

### Quality Improvement Visit Record<sup>1</sup>

<b>School/Establishment</b>	Ullapool High	<b>Head of school/centre</b>	Robert McFedries
<b>Date of Visit</b>	9-10/12/14	<b>Personnel Involved</b>	Peter Finlayson ,Lesley Taylor QIO, Ollie Bray HT Kingussie High, Jo Moncrieff DHT Portree high
<b>Purpose of Visit</b>			
<p>To validate the school's own self-evaluation of the Quality Indicators around</p> <ul style="list-style-type: none"> <li>• Learners experiences 2.1</li> <li>• Self-evaluation 5.9</li> <li>• Leadership of Improvement and Change 9.4</li> </ul> <p>Interviews were held with SMT, Principal Teachers, Pupils and Parents Class observations were carried out on a number of lessons</p>			
<b>Discussion Points</b>			
<b>2.1 Learner Experiences/5.3 Meeting Learners Needs</b>			
<b>Strengths and Recent Areas of Improvement</b> (from school's S and Q report)			
<ol style="list-style-type: none"> <li>1. <i>The school has an excellent working atmosphere. Pupils respond positively to their work and staff work hard to provide appropriate challenge and support</i></li> <li>2. <i>Youngsters views are sought about their learning and these views are acted on</i></li> <li>3. <i>Learning conversations within subjects and guidance, work with youngsters in helping identify strengths and next steps is strong within the school and continues to develop</i></li> </ol>			
<b>Areas for Further development</b> (from school's S and Q report)			
<ol style="list-style-type: none"> <li>1. <i>Develop use of Learning Logs, Learning Conversations and link to the profiling process for all our pupils within the broad general education</i></li> <li>2. <i>Make explicit, through the use of well-placed posters what we have acted on after pupils have passed on their views</i></li> <li>3. <i>Support innovation in departments as they look to develop ways to measure progress and increase pupil involvement within the broad general education</i></li> </ol>			

<sup>1</sup> cc Area ECS Manager & Quality Improvement Manager

In almost all classes pupils were very well engaged with their learning. They were very well behaved, motivated and actively involved in their learning. Pupils clearly do work very hard and are motivated to do well. This view was endorsed by parents, pupils and staff.

Most pupils felt they were asked about their learning though they were not able to always explain how this happened

Learning Conversations are starting. Both pupils and staff feel that these should be at a point in the term which is most appropriate for the pupil/subject. Use of the planners on a daily basis does not seem to be used effectively by pupils. The reflection aspect of the planner is used more effectively.

Teacher Learning Communities appear to be having an impact in respect of engaging staff in terms of Learning and Teaching approaches. However there was not the evidence from classroom observations that this is yet having an impact. Learning and Teaching is still very teacher led in some areas

There was little evidence of differentiation in classes in the Broad General Education Phase.

Staff and Parents and Pupils were very aware of the excellent range of achievement possibilities offered by the school and the wider community, including activities offered by the Youth Development Officer

Parents feel they are well aware of how their children are progressing in school. Parents were aware of log books but had had limited engagement with them.

Parents feel the community buy into the school is a factor in the high achievement of pupils in the school

Staff feel that tracking and monitoring pupil achievement is an area that needs to be developed.

### **Action Points**

- Developing Learning Conversations to happen when appropriate. These could link with the department evaluations that are currently carried out
- Further embed The Highland Learning Policy in Learning and Teaching approaches in the school
- Develop a Monitoring and Tracking approach to both attainment and achievement in the school

### **5.9 Improvements through self-evaluation**

*Strengths and Recent Areas of Improvement*(from school's S and Q report)

1. *Staff are fully committed to the process of self-evaluation and to act on the findings*
2. *Good practice is highlighted and discussed in this school. Staff are keen to try out different approaches*
3. *Some excellent practice around quality assurance is present in the school*

### *Areas for Further Development*(from school's S and Q report)

- 1. More cohesive approach to self-evaluation across the school, with everyone involved. Departments to produce Standards and Quality Reports with involvement of all their staff. Quality Assurance calendar to be produced*
- 2. Develop the Professional Review and Development process in line with Professional update to allow staff access to appropriate training and development opportunities*
- 3. Teachers to use Peer Learning model to examine areas of good practice highlighted in the Highland Council Learning Policy. This involves observing lessons, sharing findings, and acting on these findings.*

This is an area that is developing well with staff committed to the idea of a departmental Standards and Quality Report. Staff were less aware of the School Standards and Quality Report though a number were aware of having reviewed it.

Staff found the development of doing the Department Standards and Quality Report a useful exercise but there still needs to be training for staff in terms of understanding the Quality Indicators and evaluating the department's progress against the levels of performance. Staff stated though that the process allowed them to reflect on the aims and performance of the department.

Staff felt Self-evaluation could be better structured with the suggestion of a calendar of approaches including one for the departmental Standards and Quality report.

Parents were generally unaware of the school Standards and Quality Report

There was the recognition that there should be a more structured approach to gathering pupil views.

Analysis of data is improving e.g. use and analysis of SOSCA by departments has increased. Departments now have greater confidence in using the data.

Those with leadership roles are committed to learning by making class visits, modelling good practice, giving feedback, sharing insights widely and stimulating self-evaluation.

While the Teachers Learning Communities are promoting good practice the Senior Management Team in the school need some form of overview of what is happening in terms of Learning and Teaching.

#### **Action Points**

- The school needs to introduce formal classroom observations to complement the Teacher Learning Communities to identify areas of strength in Learning and Teaching and areas for Improvement
- Further develop data analysis by departments to include departmental Insight review
- Have an overall systematic approach to Self-evaluation including gathering of pupil views

#### **9.4 Leadership of Improvement and Change**

Staff feel the Head Teacher has managed his move into the school well and that he has handled the management of change well.

There has been a lot of staff discussion on the proposed changes to the curriculum. It has been a considered approach and the rationale for it has been well explained. Parents felt the same. Curriculum Principal Teachers are committed to the restructure. They feel that the collaborative approach has been very welcome There is a sense that the school are trying to be innovative and creative in approach

The leadership role of middle managers needs to be more clearly defined

Staff feel the staff in the school are very committed, including both curriculum work and wider achievement work.

Parents feel the Head Teacher has come into the school and managed the change very well.  
Parents feel school is very quick to engage with parental complaints

Staff report that the New Head Teacher is taking forward changes that are needed while maintaining the very positive ethos and relationships across the school.

Staff feel the Head Teacher supports staff to develop their leadership skills and they feel confident to take on leadership roles

Staff and parents feel that the school is moving in a direction that is appropriate.

#### **Action Points**

- Further develop leadership roles in middle management staff