

Agenda Item	8.
Report No	EDU/15/26

The Highland Council

Committee: Education

Date: 3 June 2026

Report Title: Learning Estate Strategy Update

Report By: Assistant Chief Executive - People

1. Purpose/Executive Summary

- 1.1 This report sets out the first annual update of the initial Learning Estate Strategy (LES) that was approved in February 2025. The vision behind the LES is for a well-maintained estate that supports the Council's ambitions for high quality inclusive education for all learners, focused on continuous improvement, raising attainment and sustained positive destinations. The LES is also fully aligned with the approach set out in the Council's Highland Investment Plan thereby ensuring that decisions around investment are consistent with the Council's wider strategic priorities.
- 1.2 The Scottish Government's Learning Estate Strategy and its guiding principles set out a strategic approach for managing the school estate across Scotland with the stated aim of improving the outcomes for all learners and adopting a more integrated approach.

2. Recommendations

- 2.1 Members are asked to:
- i. Approve the updated Learning Estate Strategy included in Appendix 1;
 - ii. Note the Core School Facts Summary included in Appendix 2; and
 - iii. Agree to a Member and officer workshop to consider school catchments in the Inverness area with the aim of bringing an update on progress and next steps to next meeting of the Education Committee.

3. Implications

- 3.1 **Resource:** The Council has agreed the £2.1 billion Highland Investment Plan over the next 20 years. The ongoing capital and revenue implications for projects within this report will be met through approved budgets. Additional external funding may be secured as and when the opportunity arises, such as Scottish Government Gaelic capital or Sportscotland funding.
- 3.2 **Legal:** The LES supports the Council in meeting its statutory obligations to provide accommodation that meets the needs of all learners, maintain compliance of

buildings, and manage school roll requirements. Statutory consultations are conducted in line with the Schools (Consultation) (Scotland) Act 2010.

3.3 **Risk:** The LES supports the identification and management of risks across the learning estate. All risk matters relating to capital investment are managed on both individual projects and across programmes of work.

3.4 **Health and Safety (risks arising from changes to plant, equipment, process, or people):** The LES and Highland Investment Plan ensure that the Council's Health and Safety obligations in relation to its built estate are met.

3.5 **Gaelic:** The LES supports the delivery of Gaelic Medium Education and the consideration of future provision in estate planning.

4. **Impacts**

4.1 In Highland, all policies, strategies or service changes are subject to an integrated screening for impact for Equalities, Poverty and Human Rights, Children's Rights and Wellbeing, Climate Change, Islands and Mainland Rural Communities, and Data Protection. Where identified as required, a full impact assessment will be undertaken.

4.2 Considering impacts is a core part of the decision-making process and needs to inform the decision-making process. When taking any decision, Members must give due regard to the findings of any assessment.

4.3 This is an update report and therefore an impact assessment is not required.

5. **Overview**

5.1 The LES supports the overall vision and priorities within the National Improvement Framework with a focus on excellence and equity for all children and young people. It sets out the principles and priorities to drive the development of the learning estate across Highland, consistent with the national agenda and the Council's wider strategic priorities.

5.2 This Committee approved the initial LES in February 2025. It was agreed that the LES will be reviewed annually, particularly to reflect any changes arising from the annual update of the school roll forecasts, and the annual core facts return to the Scottish Government on the extent, condition, suitability and sufficiency of our learning estate.

5.3 Future updates of the LES will be reported to the second cycle of Education Committee meetings each year (usually May or June) as this aligns with the timescales for the publication of updated school roll forecasts and the school estate data return to the Scottish Government.

5.4 Paragraph 3.8 of the LES highlights some guidance notes that will be prepared over the coming year to further support the strategic management of the existing Learning Estate and to inform the design of new builds and refurbishment projects.

6. School Roll Forecasts

- 6.1 The results of the latest annual review were published in May 2026 and can be viewed at the link below. This incorporates the 2025/26 school pupil numbers, Housing Land Audit projections for residential development build rates over the coming years, GP registration figures that identify pre-school age children, and other factors and trends such as birth rates and placing request numbers.

<https://www.highland.gov.uk/schools/school-roll-forecasts>

- 6.2 Roll projections across the Highland area continue to indicate a fall in pupil numbers. The following matters are highlighted for Members to consider.

- The roll at Lochardil Primary is projected to continue to fall and be below 90% occupancy level by August 2028.
- The roll at Millburn Academy is projected to continue to fall and reach 90% occupancy by August 2030.
- The roll at Croy Primary will continue to be closely monitored over the coming school sessions before the new school at Tornagrain is operational.
- Capital investment options are being considered to address the current and anticipated roll pressures at Glenurquhart and Kirkhill Primary Schools.
- The use of vacated accommodation at Kinmylies Primary School following the completion of the new nursery annexe is being considered to address roll pressures.
- Consideration will be given to scenario planning of the impact of future housing developments. This will include the potential Masterplan Consent Areas at Ardersier, Embo, and Essich Road, Inverness; also, the future impact of the Inverness and Cromarty Firth Green Freeport, although schools in the surrounding areas are currently facing a general decline in pupil numbers.
- Consideration will be given to whether catchment reviews are required – see section 9 below.

7. School Core Facts:

- 7.1 The annual return to the Scottish Government is required by May each year and comprises updated data collected by local authorities for the Scottish Government on school estates and is used for investment planning and performance monitoring, and to ensure consistent evaluation for safety, learning support, and strategic decisions.
- 7.2 The main changes from the 2025 annual return are some of the planned improvements over the coming years due to capital investment through the Highland Investment Plan are noted in the “Comments” column of the document that can be viewed at Appendix 2.

8. School Capacity Modelling:

- 8.1 The Strategic Lead (Investment Strategy and Planning) has been leading on a workstream to develop a methodology for Secondary School Capacity Modelling with other local authorities across Scotland as outlined in the LES.

8.2 A similar exercise is also underway for Special Schools, and the completion of these two workstreams will result in a consistent approach to determining the Planning and Working Capacity of all schools in Highland.

9. **Catchment Reviews and Inverness Area Position:**

9.1 At the Education Committee meeting in February 2026, the Chair committed to bring forward a further update on catchment reviews. This reflects the increasing importance of catchment alignment in managing school roll pressures and supporting the effective use of the learning estate.

9.2 Catchment reviews form part of the Council's statutory approach to managing school capacity and ensuring that provision reflects changing demographics, housing growth and patterns of parental choice. The latest school roll forecasts highlight a number of pressures and emerging issues across Highland which may require further detailed consideration, particularly within the Inverness area.

9.3 Given the complexity of these issues, it is proposed that a focused Member and Officer workshop is arranged specifically for the Inverness area to consider catchment matters in the round. This would include input from officers covering estate planning, school roll forecasting and education service delivery and would be extended to all City of Inverness and Area Committee Members.

9.4 The intention is to hold this workshop in advance of the July recess, subject to availability. This will allow early discussion of the key issues and potential options, using the most up to date data – as referenced earlier as having been collated and submitted in May this year. The session could lend itself to being blended or wholly online, but is likely to be most effective in person. However, the arrangements and format of the workshop will be adjusted according to the availability of local Members.

9.5 Achieving consensus on catchment changes can be challenging due to the need to engage with a number of affected school communities due to the consequences of changes in one catchment impacting on surrounding areas. This may be particularly the case in Inverness, given the scale of the area and the potential sensitivities of any proposed changes. A clear and agreed position from Members would be required before any formal statutory consultation could be progressed, and would be advantageous ahead of any pre-consultation informal stakeholder engagement.

9.6 Where there is agreement that proposed changes are appropriate, evidenced by the available data and modelling and supported by informal stakeholder feedback, this would provide a basis for progressing to consultation in line with the Schools (Consultation) (Scotland) Act 2010.

9.7 A further update will be brought back to Committee following the Member and officer workshop, setting out the outcome of discussions and any recommended next steps, including whether a similar approach may be needed in other parts of Highland.

9.8 Meantime, section 4 of the Learning Estate Strategy has been updated to make explicit reference to the need for catchment reviews to be routinely considered as part of the school capacity planning process. Catchment reviews are also now specifically referenced in section 5 as being subject to the requirements of The Schools (Consultation) (Scotland) Act 2010.

10. **Additional Support Needs and Enhanced Provision:**

- 10.1 Sections 6.11 and 6.12 outline the approach that was taken to developing the project brief and accommodation requirements for the new St Clement's School building, along with the workstreams that have been commissioned to further support investment decision making and the approach to inclusive design across the estate.

11. **Gaelic Medium Education:**

- 11.1 A new section has been added to the LES to outline the approach to Gaelic Medium Education and the work that is underway to identify capital funding opportunities for Scottish Government grant funding to further enhance Gaelic Medium provision.

Designation: Assistant Chief Executive - People

Date: 21 May 2026

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Background Papers:

Appendices: Appendix 1 – Learning Estate Strategy (May 2026)
Appendix 2 – School Core Facts Data at 31 March 2026

The Highland Council Learning Estate Strategy

Connecting People, Places and Learning

May 2026

Document Version Control

Version	2.0		Release:	Final
Document Owner	Robert Campbell, Strategic Lead – Investment Planning and Strategy			
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Approved By	Assistant Chief Executive - People Assistant Chief Executive – Place		Date:	21/05/26
Revision History	Version	Date	Summary of Changes	
	2.0		a) Section 3 has been updated to include current estate information and statistics.	
			b) Paragraph 3.8 has been added.	
			c) Paragraphs 4.1, 4.5 and 4.6 have been updated.	
			d) Paragraph 5.1 and 5.6 have been updated.	
			e) Paragraphs 6.12 and 6.13 have been added.	
			f) Section 7 has been added.	
			g) Section 8 has been updated to reflect the current version of the Council’s Highland Investment Plan and Capital Programme.	



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1. Foreword

- 1.1** The Highland Council Learning Estate Strategy (LES) supports the overall vision and priorities within the National Improvement Framework with a focus on excellence and equity for all children and young people. The Strategy sets out the principles and priorities to drive the development of the learning estate across Highland consistent with the national agenda and wider Highland strategic priorities.
- 1.2** The LES also aligns with the local priorities set out within the Highland Investment Plan (HIP) vision for developing its learning estate. In May 2024, Highland Council agreed an approach to develop sustainable local services and communities for the future. The HIP sets out how the Council will work over the next 10 years to optimise its investment of resources in its learning estate in a prioritised manner to meet the needs of 21st century learning and teaching. A new generation of community facilities is envisioned for the Highlands, with Points of Delivery (PODs) seeing a range of public services brought together in a single location.
- 1.3** PODs can take a range of forms depending on specific needs and opportunities but could include spaces for education services being provided directly alongside health, leisure, childcare, and other public services.
- 1.4** Adaptable to the needs and circumstances of individual communities, it is envisaged that there are opportunities to create localised services using this model across the Highlands. Work has already been done to consider the different buildings, land and services provided, along with where the need for new facilities might be, and the opportunities to deliver this. This is achieved by taking a place-based planning approach.
- 1.5** The LES supports the school estate management planning process allowing the Council to identify the need for investment going forward and to prioritise accordingly and in a way that is open and objective.
- 1.6** For the avoidance of doubt, any reference in this document to a primary school includes any Local Authority operated pre-school provision within that school.
- 1.7** In summary, the LES provides the vision and methodology for creating spaces that will enhance and sustain communities across the Highlands. At its heart, it will support children and young people through their learning journey from early years, primary and secondary school, college or university to the world of employment, education or training; equipped with skills for life, work and learning both they and society needs to succeed in the growing global knowledge economy of the 21st century.



2. Scotland's Learning Estate Strategy

- 2.1** Scotland's Learning Estate Strategy was published by the Scottish Government in 2019. Its guiding principles provide a platform for investment in the learning estate across Scotland and set out a strategic approach for managing the learning estate.
- 2.2** The stated aim of the Strategy is to improve the outcomes for all learners and enable sustainable and inclusive economic growth by placing the whole learning estate at the heart of meeting the needs of Scotland's communities, learners and businesses and adopting a more integrated approach.



2.3 The **Learning Estate Strategy Guiding Principles** are:

1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners.
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.
3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy, and representing and delivering best value.
4. The condition and suitability of learning environments should support and enhance their function.
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle.
6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling, and wheeling and be digitally enabled.
7. Outdoor learning and the use of outdoor learning environments should be maximised.
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all.
9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential.
10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

3. The Learning Estate in Highland

3.1 The Learning Estate in Highland comprises 195 operational schools (excluding schools that are currently mothballed) as detailed below.

- a) 163 Primary Schools; 3 are solely Gaelic Medium and 17 provide both English and Gaelic Medium Education.
- b) 29 Secondary Schools.
- c) 3 Special Schools.
- d) 135 Primary Schools have Council operated Early Learning and Childcare (ELC) settings on campus.
- e) 5 School Residences.

3.2 Information on the arrangement of Associated School Groups and 3-18 Campuses in Highland can be viewed at the following links, and the range of pupil roll numbers is summarised in the table below.

<https://www.highland.gov.uk/downloads/file/1936/associated-school-groups>

<https://www.highland.gov.uk/downloads/file/1935/3-18-campus>



Primary and Secondary Roll Numbers

163 Primary Schools (Average Roll – 95 Pupils)

- 10 or Fewer Pupils – 16 Schools
- 11 to 25 Pupils – 29 Schools
- 26 to 50 Pupils – 36 Schools
- 51 to 100 Pupils – 24 Schools
- 101 to 200 Pupils – 30 Schools
- 201 or More Pupils – 28 Schools

29 Secondary Schools (Average Roll – 470 Pupils)

- 100 or Fewer Pupils – 4 Schools
- 101 to 250 Pupils – 7 Schools
- 251 to 500 Pupils – 7 Schools
- 501 to 1,000 Pupils – 7 Schools
- 1,000 or More – 4 Schools



3.3 These are the Scottish Government’s definitions of the Condition and Suitability Core Facts.

“Condition is concerned with the current state of the fabric of the school and with safety and security.”

“Suitability is a measure of whether a school is fit for the purpose of delivering the education curriculum.”



3.4 A list of all Highland schools along with their overall Condition and Suitability ratings, Planning Capacities, Pupil Rolls and Percentage Occupancy is available to view at the following link. The Comments column highlights any significant changes from 2025 and other relevant matters.

<https://www.highland.gov.uk/downloads/file/7202/school-core-facts-summary>

3.5 The table below summarises the overall Condition and Suitability ratings for all Highland schools. In summary, 92 schools are rated as “C – Poor” or “D – Bad” for Condition and/or Suitability, with 42 schools rated as “C” or “D” for both.

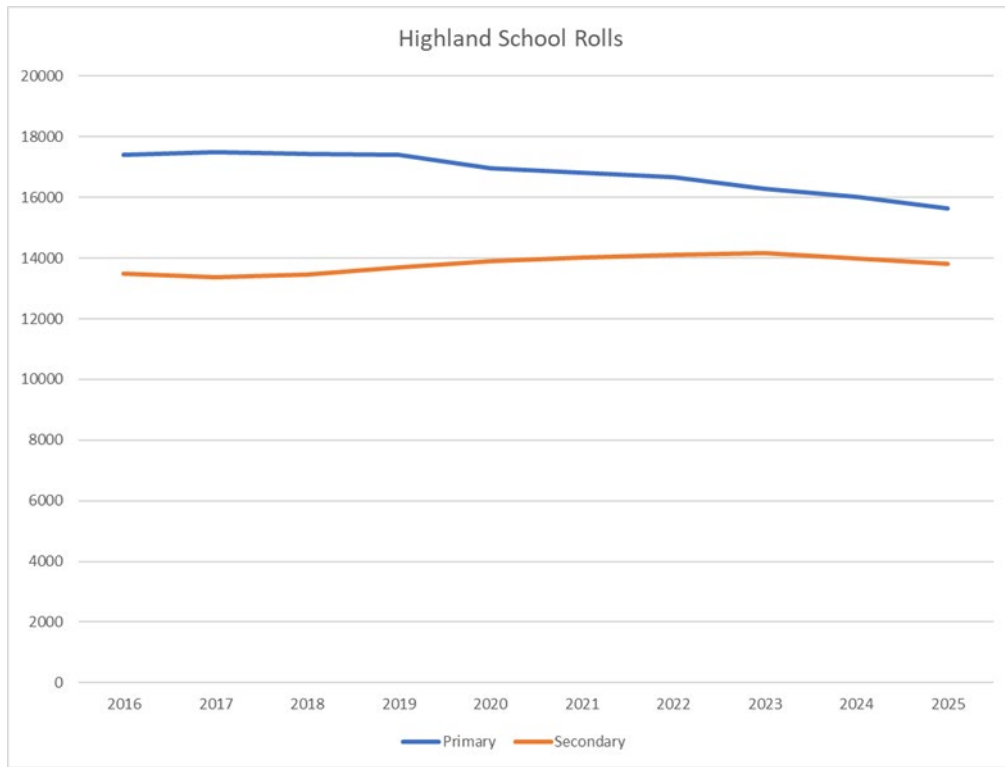
	Condition			Suitability		
	A	B	C or D	A	B	C
Primary	28	84	51	27	81	55
Secondary	10	6	13	11	6	12
Special	2	0	1	1	1	1
Totals	40	90	65	39	88	68
Percentage			33%			35%

3.6 The LES will support the strategic prioritisation of future capital investment linked to the Highland Investment Plan approach outlined in Sections 8 and 9. Through this long-term investment strategy, we will bring all our schools up to, or sustain them at, Condition and Suitability ratings of at least “B”. The required works will range from minor fabric improvements or refurbishment projects to major renovations and new builds.

3.7 The table and graph below summarise pupil numbers in the primary and secondary sectors over the last 10 years. The total number of primary pupils has been steadily decreasing since 2017, and this trend is now being reflected in secondary pupil numbers.

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Primary	17,396	17,496	17,451	17,403	16,973	16,807	16,661	16,302	16,021	15,628
Secondary	13,495	13,380	13,453	13,684	13,913	14,020	14,111	14,173	13,993	13,823
TOTAL	30,891	30,876	30,904	31,087	30,886	30,827	30,772	30,475	30,014	29,451





3.8 Several guidance notes will be developed over the next year on the following topics to further support the strategic management of the Learning Estate and to inform the design of new builds and refurbishment projects.

- a) Early Learning and Childcare Accommodation.
- b) School Security.
- c) Sports Facilities in Schools (this will be linked to the proposed Sports Strategy).
- d) Toilet Provision in Schools (which will reflect any changes that may arise from the Scottish Government's consultation earlier this year on updating the School Premises (General Requirements and Standards) (Scotland) Regulations 1967; also, the Equality and Human Rights Commission submitted a draft update of its Code of Practice for services, public functions and associations to the Minister for Women and Equalities in September 2025 and the outcome of this is awaited).


4. School Capacity Modelling and Roll Forecasting

4.1 Planning Capacity is a measure of the number of pupils that could be accommodated in a school, based on the number and size of teaching spaces, the different maximum class sizes for year groups in primary schools, and the accommodation required for practical subjects in secondary schools. A consistent basis to calculating the capacity of all schools is essential for the following reasons:

1. **Forward Planning:** The assessment of the need for future investment in the school estate (e.g. new builds, extensions, improvements) and to anticipate the impact of new housing to secure appropriate developer contributions.
2. **Curricular and Organisational Needs:** To establish the number of children that the school can deliver the curriculum to, and to assess the implications of any new standards or changes to methodologies and resource requirements.
3. **Catchment Reviews:** To provide information to assist in the consideration of whether catchment reviews are needed to reflect changing population needs, through increased housing developments for example, or demographic change.
4. **Placing Requests:** To provide information to assist in the consideration of placing requests and identifying schools that are currently over capacity or may exceed capacity in the future.
5. **Calculation of Performance Indicators:** Accurate capacity and roll information for each school to monitor and evaluate the usage of school places.
6. **Informing Consultations on Proposed Changes to the School Estate:** To meet legal requirements to provide clear, accurate information in consultations on changes to the school estate that the public can have confidence in.
7. **Impact of Changes in Policy:** To take account of any revised Scottish Government priorities and objectives, such as class sizes, teachers' terms and conditions, changes to policy and guidance, and the facilities required to deliver the curriculum.
8. **Additional Support Provision in Mainstream Schools:** Any assessment of the usage and designation of teaching spaces in a school should ensure that the needs of all learners are met, and that the appropriate level of enhanced or specialist provision is available. Planning Capacities therefore need to be reviewed regularly to take account of any change in requirements at a school or across an Associated School Group.

4.2 Working Capacity is a measure of the total number of pupils that can be accommodated in a school in a particular school session. This takes account of the organisational needs of the school in that session e.g. the number of classes and teachers required, the number of composite classes, and the amount of ancillary accommodation required to meet the needs of all learners and support inclusion. The Working Capacity will identify the number of pupil places available in a school during that session to help inform decisions around admissions during term time and any placing requests that may be received.



- 4.3 School Capacity Modelling:** The Report from the Commission on the Delivery of Rural Education published in 2013 proposed that “A consistent approach to school capacity modelling should be agreed between the Scottish Government and Local Authorities”.
- 4.4 Primary School Capacity Modelling:** The Scottish Government issued the guidance document “Determining Primary School Capacity” in 2014. This was subsequently adopted by Highland Council and is used as the basis to determine the Planning and Working Capacity of all Primary Schools. The guidance stated that “Following consultation with Local Authorities, it was generally agreed that providing guidance on calculating Secondary School capacities was not a priority at this time.”
- 4.5 Secondary School Capacity Modelling:** The Highland Council has been leading on a workstream on Secondary School Capacity Modelling with the Northern Alliance (the Regional Improvement Collaborative between eight local authorities across the north and west of Scotland). The capacity modelling process will include a review of how school accommodation is being utilised, analysis of timetabling data and subject uptake, particularly practical subjects that require specialist classrooms such as Art, Science and Technical, and an assessment of the impact that any significant increase or decrease in the pupil roll could have in the future. The outcome of the work is being considered with representatives from other local authorities and the Scottish Futures Trust, following which the proposed methodology and user guidance may be adopted across Scotland.
- 4.6 Special School Capacity Modelling:** Although local authorities are not required to report to the Scottish Government on the capacity of Special Schools, a separate exercise is in tandem with the secondary school workstream to establish a consistent approach to this as well. The outcome of these two workstreams will result in a consistent approach to determining the Planning and Working Capacity of all schools in Highland.
- 4.7 ELC Capacity Modelling:** This takes into consideration the services required, to include both funded ELC and other childcare facilities where appropriate. The operating model impacts on the modelling formula for class sizes and other requirements. Standards and requirements are set out in the Space to Grow guidance document.
- 4.8 Occupancy Levels:** The optimum occupancy level across all settings is 90% of the Planning Capacity. This is used as a benchmark to assess the sufficiency of the estate and to support the consideration of future options around individual schools or groups of schools.
- 4.9 School Roll Forecasts:** The Council publishes updated 15-year forecasts each year to take account of pupil numbers at the start of each session, information from the annual Housing Land Audit review of actual and predicted new build numbers and timescales for housing developments, and data on the number of pre-school age children in each catchment area. These forecasts are used as a baseline to enable effective management of the school estate and form an essential part of the Council’s evidence base for informing planning decision making and to establish if developer contributions are required for any new housing development. The Planning Capacities of schools are reviewed regularly, and
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any changes are reflected in the information published with the updated School Roll Forecasts and in the annual Core Facts report to the Scottish Government.

<https://www.highland.gov.uk/schools/school-roll-forecasts>



5. The Schools (Consultation) (Scotland) Act 2010

5.1 The Act establishes a consultation process in respect of school closures and other major changes that affect schools, including catchment reviews. It provides for Scottish Ministers to 'call in' a local authority decision; special safeguards for rural schools and sets out a five-stage consultation process, including the preparation of an Educational Benefit Statement. Scottish Government has provided further guidance for Local Authorities on the Act.

5.2 This guidance sets out the requirement to thoroughly prepare before undertaking any consultation exercise. Local Authorities must undertake significant preparation, have robust information, and ensure any proposal demonstrates educational benefits before consulting on any changes.

5.3 In terms of school closures, the authority must also identify other reasonable alternatives, and full consideration should be given to maintaining the current school. The authority is required to invite representations on these alternatives, as well as requesting suggestions regarding other reasonable alternatives.

5.4 The 2010 Act makes special arrangements regarding rural schools, establishing a procedural presumption against their closure. A list of the geographical classification of all rural Highland schools as adopted by the Scottish Government is available to view at the link below.

<https://www.highland.gov.uk/downloads/file/1932/rural-schools-list>

5.5 The 2010 Act specifies that the above process applies equally to any proposal to permanently discontinue all the nursery classes in a school, or permanently discontinue the provision of Gaelic Medium Education in all the nursery classes in a school that also provides a nursery class through English medium education, or permanently discontinue the provision of English medium education in all the nursery classes in a school that also provides a nursery class through Gaelic Medium Education.

5.6 In considering alternatives to closure, authorities may choose to consider the temporary closure a school (or a stage of education or a nursery class at a school). Previously termed, "Mothballing". This is a temporary closure which does not lead to a formal consultation under the 2010 Act. It is only appropriate in restricted circumstances. When a school roll falls very low, the authority and/or community may consider that the school is not presently viable but do not wish to close it immediately because there is a reasonable prospect that the number of pupils in the area will increase such that it should be re-opened in the future. The Council has a separate policy in place for temporary school closures that reflects statutory guidance.

5.7 In respect of pre-school provision only, closure may also be considered for a school nursery class where favourable alternative provision could be made available to support childcare needs within the community.



6 Additional Support Needs and Enhanced Provision

6.1 The Highland Council has statutory duties in relation to Education (Additional Support for Learning) (Scotland) Act 2004, as amended in 2009, to meet the additional support needs of children and young people who face a barrier, or barriers, to learning; and to ensure they are provided with the necessary support to help achieve their full potential. These duties apply across early learning and childcare settings, primary and secondary schools. The current Code of Practice (third edition) provides the following helpful definition of additional support needs:

“This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, in the long or short term, in order to help them make the most of their school education and to be included fully in their learning.”

6.2 The Children and Young People (Scotland) Act 2014 includes statutory duties in relation to Getting it Right For Every Child (GIRFEC), a statutory definition of wellbeing and direction on the Assessment of Wellbeing (section 96), specifically in relation to use of the 8 wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

6.3 The Scottish Government Guidance on the Presumption to Provide Education in a Mainstream Setting, March 2019, provides guidance of the local authority’s duty to provide education for children and young people in a mainstream school or early learning and childcare setting and sets the presumption of mainstreaming within inclusive practices, delivered within an inclusive approach with the Scottish vision for inclusive education:

“Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all our children and young people.”

6.4 All new builds will support accessibility in mainstream settings through innovative design and technology, including for those with a non-physical disability. They will be suitable for access by the wider community with facilities designed so that they can be used as fully as possible beyond the school day.

6.5 All learners should have access to positive learning environments and opportunities to develop their knowledge, skills, ambitions, confidence, and self-esteem to the fullest potential. School buildings have a significant role to play in raising educational standards. Schools are required to be well-designed and have facilities that inspire young people, teachers and communities and meet their aspirations and evolving needs.

6.6 Inclusive practice has four key features of inclusion to set expectations and evaluate inclusive practice in schools and early learning and childcare settings.





The four features support the delivery of inclusive learning environments for all children and young people that enable them to reach their full potential.

6.7 The National Improvement Framework has a focus on excellence and equity for all our children and young people, underpinned by the GIRFEC approach using the wellbeing indicators within:

- a) **“Included”**: Children and young people should have the opportunity, and be encouraged, to play an active part in the communities in which they live and learn and being part of a wider peer group and community,
- b) **“Achieving”**: Enable children and young people to be supported to help them to progress and develop to reach full potential for a positive future. This included given opportunities to engage in a range of activities beyond the core curriculum, including music, sports, drama, art and out of school activities.
- c) **“Respected”**: Children and young people should be treated with dignity and respect, with their voice heard and taken seriously by those who care for them. Article 12 of the United Nations Convention on the Rights of the Child sets out children’s rights to respect for their views.

6.8 Most children and young people who need additional support go to a mainstream school, with a smaller number going to Special Schools. In Highland there are three Special Schools with enrolled pupils: Drummond, St Clement’s, and St Duthus. Highland also has a number of schools with enhanced provision to meet the needs of young people who are unable to fully access mainstream education. A list of all these schools is available to view at the following link.

<https://www.highland.gov.uk/downloads/file/1934/special-schools-and-schools-with-enhanced-provision>

6.9 Admission to the provision at these schools is based on a joint admission process to make sure procedures are in line with the Scottish Government redrafted guidance on supporting learners, ‘with a presumption of mainstreaming in an education setting’. The guidance sets out a range of information and advice that is required to support decision making around whether a

child or young person should access a mainstream school, an enhanced provision, Special School, or a combination of these.

6.10 In Highland, Enhanced Provisions are mostly co-located within mainstream schools and are overseen by the Headteacher of the school while the three Special Schools are all standalone. St Duthus is now located in the new Tain Campus building and will continue to have its own Head Teacher. However, the young people attending St Duthus also have access to the wider facilities and learning opportunities available within the campus. This is the optimum model for Special Schools as it allows for improved educational experiences for learners while still retaining the unique identity of the Special School.

6.11 A consultant with experience of designing special schools and additional support needs facilities has been engaged to assist with the development of the project brief for the new St Clement's School building in Dingwall. A series of design workshops have been held with stakeholder groups to establish a clear vision for the new building. This will ensure that it provides first-rate facilities to meet the needs of every child that will attend St Clement's in the future and maximise the benefits to be realised from this once in a generation opportunity.

6.12 The same consultant has since been engaged for the following workstreams that will help to inform our approach to inclusive design:

- a) **HIP Projects:** Inclusive audit review of projects within Phase 1 of the programme, examining how the existing briefing information aligns with current use and identifying any potential amendments or future-proofing opportunities.
- b) **Dingwall Academy:** Capacity study of ASL/ASN spaces within the existing building to help inform potential pupil roll for the Dingwall POD. This will explore how current spaces are used and identify opportunities to support transitions and inclusion.
- c) **Standalone ASN/ASL Provision:** Review of existing provision at Drummond School and off-site provision in Inverness, with recommendations on how the built environment might be adapted to better support pupils' needs, linked to the development of the Future Highland Academy.
- d) **Lessons in Highland Inclusive Design:** Post-occupancy review of mainstream provision with supportive spaces, exploring how these are used in practice and capturing insights to inform wider investment. Merkinch has been identified as an initial project for review, with potential further sites to be confirmed through discussions.



7 Gaelic Medium Education

7.1 Gaelic Medium Education (GME) helps children learn through Gaelic. It supports the survival and growth of the Gaelic language and is a priority for the Scottish Government. GME is a way of learning where Gaelic is used as the main language in the classroom. Children are taught in Gaelic across all subjects. This helps them become confident and fluent speakers.

7.2 GME is offered in different types of schools across Highland

- English medium schools with a Gaelic Medium setting
- Gaelic medium schools with an English medium setting
- 3 standalone Gaelic schools (Bun-sgoiltean Gàidhlig)

The schools that provide GME can be viewed at the following link.

<https://www.highland.gov.uk/directory/8/find-a-school/category/171>

7.3 Engagement with the Scottish Government on Gaelic capital investment is ongoing, with discussions covering recently completed projects, postponed bids requiring revised timelines, and SG's move toward a multi-year, phased model of Gaelic capital support. As part of this work, the Council is exploring options for the remaining £4m Gaelic capital allocation, including potential repurposing to support areas seeking to establish or expand Gaelic Medium provision, while also assessing opportunities for any additional SG capital contributions that may be available. There will be engagement with the Scottish Government on capital grant funding opportunities prior to the June update, to ensure that all viable funding routes are considered.



8 The Highland Investment Plan

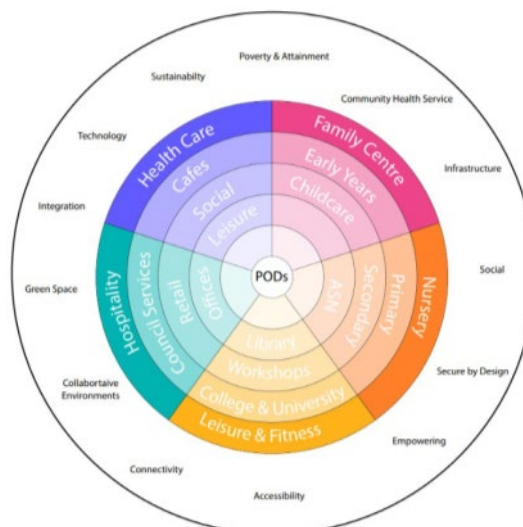
8.1 The Council approved a report in May 2024 setting out a HIP worth £2 billion over the next twenty years. The Plan will see wide ranging investment across communities in the Highlands, with over £1bn of capital investment in schools and roads over the next 10 years in the first phase of the programme.

8.2 The planned capital investment through the HIP will result in significant improvements to the school estate as part of the wider vision to create public services for the future. It is not affordable to rebuild all these establishments on a like-for-like basis and so the LES is critical to inform the Council's investment priorities.



New or repurposed Community PODs will support the delivery of services for the "Council of the Future" as well as co-locating public bodies, other partners, and community facilities.

8.3 Community PODs will be places where a wide range of Council services are delivered, which may include education, alongside other partner and community services. The principle is to have a future integrated operating model for partnership working.



8.4 Members agreed the allocation of capital funding to the first group of Phase 1 projects at Beauly, Charleston, Dingwall, Dunvegan, Fortrose, Inverness High, and Thurso in March 2025. The previous capital programme approved in September 2023 included projects at Broadford Primary, Nairn Academy, Tain Campus, and a new primary school at Tornagrain. These 11 projects were subsequently incorporated in the consolidated HIP programme approved in May 2025.

8.5 Following a market testing exercise to review the various procurement options that were available, Members agreed that Hub North Scotland Ltd. would be taken forward as the chosen HIP delivery partner for the projects at Beauly, Charleston, Dingwall, Fortrose, Inverness High, Thurso, and Tornagrain. The Dunvegan project will be procured separately.

8.6 The Council will receive revenue funding totalling over £70 million for the three projects included in the Scottish Government's Learning Estate Investment Programme (LEIP) through annual payments over 25 years following occupation of the new buildings and on the achievement of defined outcomes for the following projects.

- a) LEIP Phase 1: Tain Campus (co-locating Tain Royal Academy, Craighill and Knockbreck Primary Schools and St Duthus School) – Building handed over in February 2026, the new Tain Primary School and St Duthus School moved in from April, and Tain Royal Academy is due to move in June.
- b) LEIP Phase 2: Nairn Academy – At construction stage and due to be operational in October 2026.
- c) LEIP Phase 2: Broadford Primary (co-locating the Public Library and Service Point) – Construction work commenced in May 2026, and the new building is due to be operational in December 2027.

8.7 There is also an annual generic budget heading (School Estate Improvement Programme) of approximately £5M per annum for small to medium sized improvement projects across the rest of the Learning Estate along with investment from Property Estate capital budgets for upgrades to building fabric and services.

8.8 The Council will continue to develop its strategic approach to community, sport and leisure facilities, ensuring alignment with the Highland Investment Plan and wider community hub model. This will support opportunities for co-location, improved access to facilities, and better integration with education and community services over time. The strategy provides the opportunity to:

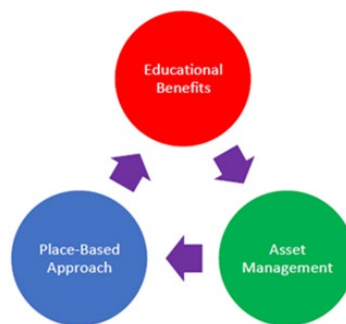
- 1) Ensure that best use of available capital investment is made, and opportunities to develop hubs within existing capital plans are recognised at an early stage in project planning.
- 2) Support the Council's asset rationalisation plan by looking to co-location of provision within communities.



- 3) Support the leveraging in of external funding, including from agencies such as Sportscotland, through a clear and articulated vision and strategy for facilities.
- 4) Support the council's commitment to meet both local and national net zero targets.

8.9 Significant capital investment in school buildings will help to drive the change strategy. Taking into account school capacity modelling and roll forecasting, future changes to the Learning Estate should demonstrate how they will be able to meet the 10 Learning Estate Strategy Guiding Principles set out in 2.3 above. In addition, investment in the Council's Learning Estate will reflect the following principles agreed by The Highland Council in May 2024 for future strategic capital developments:

- 1) Prioritising the improvement and increased utilisation of existing assets through retrofitting buildings identified as core assets to modern efficiency standards, including maximising opportunities for solar, wind and replacement heating systems for oil, gas, and wood as appropriate.
- 2) Accelerate asset rationalisation and co-location opportunities wherever appropriate.
- 3) Urgent and/or emergency capital spend to improve our educational and depot estate in advance of our planned replacement programme.
- 4) Emerging capacity issues, either exceeding capacity or significant underutilisation.
- 5) Anything else that can be shown to make a positive contribution to key themes: addressing poverty, inequality and the challenges of our geography and rurality.



9 Scottish Government Guidance and Documents

- 1. Scotland's Learning Estate Strategy (2019)**
<https://www.gov.scot/publications/scotlands-learning-estate-strategy-connecting-people-places-learning/>
- 2. Determining Primary School Capacity (2014)**
<https://www.gov.scot/publications/determining-primary-school-capacity-guidance/>
- 3. Report of the Commission on the Delivery of Rural Education (2013)**
<https://www.gov.scot/publications/commission-delivery-rural-education-report/documents/>
- 4. Space to Grow: Design Guidance for Early Learning and Childcare and Out of School Care Settings (2017)**
<https://www.gov.scot/publications/space-grow-design-guidance-early-learning-childcare-out-school-care/documents/>
- 5. Schools (Consultation) (Scotland) Act 2010: Guidance (2022)**
<https://www.gov.scot/publications/schools-consultation-scotland-act-2010-statutory-guidance/>
- 6. Rural Schools in Scotland: Definition (2025)**
<https://www.gov.scot/publications/rural-schools-in-scotland-definition/>
- 7. Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) (2017)**
<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/documents/>
- 8. Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)**
<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/3/>
- 9. National Improvement Framework and Improvement Plan: Summary Document (2024)**
<https://www.gov.scot/publications/education-national-improvement-framework-improvement-plan-2024/>



	School Core Facts Data at 31 March 2026	Overall Condition	Overall Suitability	Pupil Roll at Sept. 2025	Planning Capacity	% Occupancy	Comments
1	Abernethy Primary School	B	B	89	100	89%	
2	Acharacle Primary School	A	A	50	75	67%	
3	Achiltibuie Primary School	C	C	7	25	28%	design work underway on a replacement extension building.
4	Aldourie Primary School	A	A	17	50	34%	
5	Alness Academy	A	A	489	660	74%	
6	Alvie Primary School	B	C	46	71	65%	
7	Applecross Primary School	C	C	14	25	56%	
8	Ardersier Primary School	B	B	95	150	63%	
9	Ardgour Primary School	B	B	19	50	38%	
10	Ardrnamurchan High School	A	A	118	306	39%	
11	Ardross Primary School	B	B	33	50	66%	
12	Arisaig Primary School	B	C	28	48	58%	
13	Auchtertyre Primary	B	B	33	75	44%	
14	Auldearn Primary School	B	B	199	215	93%	Roll numbers will continue to be closely monitored.
15	Aviemore Primary School	A	A	199	284	70%	
16	Avoch Primary School	C	C	264	284	93%	Roll numbers will continue to be closely monitored.
17	Ballachulish Primary School	B	C	33	75	44%	
18	Balloch Primary	B	B	181	278	65%	
19	Balnain Primary School	B	C	21	50	42%	
20	Banavie Primary School	C	B	86	150	57%	
21	Beauly Primary School	C	C	113	125	90%	Replacement building to be delivered through the Highland Investment Plan.
22	Ben Wyvis Primary School	A	A	283	342	83%	
23	Bishop Eden's Primary School	C	C	27	75	36%	
24	Bonar Bridge Primary School	C	C	43	75	57%	
25	Bower Primary School	B	B	23	50	46%	
26	Bridgend Primary School	C	B	275	317	87%	Future options being considered as part of ongoing Place-Based Asset Review.
27	Broadford Primary School	C	C	57	125	46%	Construction work has commenced on a new building due to be completed by December 2027.
28	Brora Primary School	C	B	92	218	42%	Future options being considered as part of ongoing Place-Based Asset Review.
29	Bualnaluib Primary School	B	C	23	50	46%	
30	Bun-sgoil Ghaidhlig Inbhir Nis	A	A	230	281	82%	
31	Bun-sgoil Ghaidhlig Loch Abar	A	A	156	221	71%	Capacity increased following completion of a 2-classroom extension.
32	Bun-Sgoil Ghaidhlig Phort Rìgh	A	A	169	188	90%	Roll numbers will continue to be closely monitored.
33	Bun-Sgoil Shleite	B	B	53	100	53%	
34	Canisbay Primary School	C	B	38	75	51%	
35	Cannich Bridge Primary School	B	C	28	49	57%	
36	Caol Primary School	A	A	194	284	68%	
37	Carbost Primary School	C	B	17	50	34%	
38	Carrbridge Primary	B	B	78	100	78%	Capacity increased following installation of modular 1-classroom unit.
39	Castletown Primary School	B	B	67	188	36%	
40	Cauldeen Primary School	B	B	239	284	84%	
41	Cawdor Primary School	A	A	125	150	83%	
42	Central Primary School	B	B	160	282	57%	
43	Charleston Academy	D	C	707	786	90%	Replacement building to be delivered through the Highland Investment Plan.
44	Coulhill Primary School	C	C	158	227	70%	Future options being considered as part of ongoing Place-Based Asset Review.
45	Cradlehall Primary School	B	C	231	340	68%	
46	Craighill Primary School	C	C	195	150	130%	Improved ratings will be recorded in 2027 to reflect combined Tain Primary School move to new campus building in April 2026.
47	Cromarty Primary School	A	A	51	75	68%	
48	Crossroads Primary School	B	B	13	50	26%	
49	Crown Primary School	B	B	250	341	73%	

	School Core Facts Data at 31 March 2026	Overall Condition	Overall Suitability	Pupil Roll at Sept. 2025	Planning Capacity	% Occupancy	Comments
50	Croy Primary School	B	B	124	150	83%	Capacity increased following installation of modular 2-classroom unit. New primary school to be built at Tornagrain.
51	Culbokie Primary School	A	A	98	125	78%	
52	Culloden Academy	C	B	1103	1330	83%	Planned improvements to accommodation.
53	Dalneigh Primary School	B	B	231	274	84%	
54	Deshar Primary School	C	B	44	47	94%	Roll numbers will continue to be closely monitored.
55	Dingwall Academy	A	A	1094	1240	88%	
56	Dingwall Primary School	C	C	404	442	91%	Replacement building to be delivered through the Highland Investment Plan.
57	Dochgarroch Primary School	C	C	11	50	22%	
58	Dornoch Academy	C	C	229	378	61%	Condition reviewed to take account of presence of High Alumina Cement Concrete (HACC) in structure. Future options being considered as part of ongoing Place-Based Asset Review.
59	Dornoch Primary	B	B	167	188	89%	Future options being considered as part of ongoing Place-Based Asset Review.
60	Drakies Primary School	C	B	244	284	86%	
61	Drummond School	A	A	116	N/A	N/A	
62	Dunbeath Primary School	B	B	27	50	54%	
63	Duncan Forbes Primary School	B	B	265	364	73%	
64	Dunvegan Primary School	C	C	54	100	54%	Replacement building to be delivered through the Highland Investment Plan.
65	Durness Primary School	B	C	9	48	19%	
66	Duror Primary School	C	C	2	25	8%	
67	Edinbane Primary School	C	C	8	50	16%	
68	Eigg Primary School	B	C	9	25	36%	
69	Farr High School	B	B	72	232	31%	
70	Farr Primary School - Bettyhill	B	B	30	50	60%	
71	Farr Primary School - Inverness	A	B	60	75	80%	
72	Ferintosh Primary School	C	C	10	50	20%	
73	Fortrose Academy	C	C	621	784	79%	Extension and refurbishment project to be delivered through the Highland Investment Plan.
74	Gairloch High School	B	C	99	340	29%	
75	Gairloch Primary School	B	B	47	124	38%	
76	Gledfield Primary School	B	B	23	50	46%	
77	Glen Urquhart High School	A	A	212	368	58%	
78	Glencoe Primary School	B	B	26	50	52%	
79	Glenelg Primary School	C	C	12	44	27%	
80	Glenurquhart Primary School	B	B	162	150	108%	Options are being considered to address roll pressures.
81	Golspie High School	C	C	257	607	42%	Future options being considered as part of ongoing Place-Based Asset Review.
82	Golspie Primary School	C	C	89	150	59%	Future options being considered as part of ongoing Place-Based Asset Review.
83	Grantown Grammar School	C	C	364	570	64%	Condition reviewed prior to recent roofing works; planned improvements to accommodation should see it restored to a B rating.
84	Grantown Primary School	B	B	227	254	89%	
85	Halkirk Primary School	B	B	90	188	48%	
86	Helmsdale Primary School	B	B	41	100	41%	Condition reviewed following recent improvement works.
87	Hill of Fearn Primary School	C	C	33	50	66%	
88	Hilton of Cadboll Primary School	C	B	94	150	63%	
89	Hilton Primary School	B	B	255	342	75%	
90	Holm Primary School	B	B	224	310	72%	
91	Inshes Primary School	A	A	278	367	76%	
92	Inver Primary School	B	B	19	50	38%	
93	Invergarry Primary School	A	A	12	50	24%	
94	Invergordon Academy	C	C	310	546	57%	Future options being considered as part of ongoing Place-Based Asset Review.
95	Inverie Primary School	B	C	8	21	38%	
96	Inverlochry Primary School	C	B	131	181	72%	

	School Core Facts Data at 31 March 2026	Overall Condition	Overall Suitability	Pupil Roll at Sept. 2025	Planning Capacity	% Occupancy	Comments
97	Inverness High School	B	B	483	677	71%	Extension and refurbishment project to be delivered through the Highland Investment Plan.
98	Inverness Royal Academy	A	A	1325	1452	91%	Roll numbers will continue to be closely monitored.
99	Keiss Primary School	B	C	26	75	35%	
100	Kilchoan Primary School	B	C	12	25	48%	
101	Kilchuimen Academy	C	C	41	128	32%	
102	Kilchuimen Primary School	C	B	21	75	28%	
103	Kilmuir Primary School	C	C	12	74	16%	
104	Kiltearn Primary School	C	C	108	150	72%	Planned improvements to accommodation.
105	Kingussie High School	C	B	380	660	58%	Planned improvements to accommodation.
106	Kingussie Primary School	B	B	71	125	57%	
107	Kinlochbervie High School	B	B	28	182	15%	
108	Kinlochbervie Primary School	B	B	13	50	26%	
109	Kinlochleven High School	A	A	104	288	36%	
110	Kinlochleven Primary School	A	A	48	100	48%	
111	Kinmylies Primary School	B	C	289	279	104%	Options for future use of vacated nursery area being considered.
112	Kirkhill Primary School	B	B	129	150	86%	Options are being considered to address forecast roll pressures.
113	Knockbreck Primary School - Tain	C	C	148	150	99%	Improved ratings will be recorded in 2027 to reflect combined Tain Primary School move to new campus building in April 2026.
114	Kyle Primary School	B	B	33	75	44%	
115	Kyleakin Primary School	B	B	30	50	60%	
116	Lady Lovat Primary School	C	C	12	34	35%	
117	Lairg Primary School	C	B	55	75	73%	
118	Loch Duich Primary School	C	C	7	50	14%	
119	Lochaber High School	A	A	780	1101	71%	
120	Lochaline Primary School	A	A	11	50	22%	
121	Lochardil Primary School	B	B	312	317	98%	The roll is projected to continue to fall and reach 90% occupancy by August 2028.
122	Lochcarron Primary School	B	C	43	100	43%	
123	Lochinver Primary School	B	C	30	75	40%	
124	Lundavra Primary School	A	A	204	317	64%	
125	Lybster Primary School	C	B	59	125	47%	
126	Macdiarmid Primary School	B	B	20	75	27%	
127	Mallaig High School	C	B	104	255	41%	
128	Mallaig Primary School	C	B	52	99	53%	
129	Marybank Primary School	C	C	16	50	32%	
130	Melvich Primary School	B	B	33	50	66%	
131	Merkinch Primary School	A	A	216	342	63%	
132	Millbank Primary School	C	B	236	332	71%	
133	Millburn Academy	A	A	1215	1195	102%	The roll is projected to continue to fall and reach 90% occupancy by August 2030.
134	Miller Academy Primary School	B	B	267	330	81%	Primary school provision in Thurso to be reviewed through a statutory consultation process.
135	Milton of Leys Primary School	A	A	276	441	63%	
136	Milton Primary School	B	B	56	125	45%	
137	Mount Pleasant Primary School	B	B	154	243	63%	Primary school provision in Thurso to be reviewed through a statutory consultation process.
138	Muck Primary School	B	B	5	25	20%	
139	Muirtown Primary School	B	B	171	215	80%	
140	Mulbuie Primary School	B	C	46	50	92%	Roll numbers will continue to be closely monitored.
141	Munlochy Primary School	B	C	72	97	74%	
142	Nairn Academy	D	C	681	1071	64%	

	School Core Facts Data at 31 March 2026	Overall Condition	Overall Suitability	Pupil Roll at Sept. 2025	Planning Capacity	% Occupancy	Comments
143	Ness Castle Primary School	A	A	218	317	69%	
144	Newmore Primary School	C	C	47	50	94%	Roll numbers will continue to be closely monitored.
145	Newton Park Primary	A	A	276	367	75%	
146	Newtonmore Primary School	B	B	99	122	81%	
147	North Kessock Primary School	B	B	141	221	64%	
148	Noss Primary School	A	A	297	408	73%	
149	Obsdale Primary School	C	B	100	150	67%	Future options being considered as part of ongoing Place-Based Asset Review.
150	Park Primary School	C	C	107	188	57%	Future options being considered as part of ongoing Place-Based Asset Review.
151	Pennyland Primary School	C	B	153	278	55%	Condition reviewed to take account of presence of High Alumina Cement Concrete (HACC) in structure. Primary school provision in Thurso to be reviewed through a statutory consultation process.
152	Plockton High School	B	C	224	550	41%	
153	Plockton Primary School	B	C	41	75	55%	Ratings based on current accommodation at Plockton High School.
154	Poolewe Primary School	B	C	8	50	16%	
155	Portree High School	A	A	489	951	51%	
156	Portree Primary	B	B	128	221	58%	
157	Raasay Primary School	B	C	3	25	12%	
158	Raigmore Primary School	B	B	129	246	52%	
159	Reay Primary School	B	B	39	75	52%	
160	Resolis Primary School	A	A	50	100	50%	
161	Rogart Primary School	B	B	19	50	38%	
162	Rosebank Primary School	C	C	264	367	72%	Planned improvements to accommodation.
163	Rosehall Primary School	C	B	4	25	16%	
164	Rum Primary School	C	C	6	15	40%	
165	Scoraig School	C	C	8	21	38%	
166	Scourie Primary School	C	C	16	48	33%	
167	Shieldaig Primary School	B	B	23	46	50%	
168	Smithton Primary School	B	B	362	441	82%	
169	South Lodge Primary School	C	B	150	231	65%	Future options being considered as part of ongoing Place-Based Asset Review.
170	Spean Bridge Primary School	A	A	79	125	63%	
171	St Bride's Primary School	B	B	36	43	84%	
172	St Clement's School	C	C	54	N/A	N/A	Replacement building to be delivered through the Highland Investment Plan.
173	St Columba's RC Primary School	A	A	24	50	48%	
174	St Duthus School	A	B	26	N/A	N/A	Improved ratings will be recorded in 2027 to reflect move to new campus building in April 2026.
175	St Joseph's RC Primary	B	C	155	182	85%	
176	Staffin Primary School	B	C	37	50	74%	
177	Strathconon Primary School	A	A	5	25	20%	Ratings reviewed following completion of extension and refurbishment project.
178	Strathdearn Primary School	A	A	35	75	47%	
179	Stratherrick Primary School	B	B	22	25	88%	
180	Strathgarve Primary School	B	C	9	25	36%	
181	Strathpeffer Primary School	B	B	131	188	70%	
182	Strontian Primary School	A	A	18	50	36%	
183	Tain Royal Academy	C	C	492	742	66%	Improved ratings will be recorded in 2027 to reflect move to new campus building in June 2026.
184	Tarbat Old Primary School	C	C	31	50	62%	
185	Tarradale Primary School	C	C	245	342	72%	
186	Teanassie Primary School	B	B	36	75	48%	
187	Thrumster Primary School	B	B	24	50	48%	
188	Thurso High School	C	C	708	1079	66%	Replacement building to be delivered through the Highland Investment Plan.
189	Tomnacross Primary School	B	B	108	125	86%	
190	Tongue Primary School	B	B	26	50	52%	

	School Core Facts Data at 31 March 2026	Overall Condition	Overall Suitability	Pupil Roll at Sept. 2025	Planning Capacity	% Occupancy	Comments
191	Tore Primary School	C	B	13	66	20%	
192	Ullapool High School	B	A	169	542	31%	
193	Ullapool Primary School	B	B	110	172	64%	
194	Watten Primary School	B	B	30	75	40%	
195	Wick High School	A	A	719	760	95%	Roll numbers will continue to be closely monitored.