



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Ardnamurchan 2-18 Campus (Secondary) Sgoil Àird nam Murchan 2–18 (Àrd-sgoile)



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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

Dear Stakeholder,

Standards and Quality Report – Ardnamurchan High School

We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

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

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

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

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

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

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

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

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

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

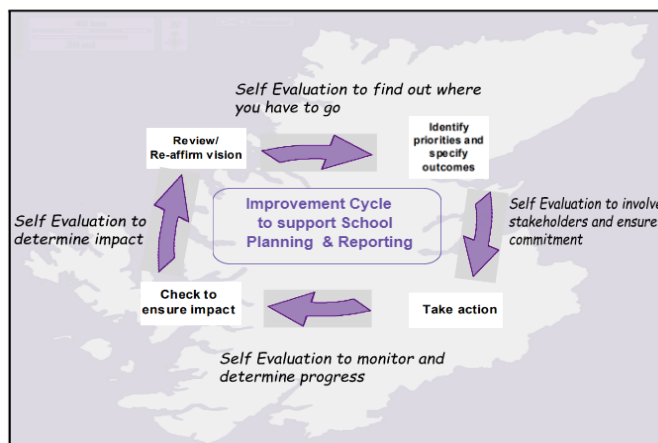
Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

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

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

GREG S SCOTT

Head Teacher | Ceannard



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 2-18 Campus is an all-through school located in a rural serving the Morvern and Ardnamurchan Peninsula. We have five associated primary schools including our own primary provision which serves the village of Strontian.

There are currently 142 children and young people on the school roll of which 118 are in secondary. Within secondary, the headteacher is supported by 1 depute headteacher, 3 curriculum faculty heads and 2 principal teachers pupil support. Within primary there is one principal teacher.

The majority of pupils use school transport. Of our current pupils, 30-40% have recognised additional support needs and under 10% are registered for free school meals.

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. Most children who face barriers to learning are making good progress towards meeting their individual targets.

We have had no exclusions in secondary this year.

Due to the small cohort sizes, some attainment data is presented in overall terms to ensure individuals cannot be identified.

**At Ardnamurchan we are ABLE – achieving, believing, learning
and engaged**

**Ann an sgoil Àird nam Murchan tha sinn ABLE – a' coileanadh, a'
creidsinn, ag ionnsachadh agus an sàs**

Data relating to our context:

Pupil Numbers 118		Attendance 90.9%		Teacher Numbers 16	
S1 14	S2 17	S3 20	S4 23	S5 22	S6 20
SIMD Q1 0%	SIMD Q2 0%	SIMD Q2 0%	SIMD Q3 100%	SIMD Q5 0%	Unknown 0%
ASN 30-40%	FSM 0-10%	EAL 100%	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		

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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
Almost all	Most	Most	Most

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Most

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

Level 3

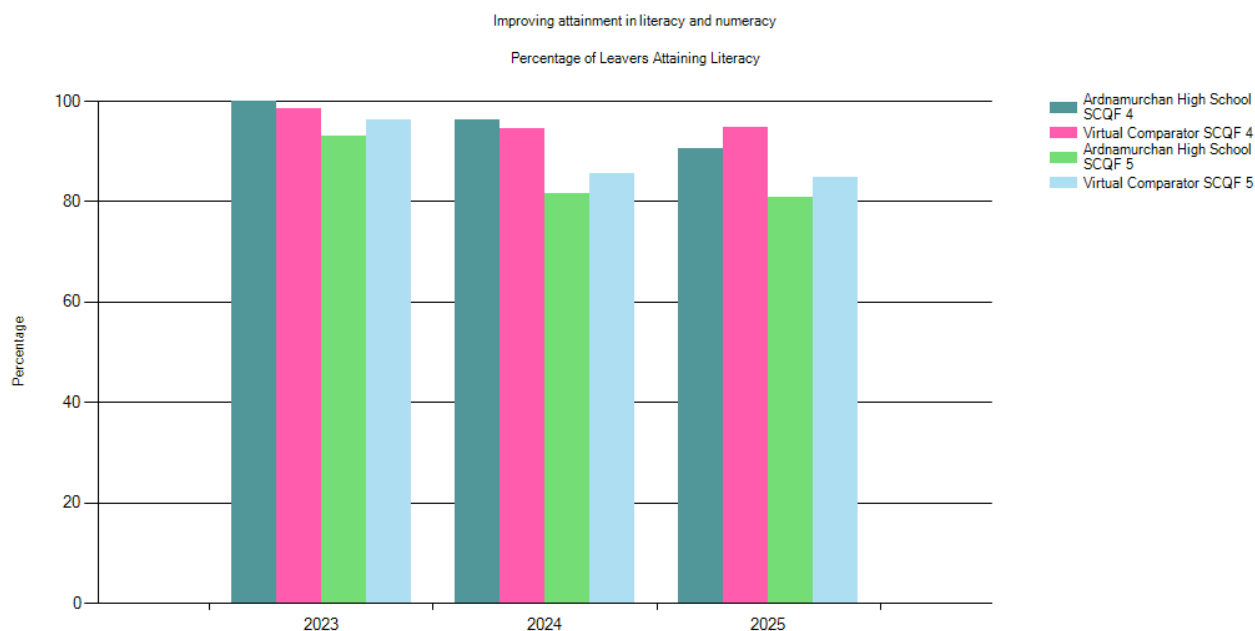
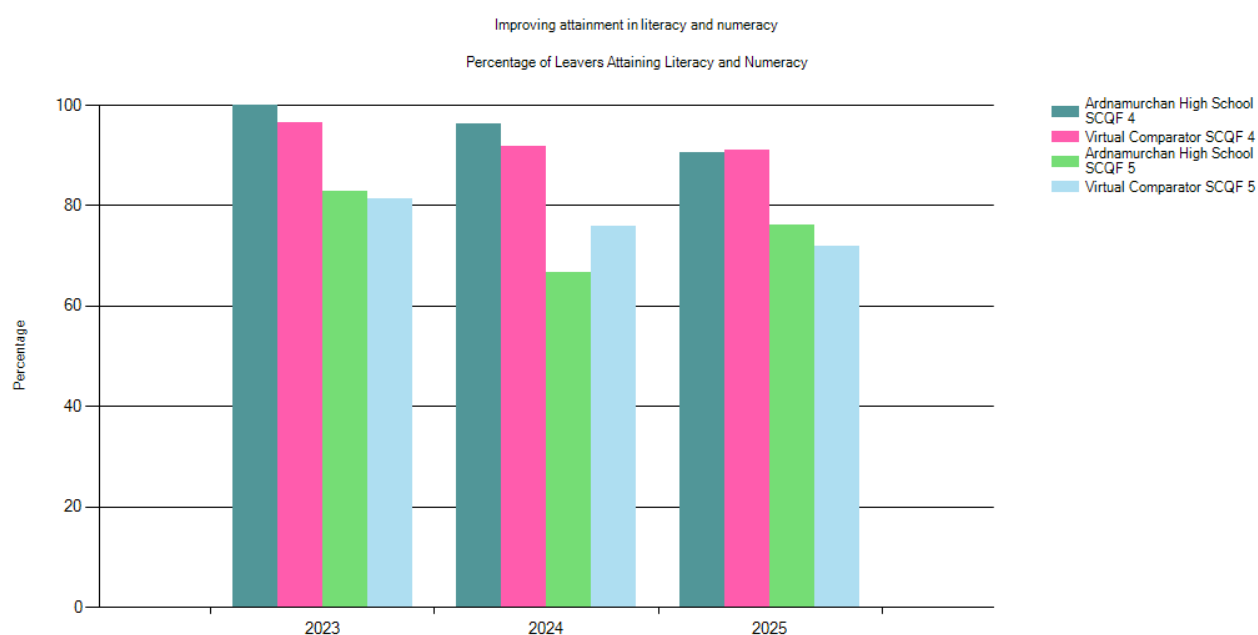
Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

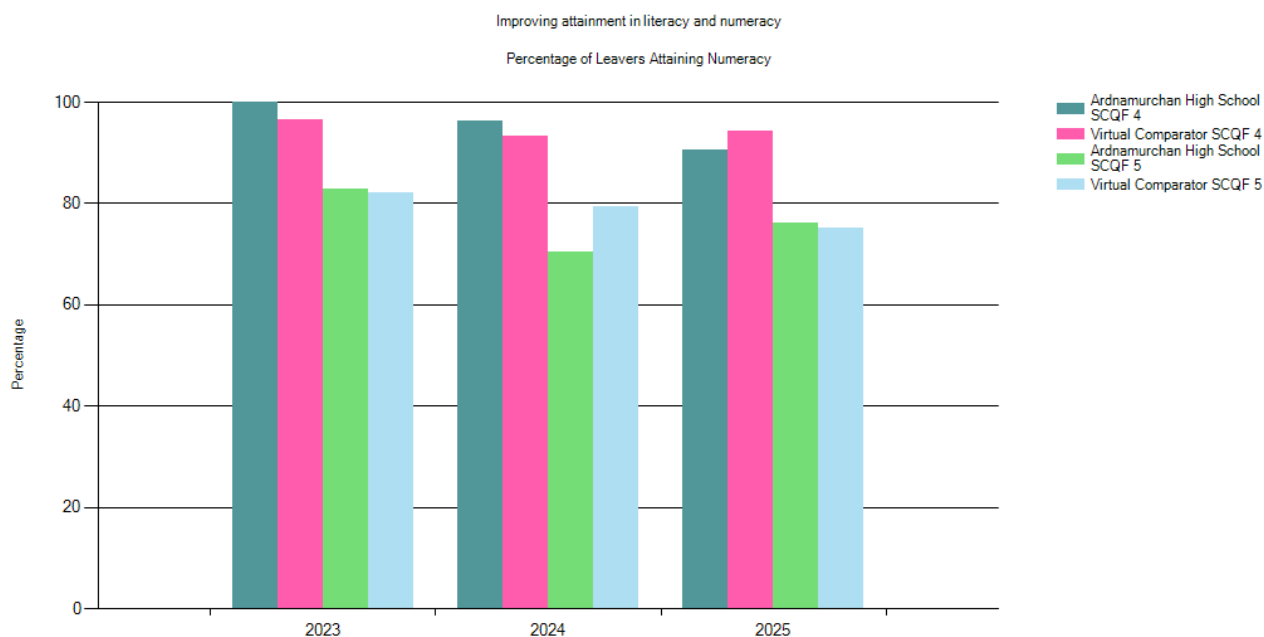
Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
Majority	Less than half	Majority

Senior Phase

Ardnamurchan High School demonstrates consistently strong attainment in literacy and numeracy, particularly at Level 5, where performance in 2025 (76.19%) is above the Virtual Comparator and significantly above Highland, Northern Alliance and national averages. At Level 4, attainment remains high and broadly in line with comparators, with a slight dip from the exceptionally strong performance in 2023 reflecting the natural vulnerability of small cohort sizes, where individual outcomes can have a greater impact on overall percentages. Nonetheless, the school maintains a clear focus on continuous improvement and is actively seeking to strengthen attainment further, building on strong senior phase practice and targeted support identified through attainment meetings.

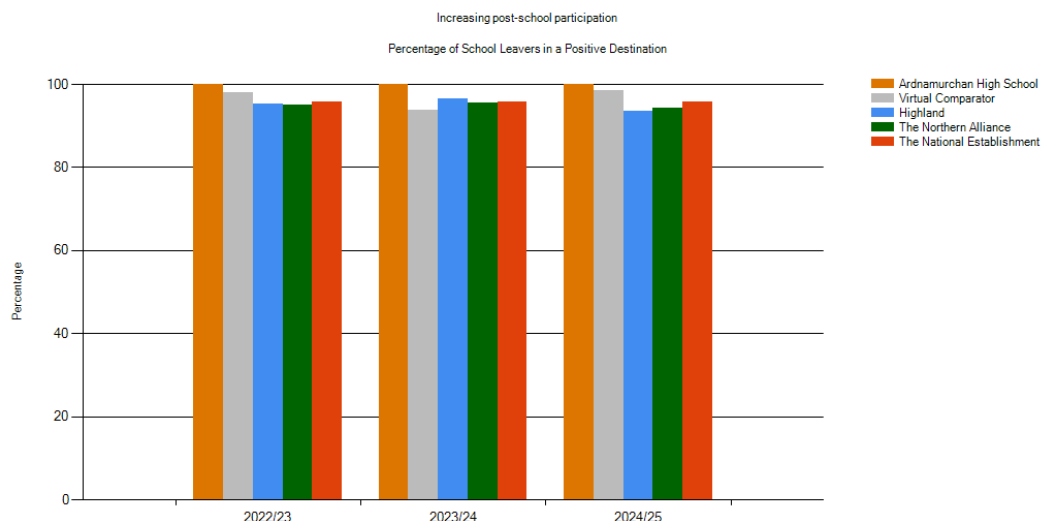


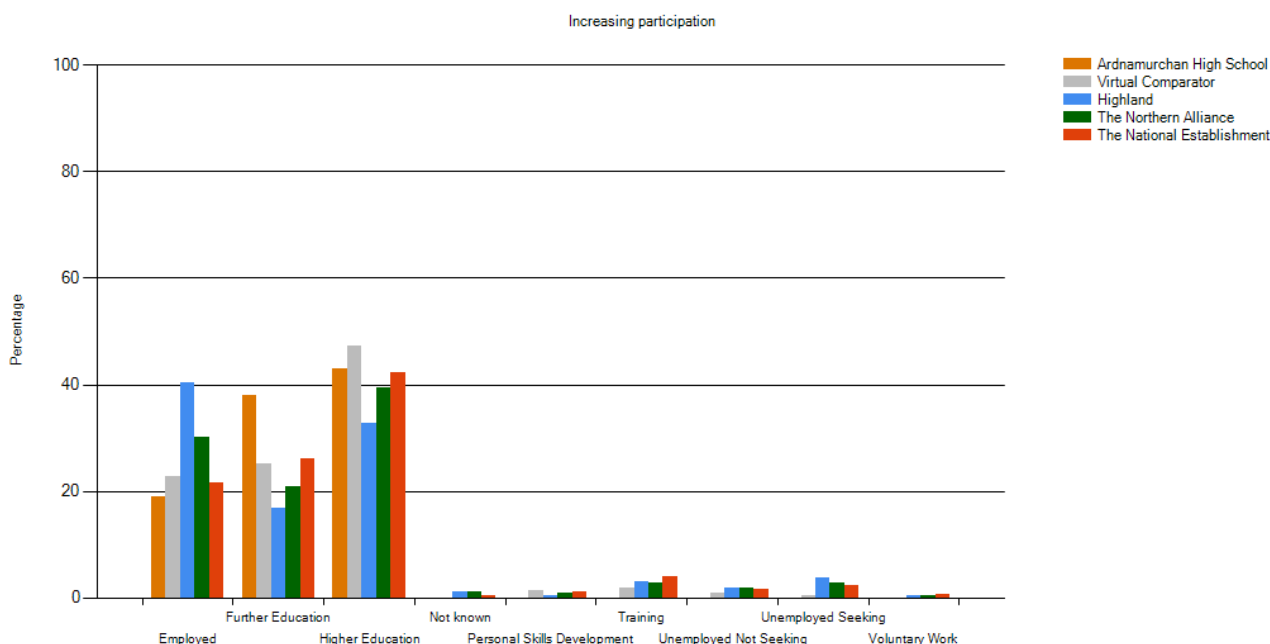


Senior Phase Leavers

Ardnamurchan High School has demonstrated consistently outstanding performance, with 100% of leavers progressing to positive destinations over the past three years. This places the school above all comparators, including the Virtual Comparator, Highland, and national averages in every year. The school's performance is particularly strong against its Virtual Comparator, indicating that outcomes are significantly above those of similar schools, and consistently exceeds Highland and national figures by several percentage points. This sustained high performance highlights the school's highly effective support, tracking, and learner pathways, ensuring that all young people move on to positive and sustained destinations.

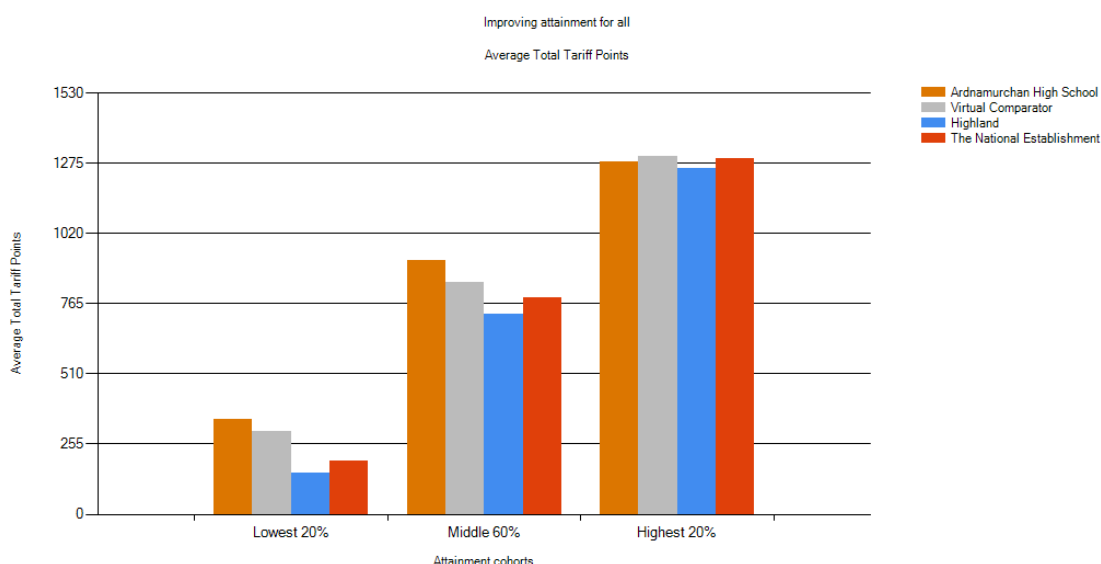
We continue to demonstrate strong post-school outcomes, with a high proportion of leavers progressing to further and higher education (38.10% and 42.86%), exceeding the Virtual Comparator and national figure for further education and broadly in line with higher education benchmarks. While a smaller proportion enter formal employment compared to Highland and regional averages, this reflects the rural context of the school, where many leavers access local employment opportunities not fully captured within initial destination data. Importantly, with 100% of leavers in positive destinations and none recorded as unemployed, the school remains consistently above all key comparators in securing positive and appropriate outcomes for every learner.





Cohorts – Attainment for All

Ardnamurchan High School demonstrates a strong attainment profile across all cohorts, with particularly high performance in the highest 20% (1280), slightly above the Virtual Comparator (1299) and broadly in line with national performance (1293). The middle 60% (921) also compares favourably, exceeding Virtual Comparator and significantly outperforming Highland averages. Attainment within the lowest 20% (345) is notably stronger than both the Virtual Comparator and national figures, indicating effective support for more vulnerable learners. While grade-neutral measures show some expected variation, this reflects the impact of small cohort size, where individual attainment has a greater effect on overall averages. Overall, the data highlights a consistently strong and equitable attainment profile across all learner groups, with clear evidence of positive impact from targeted support and universal provision.



Measure	Ardnamurchan HS	Comparator Context
Positive Destinations	100% (3-year sustained)	Above VC, Highland & National every year
Virtual Comparator Gap	+1.4 to +6.3 pts	Consistently outperforming
National Gap	+4 to +6 pts	Sustained above national performance
Level 4 Literacy & Numeracy (2025)	90.48%	Almost in line with VC (90.95%), above Highland (86.85%)
Level 5 Literacy & Numeracy (2025)	76.19%	Above VC (71.90%) and significantly above all regional/national comparators
FE/HE Progression	80.96%	Strong academic progression profile
Employment	19.05%	Reflects local/rural employment pathways
Unemployment	0%	All learners in positive destinations
Cohort Size	21–29 learners	Small cohorts – increased variability

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

Our values underpin all aspects of school life and are evident in our relationships, learning and wider achievements:

- **Ambition** – striving for excellence and challenging limits
- **Community** – creating a safe, supported and thriving environment for all
- **Individuality** – nurturing, embracing and celebrating uniqueness
- **Resilience** – recognising that persistence and effort are key to success

Aims

We aim to:

- Deliver a broad and high-quality curriculum that motivates and engages all learners
- Encourage and strengthen pupil voice to create an inclusive and effective learning environment
- Develop resilience, responsibility and independence through a focus on growth mindset and problem-solving
- Ensure all learners are supported to achieve and reach their full potential

Our Ethos

At Ardnamurchan we are **ABLE: Achieving, Believing, Learning and Engaged**

This shared understanding supports our focus on high-quality learning, inclusion and positive outcomes for all.

Review of progress of improvement plan projects for session 2025/26

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: Develop and implement refreshed VVA's	
School Improvement Plan Priority 1	
Summary of progress	Next steps
Good progress has been made in developing and embedding a shared vision, values and aims (ABLE) across the school community. The vision has been co-constructed with pupils, staff and parents and is now clearly articulated, visible and understood across the campus. There is strong evidence that the values of Ambition, Community, Individuality and Resilience are embedded within the ethos of the school, with positive relationships, inclusion and behaviour reflecting these principles. Staff increasingly reference the vision and values in their work, and learners can articulate what they mean in practice. However, while the vision and values are well established at a whole-school level, their consistent translation into classroom practice and learning and teaching is not yet fully embedded. There remains variability in how VVA inform daily learning experiences and expectations. Overall, the priority has had a positive impact on school culture, relationships and shared identity, although further work is required to ensure consistency in practice and impact on learning.	• Embed vision and values more consistently in classroom practice • Strengthen pupil ownership and leadership linked to the values • Ensure the vision more directly informs learning and teaching approaches
Impact	
• Increased awareness of the school's vision and values across the community • More consistent reference to values within learning and teaching • Improved sense of identity and shared purpose across the school	

School Priority 2: Learning, Teaching and Assessment	
School Improvement Plan Priority 2	
Summary of progress	Next steps
Satisfactory progress has been made in improving learning, teaching and assessment. Systems and structures to support improvement, including learning observations and peer visits, have been introduced and are beginning to support professional dialogue and reflection. There is increasing awareness among staff of the need for greater consistency in learning and teaching, particularly in relation to feedback, pace, challenge and differentiation. Early work on developing a whole-school Learning, Teaching and Assessment Framework has begun to establish clearer expectations. Staff engagement in professional learning has been positive, and there is emerging evidence of improved practice in some areas. The introduction of tracking and monitoring systems, alongside accreditation opportunities	Fully implement the whole-school Learning, Teaching and Assessment (LTA) Framework Improve consistency in: • pace and challenge • use of feedback • differentiation and support Strengthen the quality of assessment and feedback to ensure learners understand their progress

such as ASDAN, has begun to support learner progress and engagement, particularly for targeted groups. However, despite these developments, learning and teaching remains variable across the school, with inconsistency in the quality of learner experience. A minority of learners do not consistently experience sufficient challenge, and approaches to assessment and feedback are not yet consistently effective. Overall, there is emerging improvement, but practice is not yet embedded or consistently leading to improved outcomes for all learners.	Increase use of learning observations and peer visits to: • share effective practice • support improvement Develop stronger links between: • assessment • tracking • classroom practice Improve learner involvement in: • understanding progress • setting targets
Impact	
• Increased staff awareness of effective learning and teaching approaches • Development of professional dialogue around classroom practice • Early improvements in some areas of teaching and learning • Increased opportunities for learner achievement through accreditation pathways • However, learning and teaching remains inconsistent across the school • Impact on attainment and progress is not yet sufficiently strong or measurable • Learners do not consistently understand their progress or next steps	

School Priority 3: Tracking, Monitoring and Raising Attainment	
School Improvement Plan Priority 3	
Summary of progress and impact	Next steps
Good progress has been made in establishing clearer baseline information for learners through the implementation of CAT4 testing across the secondary cohort. This has strengthened understanding of learner starting points and supported more informed discussions around attainment and curriculum pathways. Staff are increasingly using baseline data to support professional judgement; however, this is not yet consistent across all departments, and the use of data to inform targeted intervention remains at an early stage of development. The introduction of CAT4 has begun to support more informed conversations about learner progress and attainment, although systems for tracking impact over time are not yet fully embedded. Initial work with feeder primaries has begun to build a more coherent understanding of learner profiles at transition. However, this remains in a pilot phase, and its impact is not yet fully realised across the cluster. Overall, there is emerging impact in terms of improved awareness of learner ability and earlier identification of potential underachievement, but further work is required to translate this consistently into improved attainment outcomes.	Embed a consistent whole-school tracking and monitoring system to ensure all staff regularly use data to inform planning and interventions Strengthen staff confidence and consistency in interpreting CAT4 and associated data Ensure data is used more effectively to: • identify learners at risk of underachievement early • plan targeted interventions • evaluate the impact of support strategies • Introduce regular attainment and progress meetings to

	review data and plan interventions
Impact	
- Improved understanding of learner starting points across the school - More informed discussions regarding curriculum pathways and progression - Early identification of some learners requiring additional support - Emerging improvements in staff awareness of attainment data - However, impact on attainment is not yet consistent or measurable across all stages - Use of data to drive improvement is developing but not yet embedded	

School Priority 4: UNCRC / Rights Respecting Schools (RRSA Silver)	
School Improvement Plan Priority 4	
Summary of progress and impact	Next steps
Very good progress has been made in developing a rights-respecting ethos across the school, culminating in the successful achievement of Silver Rights Respecting School status in March 2026. Learners now demonstrate an increased awareness and understanding of children's rights through assemblies, pupil-led activities and curriculum experiences. Rights are increasingly visible across the school environment and underpin the school's inclusive and nurturing ethos. Pupil participation has strengthened, with learners actively engaging in discussions around rights and global issues. This has supported the development of a positive, respectful and inclusive school culture, aligned with the school's vision and values. Staff awareness of UNCRC and GIRFEC principles has improved. While rights-based approaches are evident in a number of curricular areas, this is not yet fully embedded or consistent across all learning contexts. Learner voice has been enhanced through pupil council leadership and participation; however, a minority of learners indicate that they are not always clear how their views lead to change, highlighting an area for further development. Overall, achieving Silver has resulted in clear positive impact on ethos, inclusion, relationships and learner awareness, with the next stage focused on deeper embedding and sustainability.	Build on Silver accreditation to fully embed rights-based approaches across all curriculum areas Strengthen consistency in how rights are integrated into learning, teaching and assessment Improve the impact and visibility of pupil voice, ensuring learners understand how their views influence decisions Plan for progression beyond Silver to ensure sustainability and continuous development
Impact	
- Successful achievement of Silver RRSA accreditation - Increased learner understanding of rights and global citizenship - Stronger sense of inclusion, respect and belonging across the school - Greater opportunities for pupil participation and leadership - Positive impact on school ethos and relationships - However, rights-based approaches are not yet consistently embedded across all curriculum areas - Impact is strongest at whole-school ethos level rather than fully evident in classroom practice - Learners are not always clear on how their views lead to change, indicating the need to strengthen feedback and participation mechanisms	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Targeted PEF interventions are having a clear and measurable impact on closing attainment gaps, particularly in literacy and numeracy. Despite small target group sizes, the consistency of progress across all learners demonstrates the effectiveness of highly personalised support, robust tracking, and well-matched interventions. The school is well placed to continue building on this progress, with a strong focus on raising attainment levels further and sustaining improvements over time.

- All targeted learners demonstrated progress in both literacy and numeracy across S1–S3 through structured 1:1 interventions
- Literacy attainment improved across cohorts, with targeted learners achieving up to Level 4 and reading ages of 17+, supported by improved CAT verbal scores (up to 118)
- Numeracy progress evident for all learners, with improvements in attainment levels and assessment scores, supported by targeted interventions such as *Power of 2* and multiplication strategies
- Targeted S1 learner improved to Band 7 in literacy and Band 8 in numeracy, demonstrating clear impact of early intervention
- S2 and S3 learners show sustained progress through CfE levels, with a number now achieving or working within Level 3 and Level 4
- Increased learner confidence in literacy and numeracy reported through engagement in targeted support sessions
- Effective use of PSA-led interventions (3 x 15-minute sessions weekly) has ensured consistent, personalised support for all targeted pupils
- Investment in assessment tools (NGRT, CAT, benchmarks) has strengthened tracking and enabled more targeted interventions
- All targeted learners are now on a clear progression pathway, with measurable improvements in attainment and engagement

Wider achievements

Coileanaidhean nas fharsainghe

Ardnamurchan High School continues to provide a rich and diverse range of wider achievement opportunities, enabling learners to develop skills, confidence and success beyond the classroom. Strong partnerships with organisations such as UHI, High Life Highland and local employers enhance the curriculum and ensure that young people benefit from high-quality, real-world learning experiences rooted in the rural context.

Learners regularly engage in outdoor learning and fieldwork, including geography studies and environmental visits, as well as Developing the Young Workforce opportunities such as the Kingairloch estate visit, where pupils explored sustainability, land use and renewable energy. These experiences help develop skills for learning, life and work, particularly in relation to local employment pathways.

The school has achieved significant success in creative and cultural activities, with multiple nominations at FilmG 2026 and outstanding musical accomplishments at local and national level. This includes success at the Lochaber Music Festival, Highland Young Musician of the Year, and performances at prestigious events such as the Loch Shiel Festival. Gaelic learners and medium pupils continue to demonstrate strong engagement, showcasing both language skills and creativity.

Participation in sport and health-related activities remains strong, with pupils involved in events such as touch rugby, inter-school competitions and community events, contributing to the school achieving the Gold School Sport Award. Learners also contribute positively to their community through initiatives such as litter picking, charity fundraising and community events, reinforcing a strong sense of responsibility and citizenship.

The school has also been recognised nationally through achieving CyberFirst Silver and Rights Respecting Schools Silver, reflecting its commitment to digital skills, inclusion and children's rights.

Overall, learners at Ardnamurchan are “**ABLE – Achieving, Believing, Learning and Engaged**”, with wider achievements playing a key role in developing well-rounded, confident and successful young people.

Comments from learners, families, stakeholders and staff

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

Feedback gathered from learners, parents and staff provides a well-rounded and consistent picture of the strengths of the school, alongside clear areas for improvement which directly inform our improvement priorities.

Strengths identified across stakeholders

Across all groups, there is a strong consensus that:

- Relationships across the school are positive and supportive
- Staff are approachable, caring and committed to supporting learners
- The school has a strong sense of community and belonging, supported by its smaller size and rural context

Most learners report that they feel safe, have an adult they can talk to, and are treated with respect. This is supported by parental feedback, which highlights the school as a nurturing and inclusive environment. Staff feedback similarly emphasises positive relationships and a shared commitment to supporting all learners.

Learning and teaching

Feedback across learners, parents and staff shows:

- Most learners are engaged in learning and feel supported by staff
- Parents are generally positive about the quality of teaching and support their child receives
- Staff demonstrate a strong commitment to improving learning and teaching

However, there is consistent evidence across stakeholders that:

- There is variability in the consistency of learning and teaching across classes
- Not all learners experience sufficient challenge or pace in learning
- Approaches to feedback and helping learners understand their progress are not yet consistent

Learners identified that the most effective teaching includes clear explanations, structured learning and opportunities to practise skills. Staff recognise the need to develop a more shared understanding of high-quality learning and teaching.

Wellbeing, inclusion and support

Most stakeholders agree that the school provides a supportive and inclusive environment, with strong pastoral care.

Learners report that:

- They generally feel safe and supported
- Staff help them understand how to respect others

Parents value the school's supportive ethos and the level of care shown to young people.

However, feedback across learners and parents indicates that:

- There is inconsistency in how behaviour and bullying concerns are addressed
- Some learners require more consistent and targeted support
- Communication with parents regarding support for individual learners could be strengthened

Staff feedback also reflects awareness of the need to further develop inclusive practice and consistency of support.

Learner voice and engagement

Most learners feel that their views are listened to.

However:

- A smaller proportion feel that their views are acted upon consistently
- Learners would like clearer feedback on how their contributions influence change

Parents also expressed a desire for:

- Greater clarity about school decisions
- Improved communication about learning and progress

This highlights the need to strengthen meaningful participation and communication across the school community.

Wider school experience

Learners and parents value:

- The strong sense of community
- Opportunities for sport, outdoor learning and wider achievement
- Positive relationships between staff and pupils

Learners highlighted additional areas for development, including:

- Increased opportunities for extra-curricular activities
- Improvements to aspects of the school environment (e.g. facilities and school food)
- Greater variety in learning approaches

Key triangulated themes

What is working well

- Strong relationships and supportive ethos
- Positive staff–pupil interactions
- Inclusive school community
- High levels of pastoral care

What needs to improve

- Consistency in learning and teaching
- Pace and challenge for all learners
- Use of feedback and understanding of progress
- Consistency in behaviour and support approaches
- Strength and visibility of pupil voice
- Communication with parents

Overall evaluation

Overall, stakeholder feedback indicates that Ardnamurchan 2–18 Campus provides a supportive, inclusive and relationship-centred learning environment, where young people feel valued and supported.

There is now a clear need to improve consistency in learning and teaching, strengthen the use of data and feedback, and ensure all learners experience high-quality support and challenge.

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:

QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement/Securing children's progress	Satisfactory
Other QIs reviewed QI 1.1 Self-evaluation for self-improvement	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

The school demonstrates a clear and improving understanding of its strengths and areas for development. Self-evaluation is increasingly robust and draws on a range of evidence, including pupil, parent and staff feedback, learning observations and attainment data.

Leadership is responsive and has identified appropriate and well-aligned improvement priorities which reflect both local context and national expectations. There is a strong focus on improvement, particularly in learning and teaching, use of data and inclusive practice.

Positive relationships and a supportive ethos provide a strong foundation for improvement. Early progress is evident in key areas; however, further work is required to ensure greater consistency in learning and teaching practice and to strengthen the use of data to improve outcomes for all learners.

Overall, the school has capacity to improve further, with clear direction, commitment from staff and an appropriate focus on the priorities identified.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Priority 1: Improving Consistency and Quality of Learning, Teaching and Assessment

Priority 2: Strengthening Tracking, Monitoring and Raising Attainment

Priority 3: Improving Curriculum Clarity and Parental Engagement

Priority 4: Improving Inclusion, Equality and Support for All Learners

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 www.ardnamurchanhighschool.com or by contacting the school office.