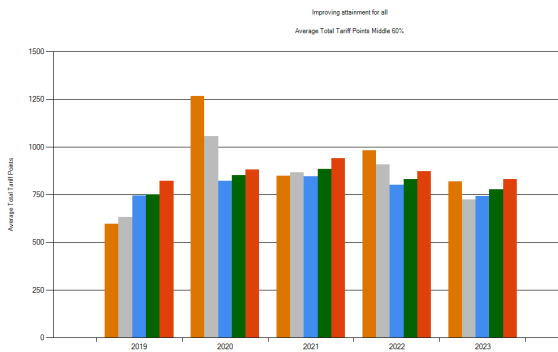
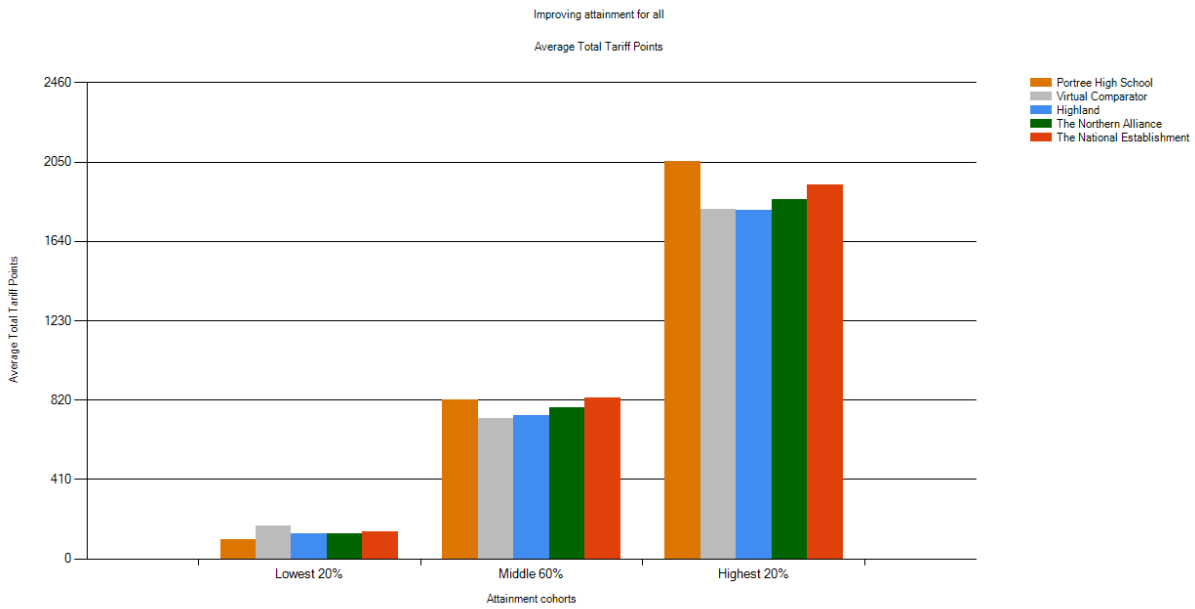


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Cohorts

Attainment for our middle 60 % and highest 20% consistently above our Comparator schools.



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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

Values

We place our values of Ready, Responsible, Respectful & Resilient at the core of the school life, and work with our staff, pupils and community partners to ensure that these are embedded in our activities.

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

Review of progress of improvement plan projects for session 2023/24

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Improvement Plan Priority 1 <i>Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs</i>	
Summary of impact	Next steps
<ul style="list-style-type: none">✓ 40 staff members noted an improvement in the engagement of young people following Teaching Sprints work.✓ Staff able to share good practice, recorded in Shared folder, for other staff to use to enhance their practice.✓ An increase in pupil engagement with active learning in a range of learning activities, noted through classroom observations and pupil voice.✓ Improved learner and staff engagement with school values in staff-pupil dialogue.✓ Use of Lexia and My Maths workout has increased in current S1 course as part of homework tasks.✓ Development of new courses in Criminology, Fashion and Textiles and Rural Skills, enabling a number of young people to engage in a greater range of non-traditional work courses.	<p>Further embedding of Active learning in classroom activities</p> <p>Continued development of rural skill course as in the first year of development.</p>

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✓ Satisfactory progress was made in this area.	
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School Improvement Plan Priority 2 <i>To improve the culture of respect – further development of pupil voice in classes, in school, in community</i>	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ School values are known by all pupils. 4Rs of PHS are placed at the centre of Staff/pupil interactions and restorative conversations. ✓ Rights Respecting articles becoming embedded in almost all Tutor time classes and in most Social Subjects classes, as evidenced in lesson visits throughout the year. 66% of our Young people surveyed reported that RRS Articles have helped them develop their understanding of wider issues. ✓ Engagement of 8 of our young people in allotment project, leading to increased attendance and engagement for 6 of the young people. ✓ Increased attendance in our Senior phase parental engagement evening to talk over the senior options. Senior pupils also involved in sharing their experiences. ✓ Engagement with Columba 1400 leadership academy for our most disengaged S3 pupils lead to 8 young people graduations. It is hoped that these young people will make more successful choices in their future lives. ✓ School positive relationship strategy evident in school Management system, with clear routine of procedure established. Pupils know the strategy and how it works. ✓ An increase in Gaelic-immersive events for both GM & EM pupils in the junior school lead to more engagement of the Gaelic culture. 2 new traditional music groups in performing in the school, and a trip to N Ireland planned for October 24. ✓ 22 S2/3 pupils achieving an SCQF level 5 award in Leadership, through participation at Loch Eil Outward bound. ✓ Leadership opportunities for those lower in the school, such as school ambassadors, which allow young people to demonstrate respect for those around them. ✓ Pupil voice indicated the need to provide more leadership opportunities for students in Senior phase, so introduction of S5 prefects. 32 young people have applied, showing very positive uptake. ✓ Improved support in school by S6 prefects, serving as models of good behaviour for those in junior school wishing to aspire. ✓ Review of school mobile phone policy, after consultation with young people and carers 	<p>Further improvements required to ensure that the UNCRC become embedded in all subjects.</p> <p>Further development of a culture of respect in ALL pupils at all years.</p> <p>To work with all staff, young people and partners on the “equally safe at schools” programme to look at appropriate language and respect for all.</p> <p>Roll-out of new version of Mobile phone policy</p>

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF Fund this year (£26000) has been used to fund Maths & Numeracy intervention. This year a total of 28 students from S1-S4 accessed additional support for Numeracy and Maths between January and April 2024.

The aims of the intervention was to boost confidence with numbers while increasing enjoyment of and engagement with Maths and also to identify gaps in knowledge due to past absences and set individualised work to target these areas.

- 9 x S1 students received small group Numeracy intervention. Max group size of 4. Almost all pupils should an improvement in Maths assessments.
- 1 x S1 student received 1:1 Numeracy intervention, leading to an increase in attainment in BGE numeracy assessments.
- 1 x student received online tuition, ensuring continued engagement in numeracy activities.
- 4 x S3 students benefited from support on a 1:1 or 2:1 basis, preparing them for NC courses next year.
- 12 x S4 students received support with revision / preparation for assessment. This included consolidation of both strategy and knowledge. All 12 students achieved a N3/4/5 numeracy unit because of this support.
- During times where targeted students could not be extracted from timetabled lessons, there was capacity to support in some S1 Maths classes.

PEF has also been used to finance the purchase of the MyMaths subscription which has been used by all pupils in S1-3 as a revision and homework tool. Increased reporting of completing homework through MyMaths as opposed to paper exercises.

Wider achievements

Coileanaidhean nas fharsainghe

20 Young people completed D of E Bronze award

22 Young people completed Outward bound SCQF level 5 in Leadership

13 groups actively participated in the Youth Philanthropy Initiative, resulting in a £3000 donation for SARDA. Our teams also fundraised for an additional 12 local charities, who benefited from over £1000. This is the 10th year of taking part, thus over £30000 raised for local charities in the last decade.

Further charity initiatives, such as fundraising for our Partner school in Zambia and completing over 1200 boxes for Blythswood shoebox appeal.

30 of our young people attended an intensive Battlefields excursion to Belgium/France in October 2023, and another 37 young people achieved a Snowsports qualification at the Aosta Valley Trip, Dec 2024.

2 of our S6 took part in the lessons from Auschwitz visit, then took assemblies and classroom presentations as part of Holocaust week.

Our GM debating team were finalists in the National schools Gaelic debate at the Scottish parliament.

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We have had successful performance and drama evenings in November and May. The development of our Allotment projects in Portree and Broadford have been progressing well, allowing us to develop and run an SQA Rural Skills course.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Parental comments from Survey (APRIL 2024):

“I am delighted with the level of support my son receives in PHS and with the school as a whole. His teachers all encourage him to do his best and I find all staff approachable and supportive. I feel the school has strong community links and appreciate all that you do for my son”

“I am very happy with how my child is getting on at school and with her teachers.”

“I think the school is a very pleasant, encouraging and nurturing environment.”

“My daughter has had an extremely positive last two years of learning at Portree. She has some wonderfully enthusiastic female teachers who have really encouraged the best out of her particularly in English lit and creative arts. I want to emphasise that my daughter has thrived in Portree High and I am very appreciative to the individual teachers who have shown a genuine interest and understanding of her strengths and weaknesses etc.”

“Our daughter has had a very positive first year at PHS and we feel she is thriving.”

“I would like to say how fantastic the Gaelic ethos is in the school as a whole. Suas leis a' Ghàidhlig agus mòran taing airson ur cuid saothair.”

“The staff have been really empathetic and supportive, and her father and I both feel very empowered to seek out more support for her when we feel she needs it.”

- 60% of our parents agree / strongly agree that their child receives the support to do well. 25% are neutral.
- 67% of our parents agree/ strongly agree that their child is making good progress. 23% are neutral.
- 57% of our parents agree / strongly agree that they are satisfied with the quality of learning.

PUPIL COMMENTS FROM SURVEY: *What is working well in the school?*

“Everyone is treated equally”

“Teachers are helpful, Most pupils are well behaved”

“Extra help is almost always available. Pupils are given loads of opportunities to do events in school.”

“Good teacher communication”

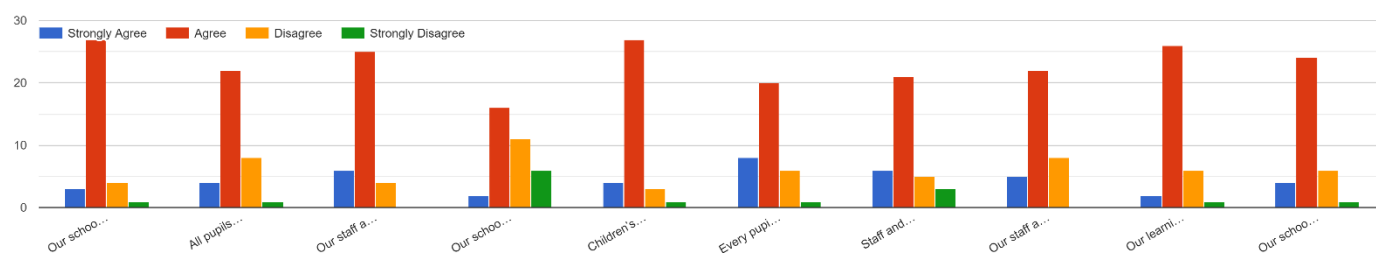
“Lots of education opportunities are advertised on daily information, which provides choice for students”

“I feel that teaching methods are working well and there is plenty of support available for pupils when needed.”

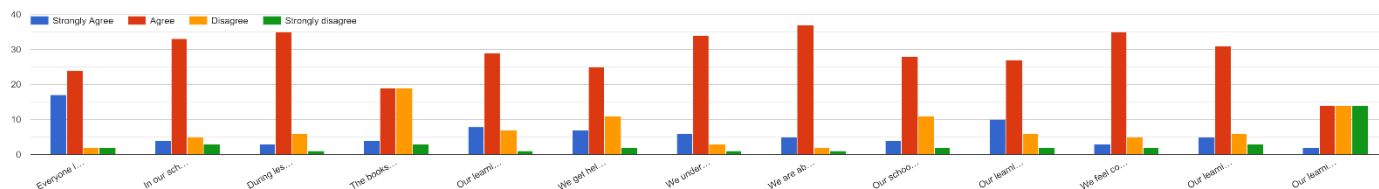
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- “Plenty of support given by teachers”
- “Making sure everyone knows their rights”
- “Teachers giving us advice”
- “Good opportunity to learn”
- “The teachers usually give equal treatment to all the students and everyone is given equal opportunities to learn”
- “How different age groups interact with each other.”
- “Many students demonstrate the school's values and set a good example through their actions”

Our Relationships



Our Learning and Teaching



Add examples here Back it up. Have evidence. Digital evidence for each QI

Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows: Back it up. Have evidence. Digital evidence for each QI

	2023-2024
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title	
1.	Quality of Learning, teaching and assessment- Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs
2.	Developing a culture of respect across the school, community and world- To improve the culture of respect – further development of pupil voice in classes, in school, in community
3.	Raising attainment and achievement across the curriculum Continue to improve the attainment for all, including those in the lowest SIMD and lowest attaining 30% of our pupils
GAELIC MEDIUM EDUCATION PRIORITIES -to immerse pupils in Gàidhlig to the greatest degree possible throughout their learning by developing and enhancing the Gàidhlig provision in our school.	

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office

Appendix 1: Local and National Context

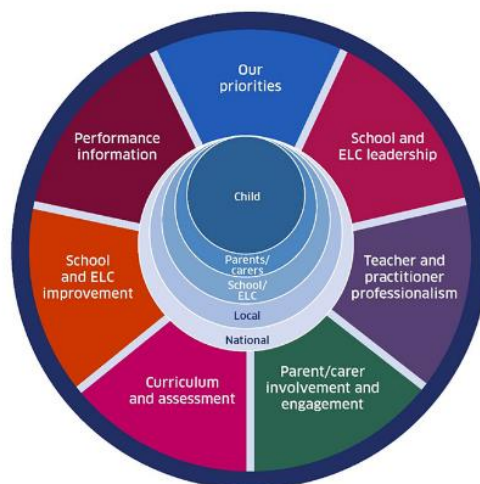
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Accuracy?

Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

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This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

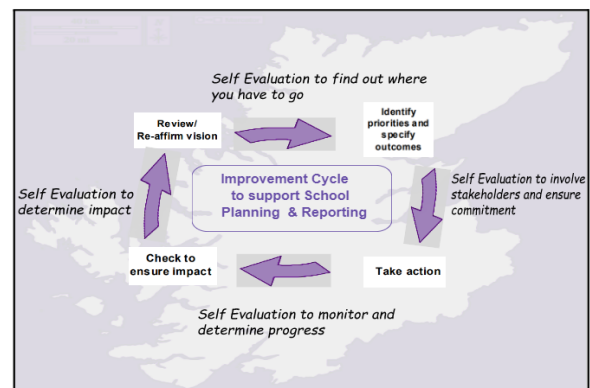
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Tony Breen
Head Teacher
Portree High School