STANDARDS AND QUALITY REPORT
AITHISG INBHEAN IS CÀILEACHD

2024/25

Challenge, Resilience, Community

School Profile

Pròifil na Sgoile

It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

Ardnamurchan High School is located in a rural/remote setting serving the local communities of Acharacle, Ardgour, Kilchoan, Lochaline, and Strontian on the Ardnamurchan Peninsula. We have five associated primary schools.

There are currently 122 children and young people on the school roll. The headteacher is supported by one Depute Headteacher, three Curriculum Faculty Heads, two Principal Teachers of Pupil Support and one Teacher of Support for Learning.

More than 80% of pupils use school transport. Of our current pupils, 37.74% have recognised additional support needs and 11.09% are registered for free school meals.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and 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. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

We have had no exclusions this year.

Data relating to our context: Ardnamurchan High School

Pupil Numbers	Attendance	Teacher Numbers
127	90.7%	17

S1	S2	S3	S4	S5	S6
16	23	24	26	22	16

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q3	SIMD Q5	Unknown
0%	0%	99.04%	0.96%	0%	0%

ASN	FSM	EAL
37.6%	9.4%	1%

Glossary:
FTE – Full Time Equivalent
SIMD – Scottish Index of Multiple Deprivation
SIMD1 % pupils living in most deprived areas
SIMD5 – % pupils living in least deprive areas
ASN – Additional Support Needs
EAL – percentage of learners whom English is an Additional Language

Attainment

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

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
All	All	All	All

Level 4

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

Gaelic Medium 2023/2024

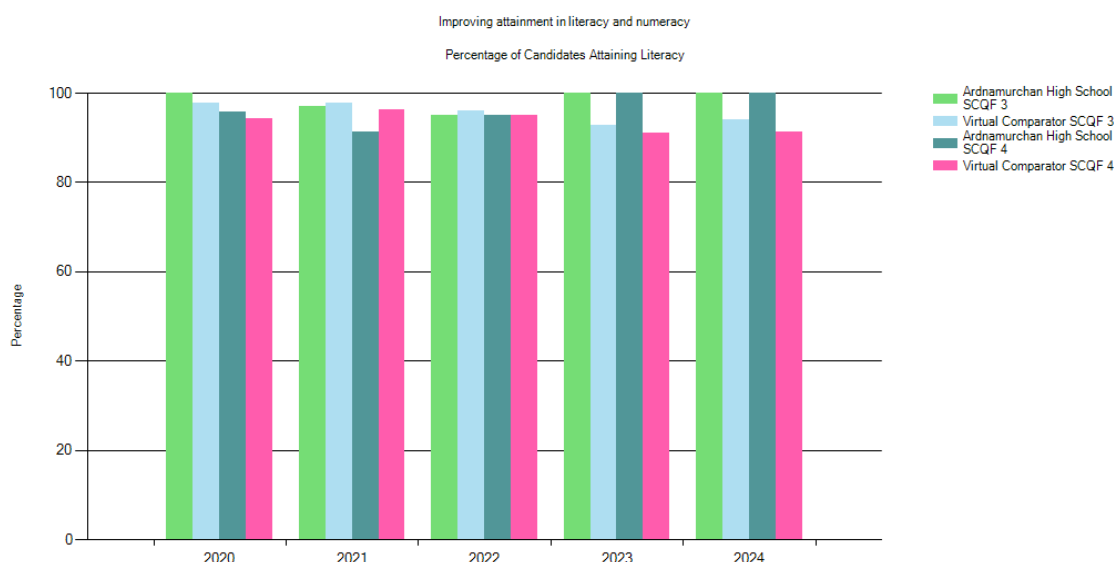Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3

Level 3

Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
Almost all	Almost all	Almost all

Senior Phase

S4 Literacy

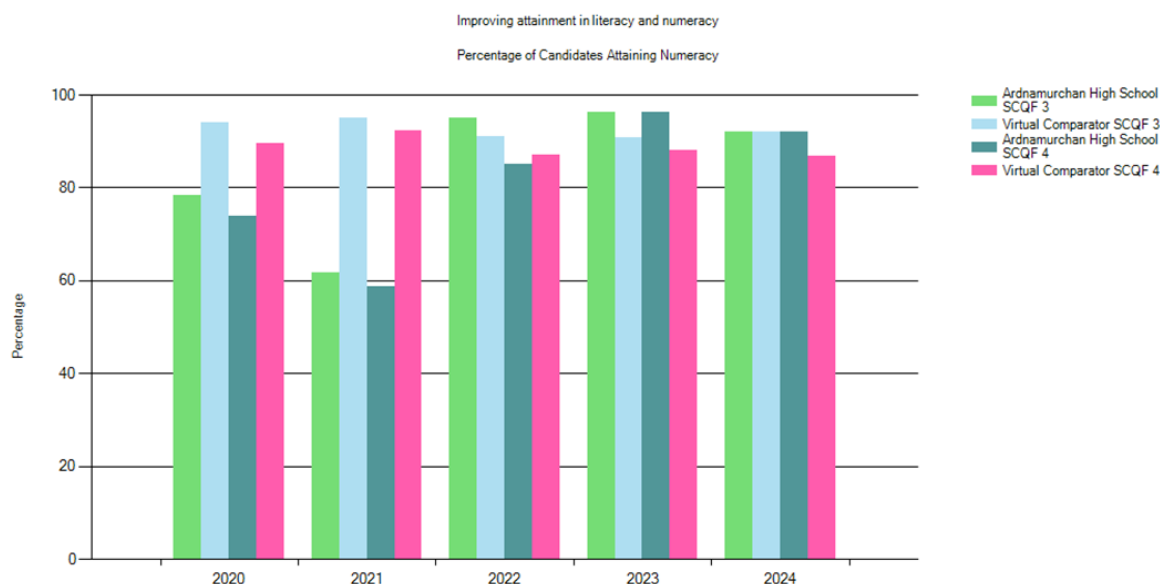Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy

S4 literacy demonstrates an improvement in the last two years, with 100% of S4 pupils achieving level 4. We currently sit 8% above our VC.

This can be attributed to a strong teacher team that works well together. The team have introduced more contemporary literature to engage pupils, attended understanding standards events and focused on improving conditions and support for the AVU.
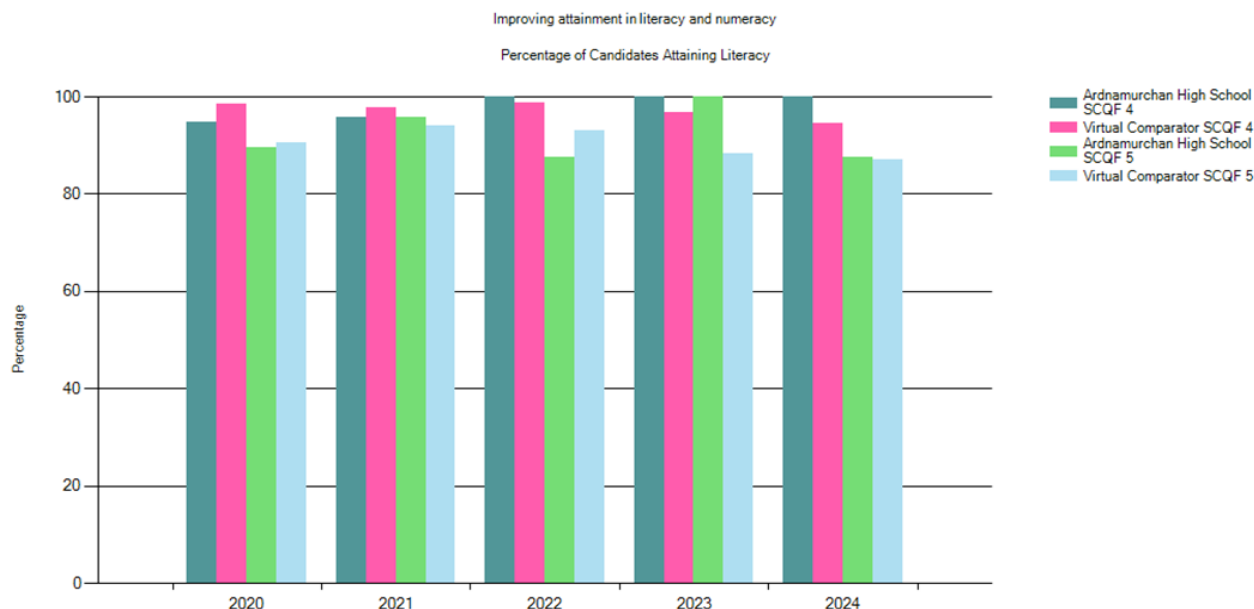
S4 Numeracy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Numeracy

Historically, we sit well below our VC with an improving trend over the last 3 years. However, there has been a slight dip this year (4.1% at N3 and N4) but we are still in line with, and above our VC. 92% of our pupils achieved N4, meaning our performance was 5.2% above the VC.

We have a strong FL in place who has introduced robust M&T and lesson feedback procedures. The introduction of Maths Apps has led to more pupils achieving a qualification at N4 level.

S5 Literacy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy

For three out of five years, we have maintained attainment in literacy ahead of our VC. However, there has been a drop of 12.5% achieving N5 this year.

The English department has targeted increased moderation of folio work to improve their understanding of standards.

S5 Numeracy

Percentage of Candidates Attaining Numeracy

S5 numeracy data sits above the VC for two years in a row, with 100% achieving N4 by the end of S5. However, there has been a drop of 5.04% at N5 level, still 4.93% above our VC.

Progression to Maths Apps instead of N5 or Higher is a more suitable progression route for our pupils.

S6 Literacy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy

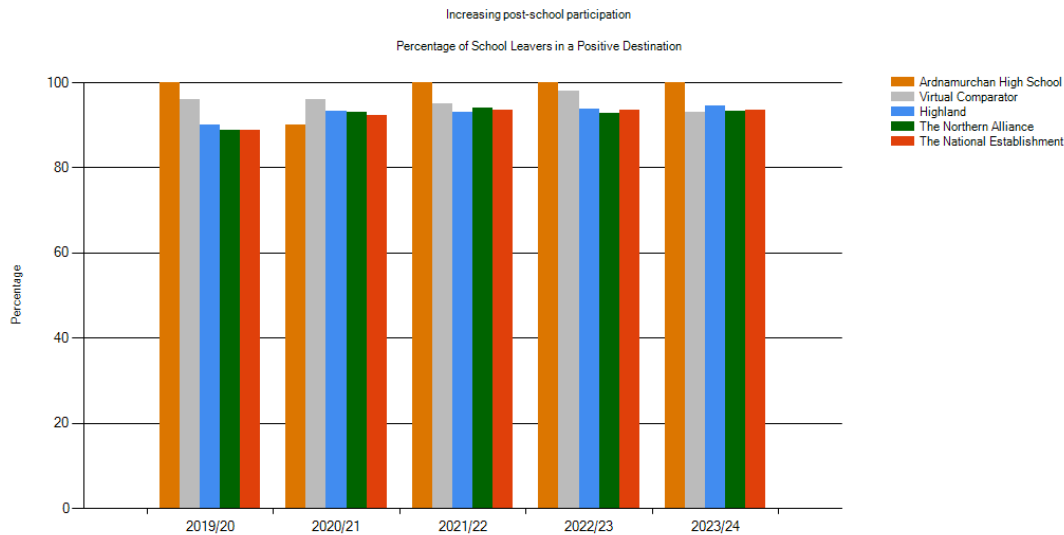We have dropped back below our VC for the first time since 2020 at Higher level.

The English department have targeted increased moderation of the folio work to improve their understanding of standards.
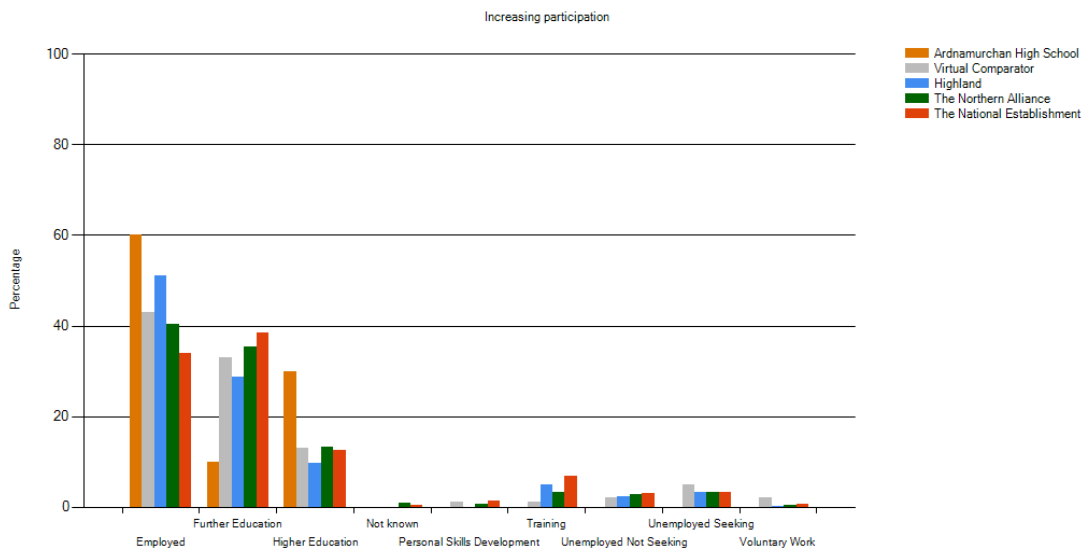
S6 Numeracy

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Numeracy

There has been a renewed focus in the Maths department with the introduction of Maths Apps, and we currently sit above our VC for Higher Maths.

Senior Phase Leavers

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

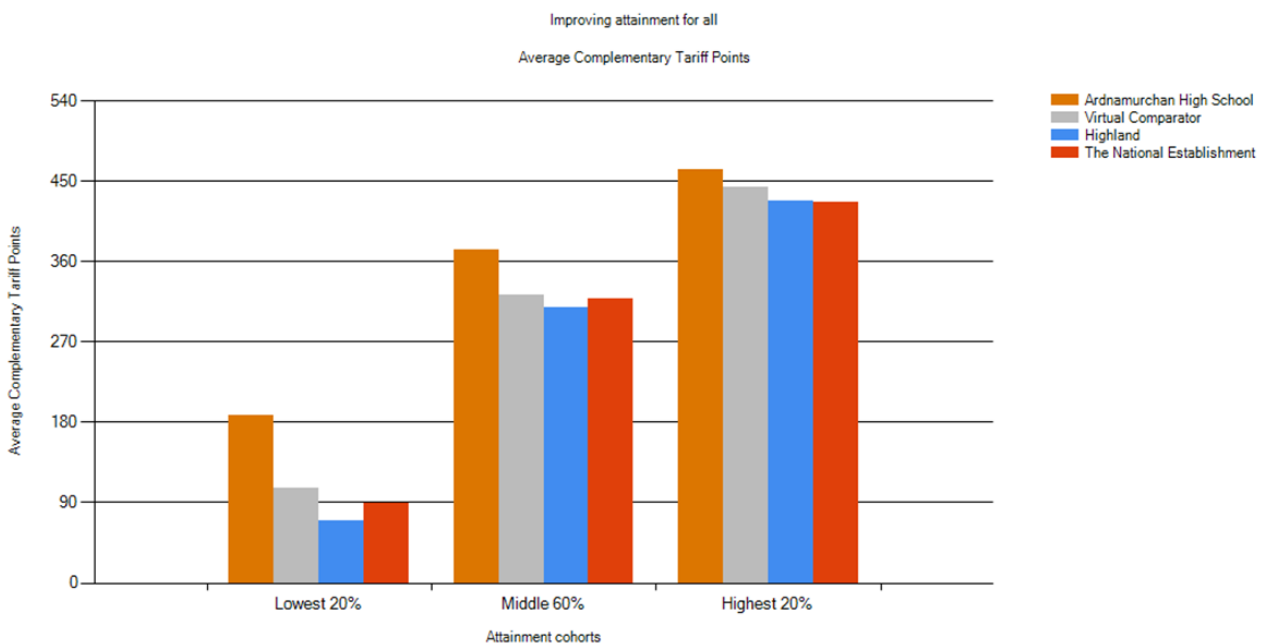*Challenge, Resilience, Community*

Increasing participation

Overall, we are very good in ensuring that our pupils move on to positive destinations, with 100% moving on to positive destinations over the last three years. For four out of five years we have sat above our virtual and national comparators, demonstrating success for our pupils. A higher number of our pupils move on to employment and training, rather than further education. This is in line with regional data and reflects the opportunities for our rural context relating to land management, fishing and crofting.
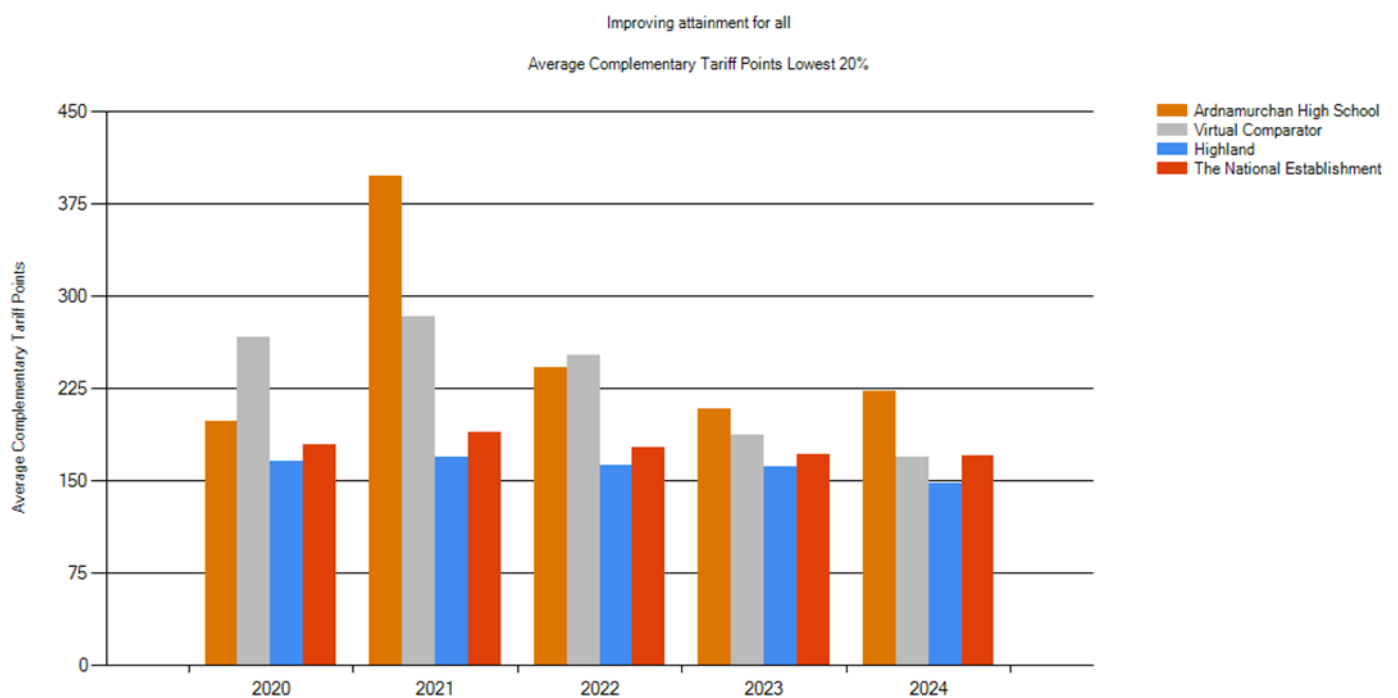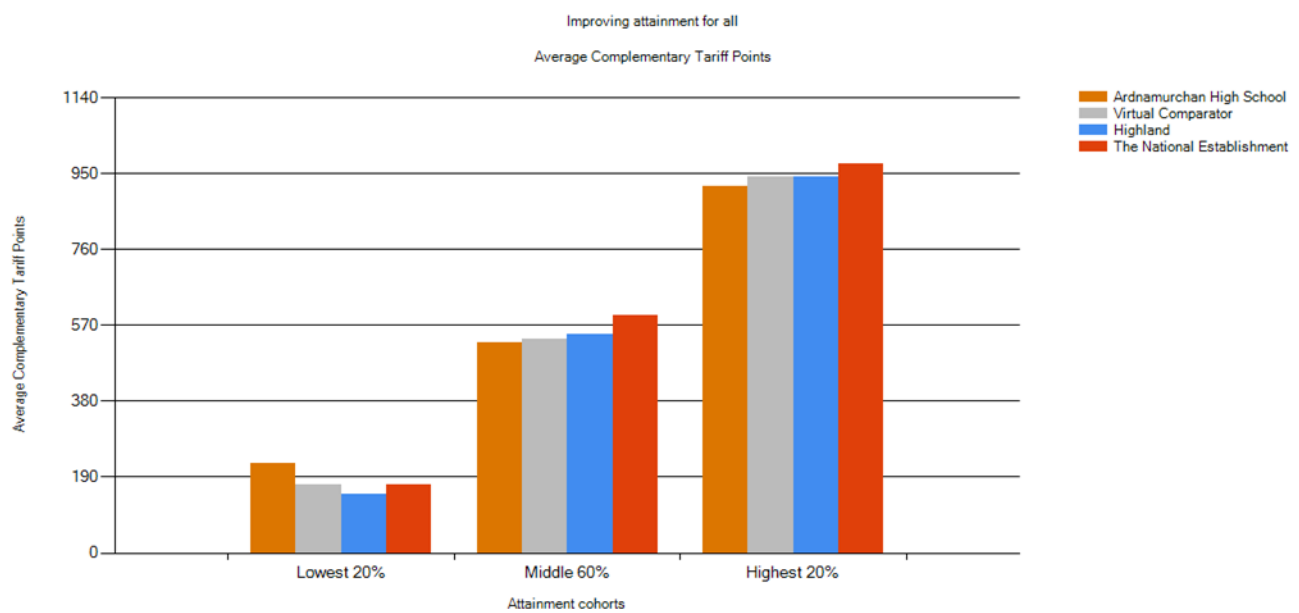
Attainment for All

S4 Improving attainment for all pupils

Improving attainment for all

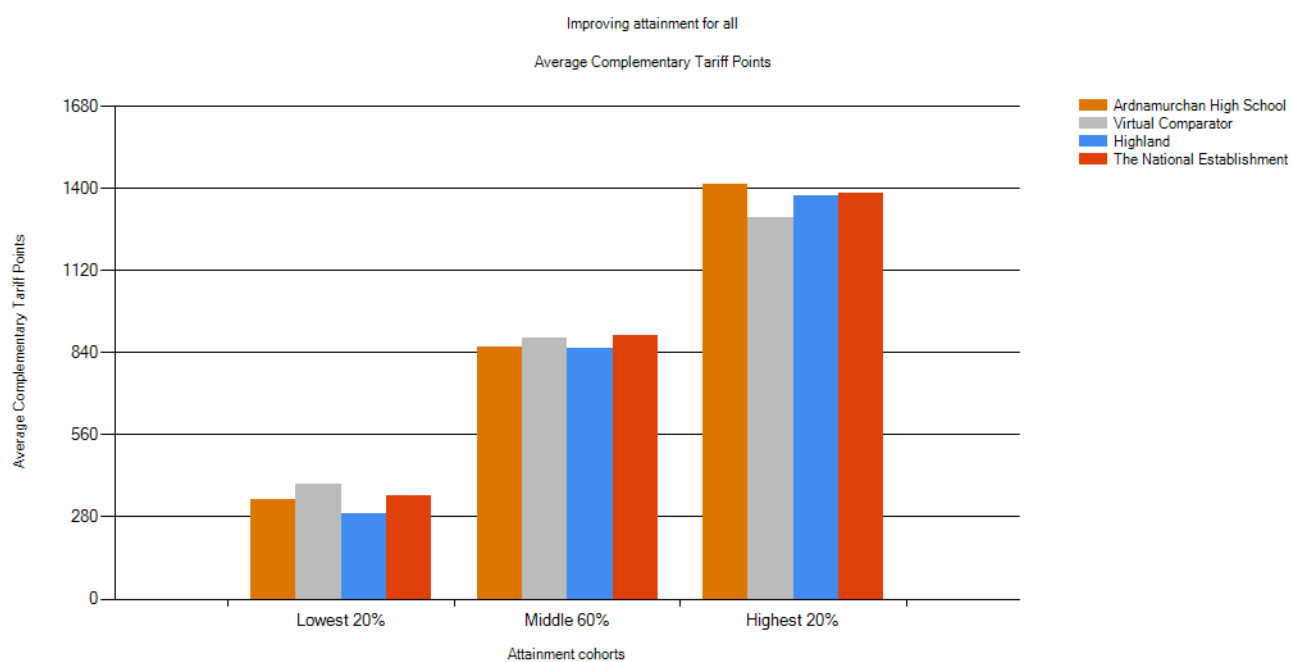Average Complementary Tariff Points

In S4, we sit comfortably above our VC, and the national data for all attainment cohorts, particularly with our lowest 20%, indicating strong in-class support. Ethos, small classes, support, and the introduction of an ASN teacher have benefitted this cohort. Using PEF for PSA allocation in the BGE has also been a positive provision.

S5 Improving attainment for all pupils

Improving attainment for all

Average Complementary Tariff Points

Improving attainment for all

Average Complementary Tariff Points Lowest 20%

We are very good at supporting the lower 20%, and this has been evidenced for three out of five years. More challenge for our middle and top cohorts is a priority moving forward.

S6 Improving attainment for all

Improving attainment for all

Average Complementary Tariff Points

Legend:
- Ardnamurchan High School
- Virtual Comparator
- Highland
- The National Establishment

X-axis: Attainment cohorts (Lowest 20%, Middle 60%, Highest 20%)
Y-axis: Average Complementary Tariff Points (0, 280, 560, 840, 1120, 1400, 1680)

S6 are achieving more at the top end, and we are in line with all other comparators.

School vision, values and aims
Lèirsinn, luachan agus amasan na sgoile

Vision

As a Gaelic embracing community, we work together to create local opportunities that challenge, nurture, and empower all children and young people to achieve. We equip them with the skills and attributes needed to thrive in the twenty-first century.

Values

- Ambition – striving for excellence and challenging limits
- Community – safe, supported, and thriving together
- Individuality – nurturing, embracing, and celebrating uniqueness
- Resilience – persistence and effort are key to success

Aims

- To deliver an outstanding and broad curriculum that encourages and motivates young people to learn.
- To encourage pupil voice for creating an inclusive and effective learning environment.
- To develop resilience, responsibility, and independence in our children and young people by encouraging a growth mindset and fostering problem-solving skills.

Motto

Learn, Achieve & Believe

Review of progress of improvement plan projects for session 2024/25
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 Priority 1: Self-evaluation: Understanding and developing effective self-evaluation tools and procedures for whole school improvement.
Rigorous self-evaluation is the responsibility of all stakeholders and is a key feature of effective self-improvement. Implementing self-evaluation approaches is key to understanding where we are now as a school and identifying areas for improvement to ensure positive outcomes for all learners.

Summary of impact	Next steps
Progress: ✓ Collegiate sessions have taken place throughout the year devised to assist teachers in recognising the value of self-evaluation. ✓ Teachers have begun to engage with HGIOS4 quality indicators to understand what constitutes robust self-evaluation.	✓ Further staff support/training on self-evaluation activities aligning with GTCS benchmarks and HGIOS4 QIs. (WTA/SE Calendar)

✓ A quality assurance calendar is now in place to measure the quality of teaching and learning. ✓ The process of engaging in self-evaluation contributes to core principles of the NIF and GTCS standards, ensuring that staff can assess their current position, reflect on progress and set future priorities for improvement whilst embedding a cycle of continuous improvement within the school culture. ✓ Evaluation of collegiate sessions demonstrates that staff now feel more comfortable with what is expected in this skill. ✓ Robust self-evaluation has led to rich dialogue and professional discussion around learning, teaching and assessment. This has led to an improved quality of learning and teaching and is having a positive impact on attainment data with a majority of pupils. ✓ The implementation of a quality assurance calendar ensures that self-evaluation is supported by wider evaluative and quality assurance procedures. This has led to more robust monitoring and tracking, leading to earlier interventions when needed. ✓ Good progress was made in this area, but it should be noted that this is a starting point for all future development.	✓ Ensure that the newly planned self - evaluation activities and templates are fully implemented by the leadership team throughout the next year to embed as standard practice for all. (Faculty SWOT, Faculty SEFs, Collegiate SEFs relating to one QI, Middle Leadership GTCS standard SEF, Northern Alliance Toolkit) ✓ Develop regular self-evaluation activities for pupils to encourage the use of pupil voice for planning and raising attainment. (Focus groups, Pupil Profiles, Learner Conversations)

School Priority 2: Ethos: Refreshing vision, value and aims to incorporate whole 2-18 campus.

The ethos and culture is central to a school and should reflect a commitment to the pupils and wider community and be contextually relevant. Having recently become a 2-18 campus under the leadership of a new HT, it follows that a refreshed VVA should commence to build upon development of the school and its community.

Summary of impact	Next steps
✓ By developing a shared vision, value and aims, the community understand that high expectations are a consistent feature of our campus, and by working together we will achieve the highest possible standards and successes for our CAYP. ✓ Updating the VVA has ensured that the school's long-term goals will reflect key NIF drivers, focusing on raising attainment, ensuring improving through self-evaluation, and promoting equity. ✓ Our new values and aims will guide future decision making, curriculum development and resource allocation, whilst allowing the school to adapt to its context and needs. ✓ The process of refreshing the VVA involved consultations with staff, students, parents and partners. There were half day in-person consultations with staff, pupils and parent and pupil council. Digital questionnaires were shared with parents. This promoted a community sense of ownership.	✓ The VVA should be fully implemented next session with pupils working on posters and visuals via the Art department to display around the school building to ensure everyone is able to match the expectations with their learning. ✓ A T&L Working Group will be implemented as part of collegiate time to design a

	policy, framework, and lesson observation and feedback sheets/templates to incorporate and illustrate how VVAs are being reflected in T&L across the school.
✓ A concise, yet well defined VVA will communicate future expectation for behaviour, learning, and achievement within the school community to ensure every stakeholder is working towards the same goals. ✓ Pupils were able to use their voice for contributing to the leadership and direction of the school. ✓ In June, we implemented a calendar of assemblies delivered by a variety of staff and pupils around strong, consistent messages about our school values to ensure that learners receive maximum impact and allow CAYP opportunities to lead and contribute to school matters.	✓ Embed the planned assembly calendar to ensure all stakeholders are working within the school's refreshed VVAs.

School Improvement Plan Priority 3: UNCRC: To achieve Silver RRSA.

The aim of Rights Respecting School seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture. The aim is to improve well-being and develop every child's talent and ability to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Summary of impact	Next steps
✓ Incorporating the RRSA principles into the curriculum, Pupil Council and assembly rota has supported the work we have completed on refreshing the VVAs of the whole school. Our shared vision prioritising children's rights has enhanced strategic decision making in alignment with the NIF's focus on leadership for improvement. ✓ By committing to achieving the Silver RRSA, a culture of rights awareness amongst staff has been developed, aligning with the NIF emphasis on effective school leadership. ✓ As students have become more aware of their rights, they have demonstrated greater responsibility as evidenced in the work that the Pupil Council have carried out this year (curriculum development and whole school L&T evaluations). ✓ The journey towards achieving the Silver RRSA has encouraged collaboration with community organisations and charities fostering an emphasis on partnerships for school improvement. (E.g. YPI, MacMillan Cancer local team, Active Schools, Glencoe Mountain rescue)	✓ Pass the verification in September 2025. ✓ Embark upon RRSA Gold.

Progress and impact of Pupil Equity Fund
Adhartas agus buaidh Maoin Cothromas Sgoilearan

Almost all targeted pupils have increased their attainment to age target for numeracy and literacy. Where required, additional support strategies are in place with Highland Council's 'My Future, My Success' team and HVA.

Wider achievements
Coileanaidhean nas fharsainge

Most pupils are involved in lunch and after school activities provided by Active Schools, and staff. Less than half of the school role are actively volunteering through the HLH leadership program for Active Schools Activities. Volunteering and leadership opportunities are present through youth clubs and after school clubs at each of the five local Primary Schools.

The activities and wider achievement opportunities include:

- Shinty
- Handball
- Running
- Rugby Union
- Football
- Girls Football
- Table Tennis
- Volleyball
- Badminton

- Film G
- The Mod
- Music tuition
- Eco-Schools
- Digital Leaders
- Pupil Council
- House leadership
- YPI
- Debating

Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

The following information was collated from our campus and stakeholder ethos consultation, December/January 2024.

Almost all parents responded that their child likes being in school and that they feel safe, and that staff treat them fairly and with respect. Most parents would recommend the school to other parents.

A majority of pupils enjoy learning at school, and almost all report that school work is challenging, that staff help them to understand how they are progressing, and that staff encourage them to always do their best.

All staff responded that they find it rewarding to be a member of staff at the school, that they are valued and well supported.

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:

	2019-2020
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

Cut and paste from SIP

Improvement Priority Title
1. Continue to embed effective self-evaluation tools and procedures for whole school improvement and to support the raising attainment agenda.
2. Further develop the newly refreshed campus VVAs, to incorporate them into everyday use in lessons and around the Primary and Nursery establishments.
3. Improve Learning, Teaching and assessment to consistently deliver high quality learning experiences that provide support and challenge.
4. Implement termly tracking points and use the CAT4 assessments to provide targets. Staff should be allocated time to become more data literate to support the raising attainment agenda.

Planning ahead
A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website Ardnamurchan High School | Home or by contacting the school office on 01397 700105.

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%

Self-evaluation summary for school improvement - Core Qis – For professional dialogue – remove from parental versions			
How well are you doing? What's working well for your learners? **Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How** do you know? What evidence do you have of positive **impact** on learners? **Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	What are you going to do now? What are your **improvement priorities** in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
QI 1.3 Leadership of change			
How well are you doing? What's working well for your learners? **Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How** do you know? What evidence do you have of positive **impact** on learners? **Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	What are you going to do now? What are your **improvement priorities** in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Develop a shared vision, values and aims Almost all of the school community were involved in creating a new vision, set of values and aims to set the tone for improvement. By developing this collaboratively with all stakeholders, almost everyone was able to provide a voice to effect change and provide clear direction. The refreshed vision, values and aims are reflective of the community and context of AHS.	Folder 1 in Sharepoint (stakeholders views throughout consultation, INSET training materials, Pupil voice)	The new VVAs must now be incorporated into every area of school life – assemblies, lessons, displays, teacher observation pro-formas. It is imperative that this work is now used to guide the ethos of the school and is reflected in learning and teaching.	
Theme 2: Strategic Planning for continuous improvement All staff have been involved in new and regular self-evaluation activities for self-improvement throughout the last academic year. SLT have begun to create conditions where most staff feel empowered to effect change and take ownership for improvement in their areas. Collegiate time has focused on getting the whole staff to work as a team and re-visit GTCS standards and HGIOS4 Qis to assess what needs to change for improvement.	INSET materials, Collegiate materials, staff feedback, pupil feedback, staff meetings, WTA.	Ensure the rationale behind priorities is shared with all stakeholders as early as possible. Create the right pace for change. Provide good collegiate opportunities for development. Continue to develop improvement activities around HGIOS4 QIs and GTCS standards.	Satisfactory
Theme 3: Implementing improvement and change A majority of staff at all levels regularly engage with others in their teams to highlight strengths and areas for improvement. Less than half regularly engage in critical thinking activities or employ creativity in their approaches.	PRD folder, staff meetings	Create a culture where it is widely accepted to share best practice. Further develop the QA calendar and self-evaluation calendar. Implement working groups to support improvement priorities.	

| | | Implement peer observation trios. | |
| | | Continue to re-engage staff with GTCS standards and HGIOS4 Qis. | |

<table>
<tr><td colspan="4" style="background:purple;color:white">QI 2.3 Learning, teaching and assessment</td></tr>
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How well are you doing? What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Learning and engagement The climate for learning, provided by staff, is inclusive, calm, and supportive, with almost all pupils agreeing that staff encourage pupils to do the best they can. A majority of pupils agree that school is helping them to become confident. A majority of pupils feel that they enjoy learning at school, and a majority of pupils feel that their schoolwork is consistently challenging. Most pupils tend to be passive learners. Most lessons are teacher led.	Learning walk data, lesson observations, ethos questionnaires, staff meetings, faculty SWOTs, Faculty SQRs and SEFs.	The new VVA should be embedded into the culture and provide a roadmap for what learning and engagement looks like. Provide opportunities to share best practice.	
Theme 2: Quality of teaching In all observed classes there are very positive relationships between the students and staff. Almost all pupils are keen to learn and intrinsically motivated. In most lessons there is an attempt at framing the lesson with a learning intention. In less than half of the lessons observed the purpose of the lesson was clear. In a few lessons there is success criteria but not success criteria whereby the pupils could follow the steps to successfully carry out the purpose of the lesson. This impacts on the quality of feedback that teachers are able to provide and can result in pupils not being able to	Lesson observation and learning walk data, parental feedback, learning visit data.	The quality of learning intentions should be a focus of the school moving forward in terms of quality indicator 2.3 in HGIOS4. Ensure collegiate time is allocated to develop more effective questioning with particular reference to HOTS. Staff need to be trained to check for understanding so that the teacher can decide - Are the pupils getting it? Can we move on? Or do we need to go over this more? Collaboratively create a learning and teaching 'Gold Standard', providing a	Satisfactory

successfully self and peer assess. There is effective feedback in few lessons. Most lessons are teacher led, and pupils become passive in their learning. When pupils are asked to work in groups, they rarely require one another to succeed in the task therefore diminishing the power of group work and cooperative learning opportunities. There is effective questioning in a few lessons with questions often being closed. Questioning is not prompting and developing Higher Order Thinking skills and therefore not assessing deeper thinking amongst the pupils. In a few lessons staff use a hinge question or any type of questioning to check as to whether the whole class understand the purpose of the lesson. There is a plenary in a few lessons, but not all plenaries are explicitly based upon the learning intention. In less than half of the lessons there was an effective plenary that summarised the lesson, checked for understanding and reviewed the success criteria. In most lessons, staff use digital technology to engage and support young people with their learning. This includes the use of interactive whiteboards, research tasks, assistive technology and online platforms for revision materials.		common framework for all staff to adhere to. Increase opportunities for pupils to lead their learning. Create a lesson observation pro-forma to reflect our refreshed VVAs.	
Theme 3: Effective use of assessment Students receive verbal feedback in almost all departments. Few subjects provide students with formal formative written feedback, giving students the opportunity to improve their work.	Faculty M&T, lesson obvs, pupil & staff feedback, SOWs, meetings.	The leadership team will provide a formalised approach to feedback. The ELT will complete a feedback policy to ensure feedback is delivered consistently. SMT will moderate this.	

Few subjects have a formalised approach to feedback using a variety of approaches to ensure pupils can progress. Assessment in terms of planning of teaching and learning is inconsistent across faculties and departments. Most SOW have summative assessments planned and tracked, however, a variety of assessment approaches within a lesson or a series of lessons to measure KU and skills would be an area for improvement. All faculties have engaged in more regular cross marking and moderation activities. A few individual teachers have instigated cross marking and moderation activities with subject teachers across the authority. For example, Kinlochleven and Lochaber.			
Theme 4: Planning, Tracking and Monitoring All faculties use Curriculum for Excellence (CfE) experiences and outcomes to plan learning in the BGE. The quality of this planning is inconsistent across faculties. All staff have individual approaches to gathering information about young people's progress. The quality of these tracking approaches is variable. In a few departments teachers track and monitor the progress of young people well and use the information to suitably adapt tasks and activities to meet the needs of learners. A newly implemented whole school tracker across the BGE has been extended into the senior phase for a whole school view. ACEL target data has been used to effectively stage individual interventions. The whole school tracker needs further development with faculties dropping data in a timely fashion and SMT need to moderate and respond to the data quicker.	Faculty Plans, Trackers	Further evaluate and develop the whole school Tracker. Implements the GL assessment suite with a TP calendar that is aligned to the CAT4 target grades.	

QI 3.1 Ensuring wellbeing, equality and inclusion

How well are you doing? What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Wellbeing Most pupils feel safe at school and agree that they are treated fairly and with respect from both staff and their peers. Almost all parents and carers agree that their child feels safe at school and are treated fairly and with respect from staff and teachers. Wellbeing champions have well established lunchtime drop-in sessions and planned activities, supported by Ewen's Room, with regular attendance and strong engagement reported.	Ethos questionnaires, Wellbeing Champion reports, RRS steering group action plans, Assembly records.	Implement new policies and achieve Silver RRSA.	
Theme 2: Fulfilment of statutory duties Strong partnerships exist with CAMHS, Ed Psych, Connecting Young Carers, My Future, My Success, Lochaber Hope, and Ewen's Room to support CAYP. Staff are up to date with all mandatory training and engage with Child Protection and Recognition and Response training. An efficient reporting system for safeguarding issues is well established. However, there does appear to be some confusion around when to escalate a concern, and therefore re-training all is a high priority. We have a few school refusers who have engaged with digital school and are making progress with their individual plans and milestones. Daroch Croft and HLH have worked closely with us over the last year to support such pupils.	Partnership reports, data & Stats, CCRs, Attendance data.	SLT training on the Safeguarding Checklist. Investigate other opportunities related to work experience for school refusers (because most of them have employment opportunities set up in the community, due to farming and crofting).	Satisfactory

Theme 3: Inclusion and equality

We have received several placement requests this session due to our small class sizes and strong reputation for supporting pupils with ASN. However, this is starting to put pressure on the team, as we cannot afford enough PSA time for pupils who need 1-2-1 support. Our PEF budget is used for PSA time, and this is a positive use of the funding, although very limited and not nearly enough.

A robust PSE and RME curriculum exists with strong links to SDS. We ensure that these curricula cover topics such as diversity, disability, race, religion, and sexuality to promote our values. Pupils are regularly given the opportunity to discuss their feelings and attitudes in a safe space. All staff are well equipped to challenge potential discrimination, and our pupils are a very tolerant body. Almost all pupils report that school helps them to understand and respect other people.

A majority of pupils report that bullying is dealt with well, and school data demonstrates that there are few reports of bullying behaviour.

| | Pastoral notes and referrals, PEF plan, PSE & RME curriculum plans, SDS reports. | ASN Curriculum development is needed for the more complex cases of ASN. A newly appointed ASN Teacher will be responsible for setting up a nurture base.

Research training and resources for ASN support.

Investigate and possibly implement provision map as a support and monitoring tool. | |

QI 3.2 Raising attainment and achievement

How well are you doing? What's working well for your learners? **Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How** do you know? What evidence do you have of positive impact on learners? **Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** What are your **improvement priorities** in this area?	**How would you evaluate this QI using the HGIOS 4 six-point scale?**
Theme 1: **Attainment in Literacy and Numeracy** All young people achieved CfE third level in Literacy and most achieved level 4 by the end of S3. This is due to strong moderation and the introduction of more contemporary literature to engage pupils. Almost all pupils achieve CfE third level in numeracy and most achieve fourth level by the end of S3.	ACEL data, School data, Insight data	Robust self-evaluation procedures and policies need to be in place to encourage staff to scrutinise and develop their understanding and use of data.	Good

Overall, attainment in literacy and English and numeracy and maths is good, although there is room for a minority of CAYP to achieve more. We are targeting this with early intervention based upon the results of standardised and diagnostic testing such as dyscalculia assessments and NGRT reading assessments. A majority of pupils with ASN are making good progress towards their individual targets and milestones, and work has started on planning highly personalised and alternative curricula to support these pupils and improve their outcomes in literacy and numeracy. School data indicates that attainment is predicted to rise in literacy and numeracy. However, due to our extremely small cohorts the data does not always reflect true progression or achievement within our context.			
Theme 2: Attainment over time Across all stages and areas of the curriculum, we can see good progression and a trend toward raised attainment following on from the post COVID dip. However, data is not always reliable or accurate without knowing the context of our small cohorts. The implementation of new trackers is assisting staff and pupils to engage in higher quality learner conversations, and information sharing at transition is improving to ensure progression and raised attainment.	ACEL data, School data, Insight data	Senior leaders should use moderation activities to explore the accuracy of staff's judgements of CAYP's achievement of a level across all curriculum areas. The implementation of the GL assessment suite should provide more reliable and consistent information to identify and support young people who are not making appropriate progress across all subjects and encourage them to achieve the most aspirational level of qualification in the senior phase.	
Theme 3: Overall quality of learners' achievement Learners' achievements are outstanding within our context. Most pupils demonstrate the four capacities daily, and a majority engage in the wider community and the opportunities provided out with the school day to achieve recognition and accreditations. Our learners engage with the activities offered in partnership with the	Youth club attendance, Active School data and stats, HLH Leadership programme stats and awards, School data – extra curricular and wider achievement, YPI entries and feedback.	Implement a system for capturing and tracking young people's achievements. A more systemic approach would ensure all participation is recognised and those that do not engage can be offered support.	

community centre to achieve awards such as the Young Saltire Award, Dynamic Youth and Sports' Leader. Our staff across all areas of the curriculum are enthusiastic and ensure that our pupils compete at regional and national competitions within their curricular areas. We have a good range of extra-curricular activities, and girl participation in Sporting events is much higher than our comparators. All young people in S3 take part in the Youth Philanthropy Initiative (YPI) which develops their sense of community and responsibility. Less than half pupils demonstrate prize winning skills in Music, Performance and Culture by taking part and winning awards in the Ardnamurchan, Oban and Inverness Mods. Young people's knowledge on the economic benefits of Gaidhlig in the local business and tourism economy have developed with 'Sealladh'		Implement a Gaelic Achievement Award for CoS.	
Theme 4: Equity for all learners We have an excellent record of pupils successfully moving on to a positive destination – 100% for the last two years in a row, and school data suggests this is sustainable. We have fostered and nurtured strong community partnerships to develop our CAYP's skills and attributes for life after school. We have begun to use PEF for nurture support and resources for a targeted group of young people.	Partnership data from SDS, Insight data, Partnership list and data, Insight data	SLT should continue to review the targets for the supported group as part of M&T. Continue to develop morning nurture club across the Secondary in addition to the Primary.	

QI 2.2 Curriculum: theme 3 Learning pathways			
How well are you doing? What's working well for your learners? **Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How** do you know? What evidence do you have of positive **impact** on learners? **Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	What are you going to do now? What are your **improvement priorities** in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?

In order to give pupils the opportunity to experience a broader curriculum of their choice than previously experienced, we have implemented a 10-subject model at S3, and a 6-subject model at S4 to encourage pupils to make the most out of S5 and S6 with a two-year Higher rotation of subjects and more subjects offered such as psychology, German, Modern Studies, Sports Recreation, photography and a selection of NPQs. Through an integrated Senior Phase model, the principle of greater choice and flexibility for learners through (for example) partnership opportunities, or bypassing Nat5 for Higher, are considered through learner pathway conversations and personal support with the Guidance team. Further vocational opportunities exist at 16+. SFW courses are offered in the senior phase and in line with the DYW initiative, and our provision with UHI assists in providing flexible learning pathways for our pupils. To support the Gaelic Medium learners within our ASG with strong transition to develop bi- lingually, we have expanded our Gaelic Medium offering to include Geography up until the end of S3, and Nat4/5 History. There are numerous opportunities across campus to participate in outdoor learning opportunities, activities, and events. We have a minority of pupils that follow a reduced TT, or participate in the digital school, in order to meet their individual needs. Development of individual curricula for pupils with complex needs has begun and is very much a collegiate project with staff from Primary and Secondary developing an appropriate level of work together.	Destinations, Curriculum plans, Departmental tracking, ACEL data, SNSA, TMR (SEEMiS), Whole school BGE and SPhase trackers, SQA results analysis, Insight data	Outdoor learning, Refresh of Curriculum rationale 2-18, Intervention and mentoring programme.	Very good

To meet the outcomes of 1+2, all young people learn French and Gaelic in S1-2.			

QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
How well are you doing? **What's working well for your learners? Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How** do you know? What evidence do you have of positive **impact** on learners? **Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 six-point scale?**
Due to the size of our community, and the rural location, less than half of parents engage well with the school to improve outcomes for learners. A few parents regularly volunteer their knowledge and services to achievement. For example, Sports' coaching, DoE expeditions, transport for trips, after school activities and work experience opportunities. The HT has a good relationship with both parent councils, who are very supportive and keen to contribute to improvement planning and policies. Less than half of parents filled in the parent/carer ethos questionnaire, and out of those, most agreed that engagement and communication with the school is strong.	Ethos questionnaires, Parent Council minutes, Extra-curricular activities staffing	Continue to work closely with the Parent Council to tease out ideas and plans, and have them work on a strand of the SIP. Recruit more parents top the Parent Council – aim for two per year group.	Satisfactory