

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2024/25



**Kingussie High School**

HIGHLAND COUNCIL | RUTHVEN RD, KINGUSSIE, PH21 1ES.

## School Profile

### Pròifil na Sgoile

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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.

Kingussie High School is located in a rural setting serving the local communities of Aviemore, Kincaig, Newtonmore, Kingussie, Glenmore, Dalwhinnie, Strathmashie and Laggan. Pupils also live in various small hamlets across the valley. We have four associated primary schools – Aviemore, Alvie, Newtonmore and Kingussie. There are currently 390 children and young people on the school roll. The headteacher is supported by two deputy headteachers, eight curriculum faculty heads, two principal teachers of Pupil Support and one Principal Teacher of Support for Learning.

Based in the heart of the Cairngorms National Park, Kingussie High School promotes a C.A.R.E ethos through our school values of Community, Attitude, Respect and Effort. We encourage all staff to promote unconditional positive regard, meaning each day is a new day and all pupils are treated fairly and respectfully regardless of what has happened the day before. Where possible, we like to support our learners using our local environment and use various forms of technology to enhance learning.

78% of pupils use school transport. Of our current pupils, 63% have recognised additional support needs and 11% 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. Most children who face barriers to learning are making good progress towards meeting their individual targets. We have had no exclusions this year due to a school policy which recognises the value of positive consequences, which is in line with local and national policy.

## Date relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
390	86%	32

S1	S2	S3	S4	S5	S6
70	56	81	67	73	39

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
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ASN	FSM	EAL
63%	9%	11%

### Glossary:

FTE – Full Time Equivalent

SIMD – Scottish Index of Multiple Deprivation

SIMD1 % pupils living in most deprived areas

SIMD5 – % pupils living in least deprived 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
Most	Most	Most	Most

Level 4

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Majority

**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

All

Gaelic writing

All

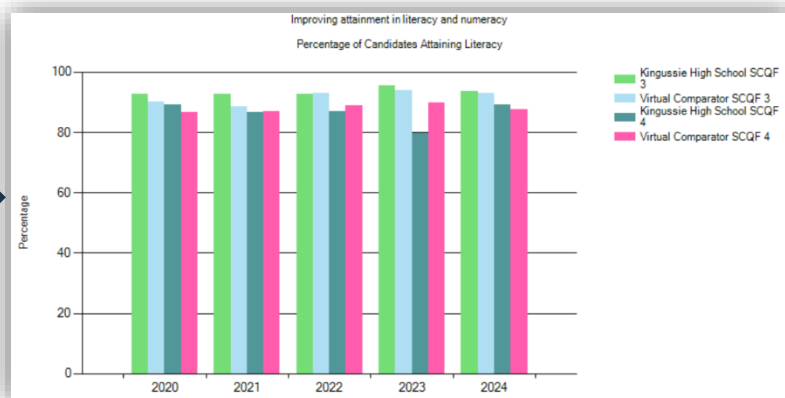
Gaelic listening  
and talking

All

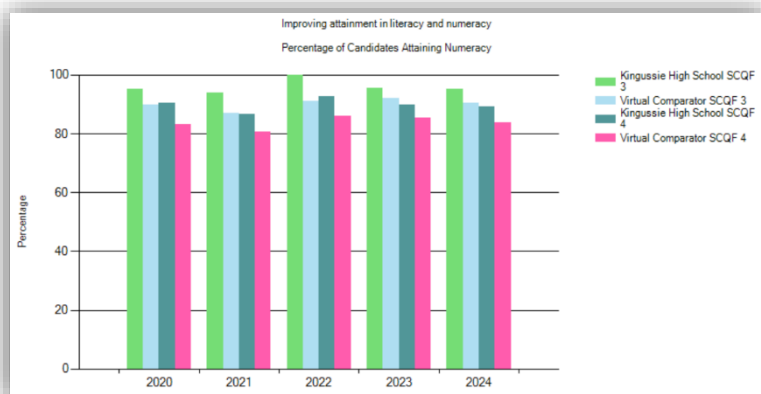
## Senior Phase: Literacy & numeracy

### Level 3 & 4 Literacy by end of S4 (local benchmarking)

We have jumped from 79% to 89% of our S4 cohort achieving level 4 literacy which is a significant improvement and the best for five years. It puts us above our VC for the first time since 2020 too. Level 3 literacy remains strong and above our VC. Presentation levels in S3 and S4 will be changing significantly to allow for further improvement next year.



### Level 3 & 4 Numeracy by end of S4 (local benchmarking)



Numeracy attainment has been very strong at level 3 for five years consistently above our VC, local and national measures. We are also consistently above these comparators for level 4 numeracy.

## Level 5 literacy by end of S4 (local benchmarking)

We are on a three year upward trend at level 5 by the end of S4, which is reassuring. We are closing the gap on our VC and making good progress.



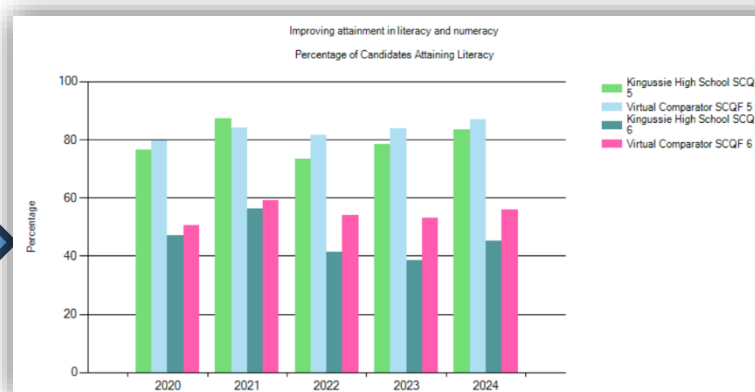
## Level 5 numeracy by end of S4



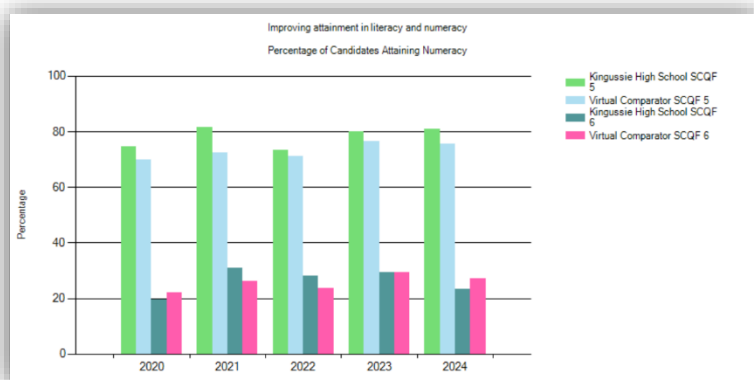
We continue to be above our VC at level 5 by the end of S4 and this follows a pattern for the previous 5 years. However, we are on a downward trajectory for the past three years. We have addressed this by identifying our border line D grade students through implementing 'hot housing' support workshops for these pupils.

## Level 5 & 6 literacy by end of S5 (Local benchmarking)

We are on a three upward trend at level 5 but still behind our VC. We are looking at aspirational coursing in S4 and to improve this situation. We continue to be significantly behind our VC at level 6 and have been consistently for five years. More pupils need to be sitting level 6 literacy in S5. Although results are good, we are not presenting enough pupils.



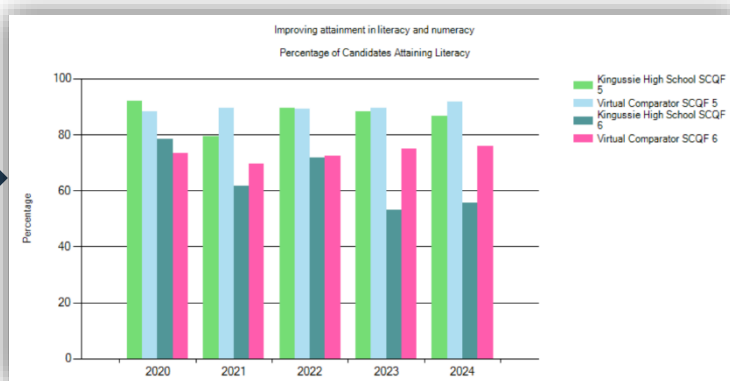
## Level 5 & 6 numeracy by end of S5 (Local benchmarking)



Level 5 numeracy attainment by the end of S5 continues to be strong and has been above our VC for the previous 5 years. At level 6, we have moved below our VC for the first time since 2021. However, Applications of Maths at level 6 will further help to consolidate this picture next session and thereafter.

## Level 5 & 6 literacy by end of S6 (Local benchmarking)

Pupils achieving level 6 literacy has been significantly below our VC in three out of the past four years, with one year only being slightly below. Aspirational coursing, level 6 literacy awards are part of refreshed literacy strategy. Pupils achieving level 5 literacy by the end of S6 continues to be slightly below our VC.



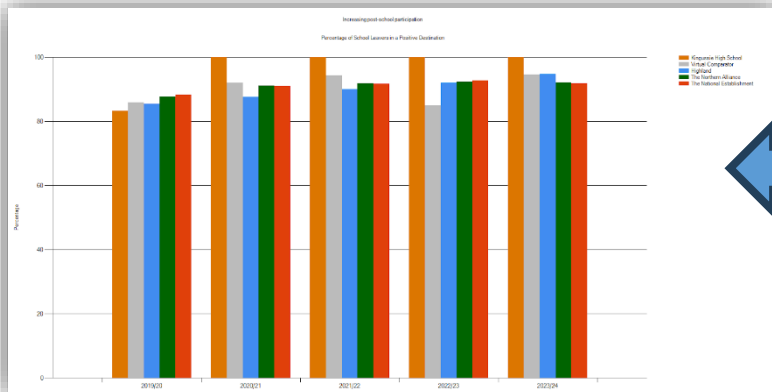
## Level 5 & 6 numeracy by end of S6 (Local benchmarking)



We have nudged above our VC for the past 2 years at level 6 by the end of S6, which is pleasing. We are also on a 5 year upward trend. Applications of Maths at level 6 will further help to consolidate this picture next session. Level 5 numeracy at the end of S6 is on a 3 year downward trend.

## Senior Phase Leavers

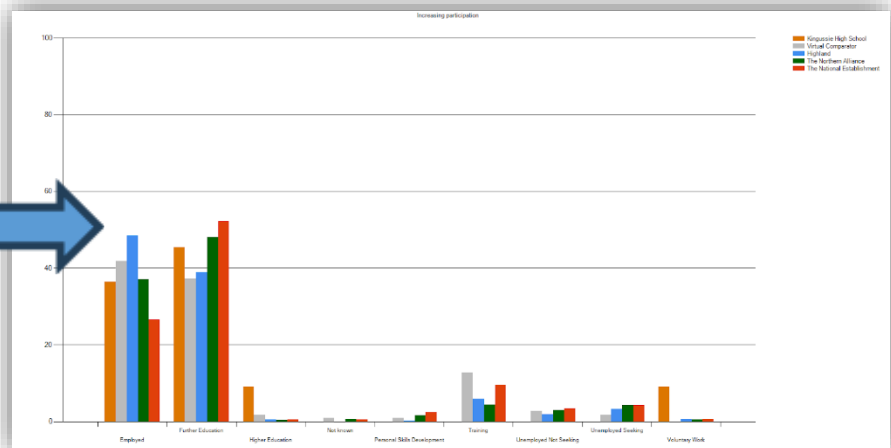
### S4 Leavers data - small numbers (11 or less per year)



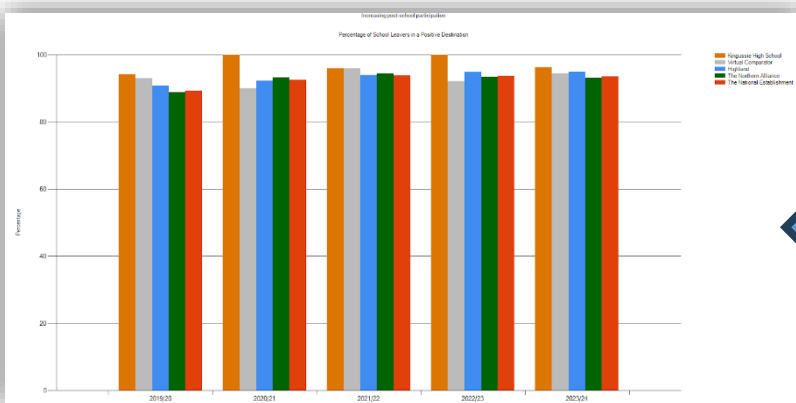
For the last four years, 100% of our leavers at the end of S4 are in a positive destination, which is fantastic. This is well above all four other measures. Guidance staff, subject teachers, PSA's, SDS careers service & our 16+ coordinator all contribute towards these terrific statistics.

### Where do our 11 S4's go (2023/24)

45% head to Inverness UHI to take up further education whilst 36% headed into employment. That left 9% to go into Higher Education.



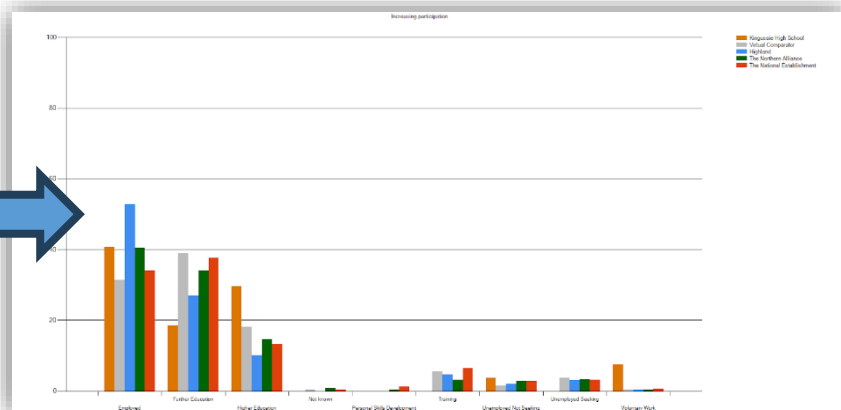
### S5 Leavers data 27 pupils in (2023/24)



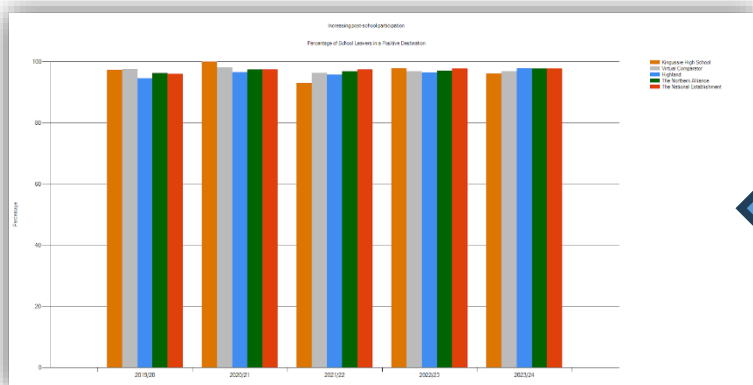
96% of our S5 leavers went into a positive destination, which is above all measures but still means a very small number of pupils left school to be unemployed (2). Guidance staff, subject teachers, PSA's, SDS careers service & our 16+ coordinator all contribute towards these terrific statistics.

## Where do our 27 pupils go?

41% headed into employment, 29% into Higher Education and 19% into further education at Inverness UHI.



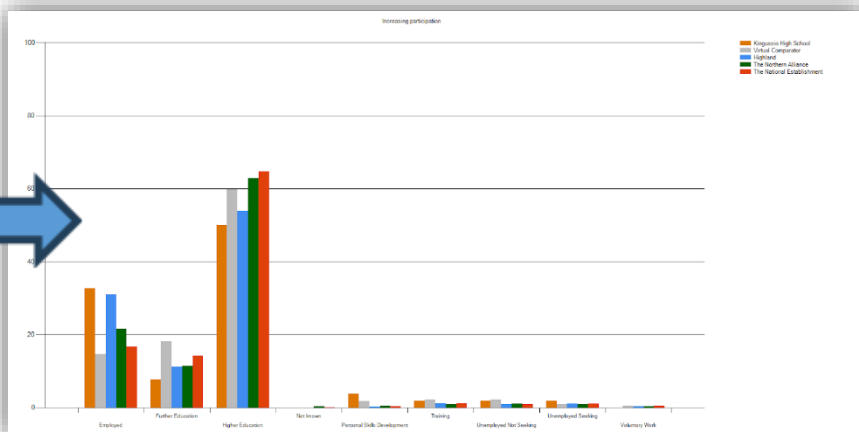
## S6 leavers data (52 pupils in 2023/24)



96% of all leavers managed a positive destination with only 2 pupils in unemployment. Guidance staff, subject teachers, PSA's, SDS careers service & our 16+ coordinator all contribute towards these terrific statistics.

## Where do the 52 pupils go?

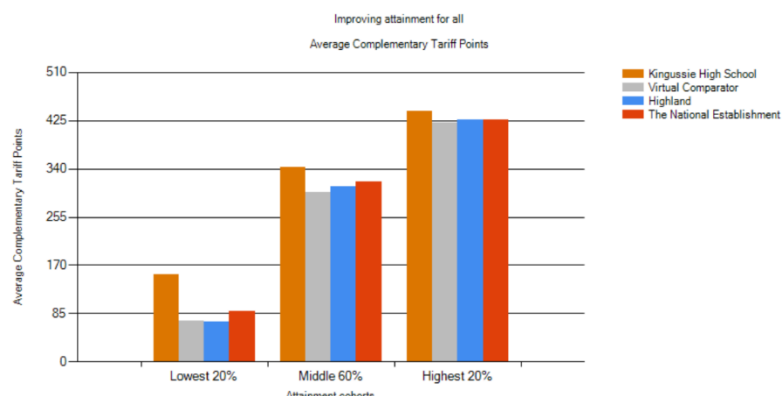
50% achieved a place at University, 33% became employed and 8% went onto further education at Inverness UHI or other.





## S4 Improving attainment for all (Complimentary tariff)

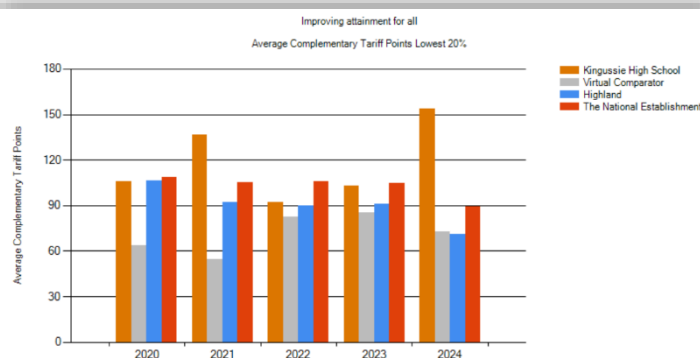
The selected year is 2024



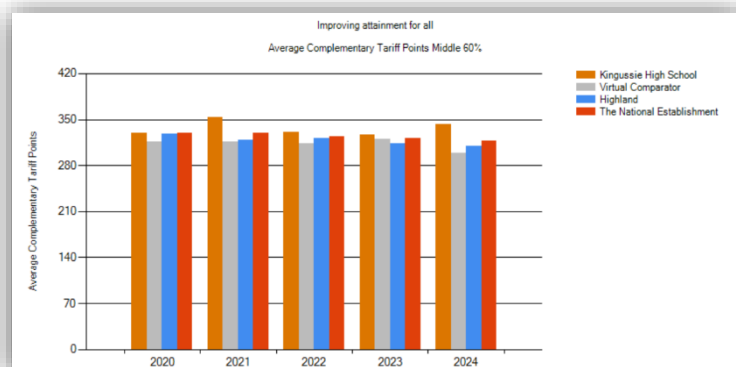
We are above all measures for improving attainment for all in S4 in all three attainment cohorts. Teaching, Learning and assessment is our number one priority and this is having a significantly positive impact on our attainment in S4.

## Lowest 20% - S4: 5 year break down

We continue to be significantly ahead of our VC over the past 5 years. This is due to a combination of strategies including a family liaison officer, targeted PSA interventions, identifying at risk of achievement pupil's early etc.



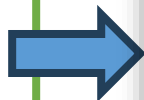
## Middle 60% - S4: 5 year breakdown



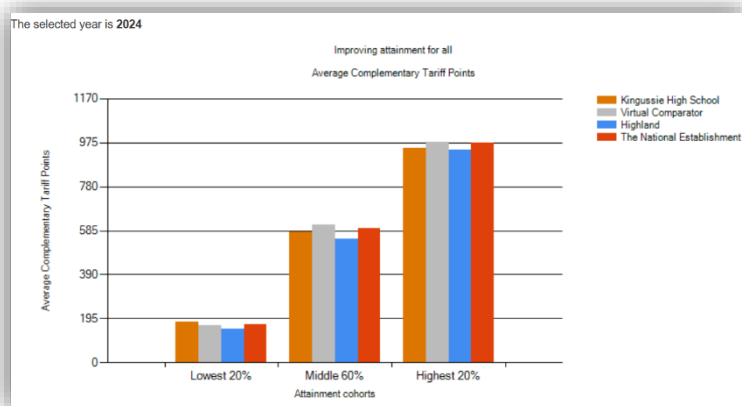
We continue to be significantly ahead of our VC over the past 5 years. This is due to a combination of strategies including a family liaison officer, targeted PSA interventions, identifying at risk of achievement pupil's early etc.

## Highest 20% - S4: 5 year breakdown

We continue to be significantly ahead of our VC over the past 5 years. This is due to a combination of strategies including a family liaison officer, targeted PSA interventions, identifying at risk of achievement pupil's early etc.



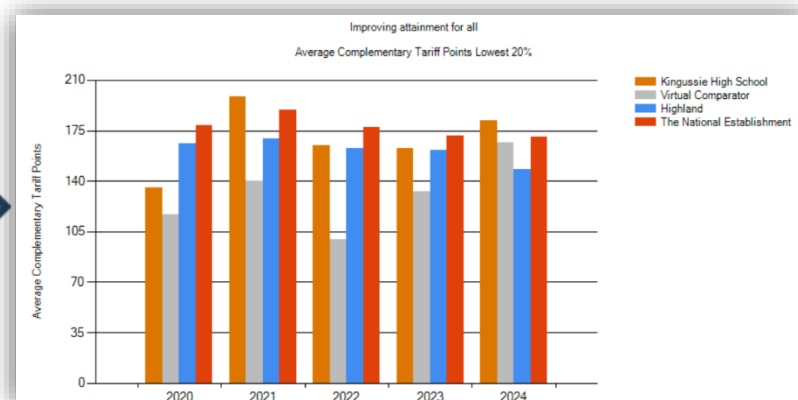
## S5 Improving attainment for all (Complimentary tariff)



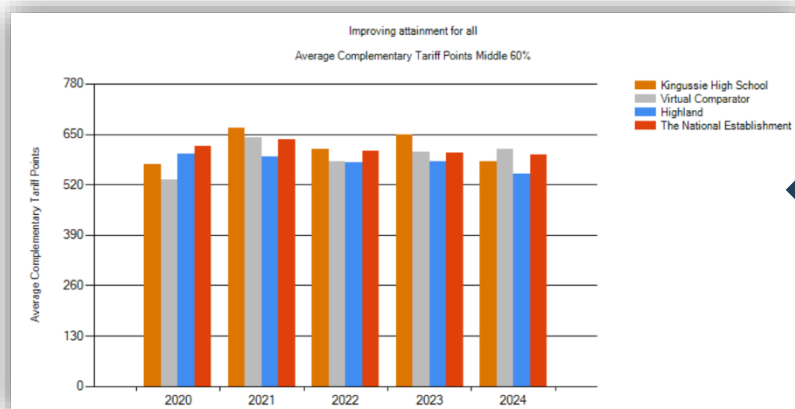
We have fallen slightly below our VC for our middle and highest 20%. Ensuring pupils start and finish courses throughout the year is essential in order to maintain high levels of tariff points per pupil.

## Lowest 20% - S5: 5 year breakdown

Some fantastic attainment by pupils within our lowest 20% consistently over the past five years and also significantly above our VC.



## Middle 60% - S5: 5 year breakdown



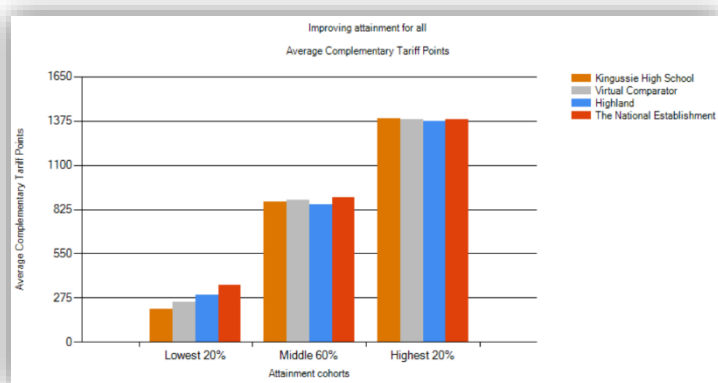
We have fallen below our VC for the first time in five years and have dropped significant tariff points per pupil.

## Highest 20% - S5: 5 year breakdown

We have dropped below our VC for the first time since 2021. Ensuring pupils in S5 are well coursed at the start of the year and see their courses through from start to finish is crucial.



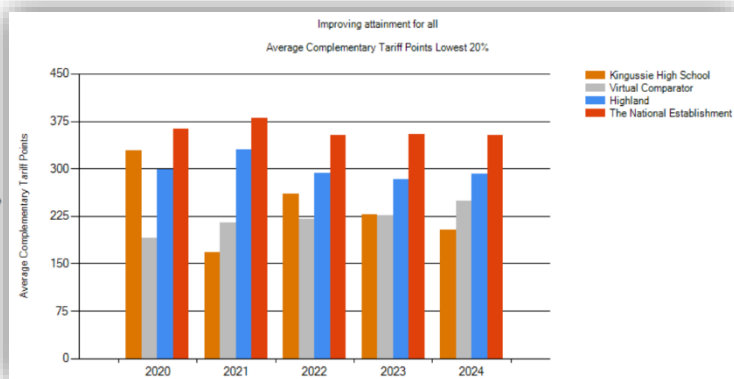
## S6 Improving attainment for all (Complimentary tariff)



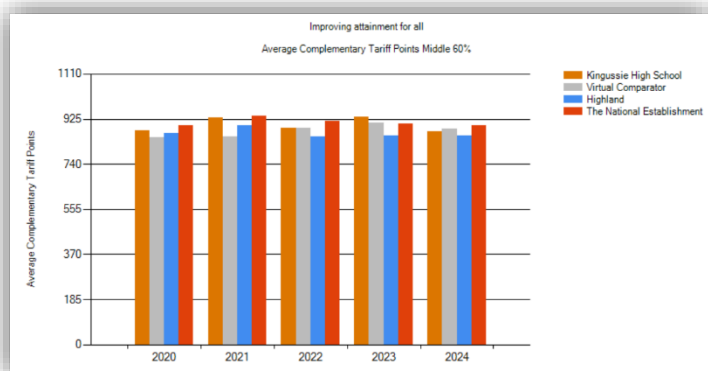
Our middle and highest sections continue to be in line with VC consistently over the past 5 years. However, we have also been consistently below our VC for our lowest 20% for the past five years.

## Lowest 20% - S6: 5 year breakdown

We have a number of pupils within our enhanced provision who are progressing incredibly well. We need capture this progress to improve our S6 attainment and the lower end.



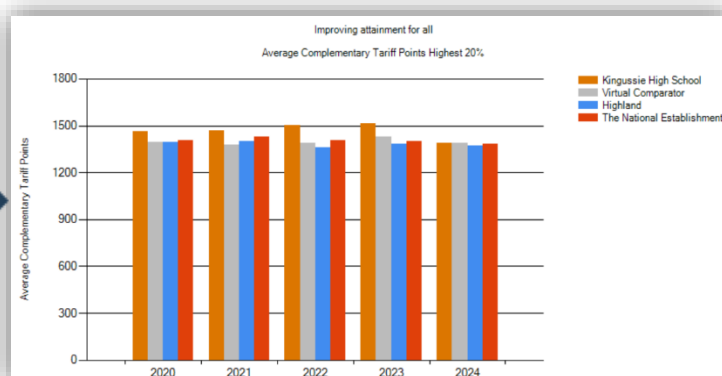
## Middle 60% - S6: 5 year breakdown



We have dipped below our VC for the first time in 5 years. We are addressing attendance and commitment to courses for our new S6 pupils as this has been a problem in the past.

## Highest 20% - S6: 5 year breakdown

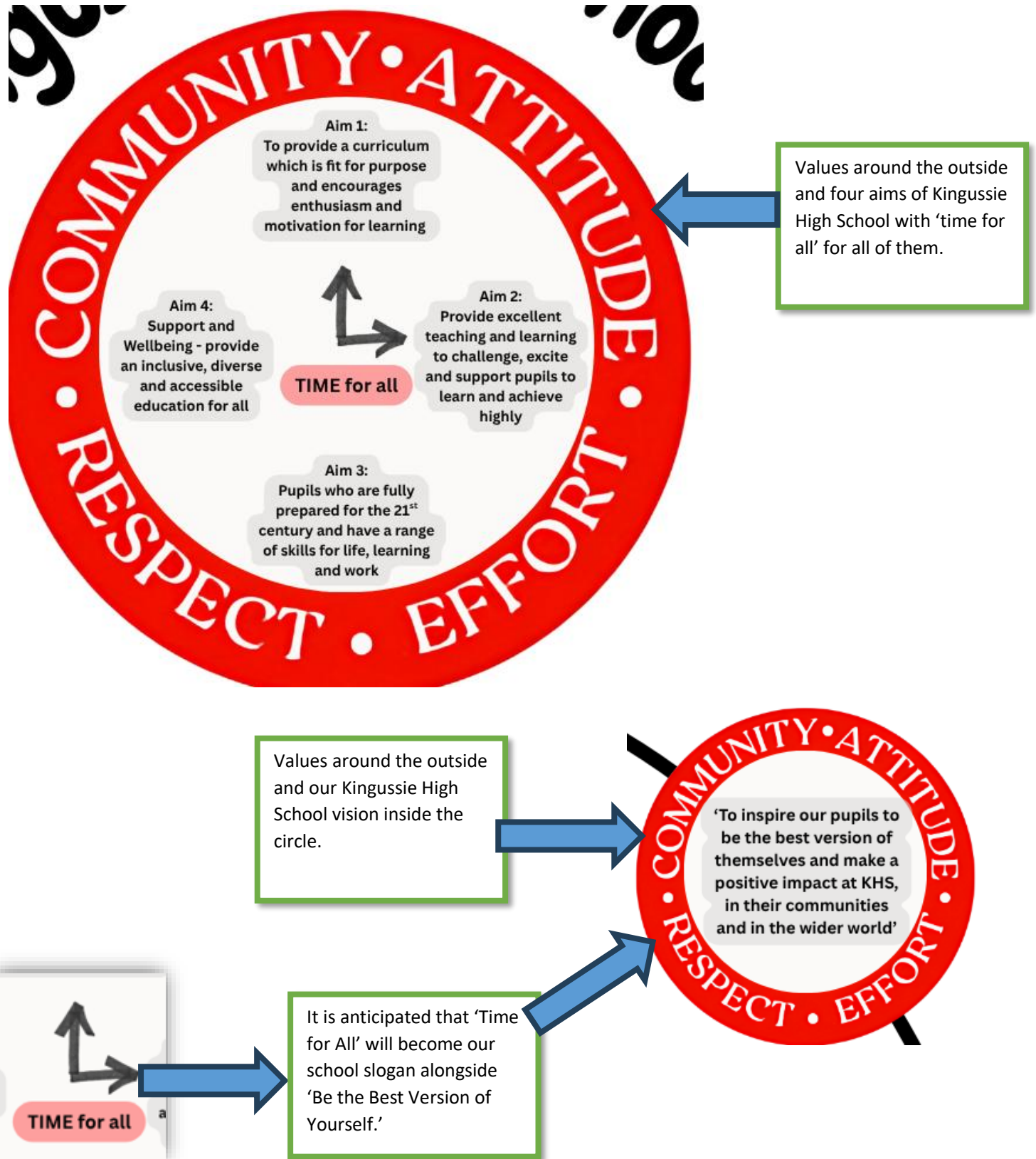
Ensuring pupils in S6 are well coursed at the start of the year, having robust attendance systems and supporting their overall wellbeing are crucial factors to improve attainment in S6.



## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Our vision, values and aims are currently under review. In collaboration with young people, colleagues, parents/carers and partners, we should have a new vision, values and aims statement by October 2025. The **proposed** vision, values and aims are below: -



COMMUNITY - ATTITUDE - RESPECT - EFFORT

# 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 Improvement Plan – Priority 1: Learning, teaching & assessment	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ A consistently good level of learning &amp; teaching across all subject areas through engagement with KHS ‘what makes an excellent lesson.’</li> <li>✓ A toolkit to support staff in planning and delivering effective lessons has been developed. We now need to ensure colleagues engage with this and make use of the Northern Alliance T, L &amp; A toolkit.</li> <li>✓ We have established a culture of sharing good practice in KHS and beyond.</li> <li>✓ We have a culture of looking outwards to identify best practice to enhance learning, teaching &amp; assessment (this is planned for Sept inset)</li> <li>✓ Pedagogy is in practice and is evident across the school. We know this happening already through peer, PT and SLT lesson observations.</li> <li>✓ Evidence based practice is utilised well by all staff and is at the forefront of daily teaching, learning &amp; assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning &amp; Teaching Toolkit with all staff to be created, updated and utilised by all teaching staff regularly.</li> <li>• Evidence based practice is embedded throughout lessons, teaching, learning &amp; assessment to ensure we are closing the attainment gap.</li> <li>• Revisit What Makes an Excellent Lesson with all staff.</li> <li>• Sharing Good Practice Event (Looking Inwards)</li> <li>• Out Of Authority Visits (Looking Outwards)</li> <li>• Northern Alliance Self Evaluation Toolkit utilised</li> <li>• Ensure that departmental assessments are being used effectively in the BGE Phase and that they support the judgement of levels reported through the BGE Tracking system.</li> <li>• Planning time given to ensure evidence-based assessments are rigorous, particularly with regards to the BGE.</li> <li>• Development of a meaningful professional learning programme for all teachers</li> <li>• Development of high-quality leadership input for middle leaders</li> <li>• Staff training with learning &amp; teaching focus in line with authority priorities. Drilling into Q.I 2.3</li> <li>• Staff identified to attend co-operative learning academy</li> <li>• Cooperative learning academy staff meet termly to share good practice and support each other with LTA.</li> <li>• Plan a progressive outdoor learning curriculum and opportunities linked to the KHS entitlements</li> <li>• Design a strategic ‘co-curriculum’ to run alongside our curricular activities to enrich and enhance opportunities for our pupils.</li> </ul>

School Improvement Plan – Priority 2: Leadership of Change	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>✓ KHS has a strong sense of identity, vision, values and aims.</li> <li>✓ All staff have been given feedback (including next steps) on an observed lesson from a peer, Principal Teacher and member of SLT.</li> <li>✓ KHS has an up-dated policy on self-evaluation (including an updated self-evaluation calendar).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a shared vision for KHS which outlines our strategic direction, values and school aims.</li> <li>• 8 Head Teacher ASG meetings across the academic year. Opportunities for PT English, Guidance, Maths, TEC, PE &amp; OAA to be part of the discussions.</li> <li>• Develop a coherent ASG strategic vision, values and aims</li> <li>• Develop an ASG literacy, numeracy and health and wellbeing strategy</li> <li>• Devise a coherent communication strategy which includes all stakeholders and considers all aspects of KHS</li> <li>• Devise a separate school improvement plan for our enhanced provision for support</li> </ul>

<p>✓ Pupils, parents and partners have had an opportunity to share their views on the school through established systems.</p> <p>✓ Principal Teachers, along with input from other relevant staff, will complete Department Improvement Plans and Standards and Qualities Reports that reflect language from HGIOS4.</p> <p>✓ All staff are familiar with and comfortable evaluating their progress and performance using HGIOS 4 and GTCS standards.</p>	<ul style="list-style-type: none"> <li>• Lesson observations will be carried out with meaningful feedback provided to inform future staff planning.</li> <li>• Provide opportunities for partner observations and partner PRDs to discuss and share best practice</li> <li>• The school's self-evaluation calendar is reviewed from previous year to ensure it is purposeful and manageable for staff</li> <li>• Digitise paper questionnaires used at Parents' Evening (based on HMle) and input historic results to fully analyse data.</li> <li>• Create availability for SLT to have appointments at Parents' Evening</li> <li>• Challenge Questions from HGIOS4 will be on DM Agendas for reflection for departments, which will be linked to SIP priorities</li> <li>• Two Validated Self Evaluation rounds will be planned in partnership with PTs and completed by identified departments throughout the year.</li> <li>• Develop and introduce VSE paperwork for KHS</li> <li>• Middle managers are supported with department improvement planning and standard &amp; qualities reports.</li> <li>• Streamlined SQR and DIP templates shared with PTs at the start of the year for ongoing evidence gathering and reflection</li> <li>• The Admin and Clerical team will undertake training to fully prepare them for a HMiE inspection.</li> <li>• Organisation of key strategic and operational documents in SLT SharePoint folder, which will then be used as a model of good practice for middle leaders to action in their own departments</li> <li>• Insight Data and NSA data used to drive departmental and whole school improvement</li> <li>• A clear and consistent agenda for SLT and PT 'attainment' meetings to ensure appropriate support and accountability for both parties.</li> <li>• A coherent SLT 'strategic' calendar to be established and meetings to take place weekly. Rotation of PTs to be invited to this once established.</li> <li>• Achieve Silver status as a Rights Respecting School</li> <li>• Develop school ethos through an exciting and progressive interhouse system and calendar of events</li> <li>• Improve S6 experience and leadership opportunities through the introduction of a Community column</li> </ul>
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School Improvement Plan – Priority 3: Curriculum	
Summary of impact	Next steps
<p>✓ KHS has a curriculum that continues to adapt and meet the needs of all learners, challenging pupils throughout the BGE and preparing them to achieve in the senior phase.</p> <p>✓ Our senior phase curriculum is diverse, which allows pupils to transition to positive destinations.</p>	<ul style="list-style-type: none"> <li>• A BGE Curricular Review will be added to the School Calendar for 2024/25.</li> <li>• Create a set of guiding principles for curricular decisions, which all staff are aware of and agree to.</li> <li>• Curricular information shared to all staff during a sharing summit to identify areas of IDL.</li> <li>• Review pathway material to inform parents and pupils of careers, further study and inform course choice.</li> </ul>

<p>✓ Our subject areas have strong links with employers as per the DYW agenda.</p> <p>✓ KHS skills are embraced and developed across all subject areas.</p> <p>✓ <i>Learning for Sustainability</i> is embedded as a coordinated cross-cutting theme</p>	<ul style="list-style-type: none"> <li>• Continue to adjust the curriculum to meet the needs of learners - e.g. explore the introduction of Creative Thinking L6.</li> <li>• Develop our curricular transition so there is continued progression of learning and sharing of subject expertise.</li> <li>• KHS Skills will be re-visited to ensure it remains a feature of all classroom practice, including the use of a KHS Holding Slide to share KHS Skills being developed every lesson to promote consistency.</li> <li>• Explore and introduce IDL projects underpinned by local businesses e.g. S2 Start Up Challenge; Hydra Sun design challenge</li> <li>• Develop the PSE curriculum which is fit for purpose in an ever-changing landscape.</li> <li>• Develop clear roles and responsibilities for Outdoor Learning across the school.</li> <li>• Develop a register of local businesses willing to work with KHS.</li> <li>• Each department will identify a staff member as a DYW link.</li> <li>• The school will track and monitor the quality of engagement from each partner they've worked with.</li> <li>• Business breakfast links are used to support the DYW agenda across departments at all stages.</li> <li>• Regular opportunities for Registration teachers to review their roles and responsibilities through staff training</li> <li>• Develop a coherent KHS Numeracy Strategy - run a second Numeracy transition event, taking into account feedback from primary schools</li> <li>• Develop a coherent KHS Literacy Strategy</li> <li>• Identify learning for sustainability opportunities in subject areas and create regular opportunities for pupils to engage in the '4C's' - curriculum, campus, community &amp; context</li> </ul>
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School Improvement Plan – Priority 4: Health & Wellbeing	
Summary of impact	Next steps
<p>✓ We have innovative attendance systems.</p> <p>✓ We have a nurturing school environment, which entices pupils back to school and their classes daily.</p> <p>✓ KHS Wave is becoming embedded in the school.</p> <p>✓ Hard to reach children are supported well including care experienced.</p> <p>✓ Coordinated Support Plans are considered for pupils and where appropriate CSPs are in place.</p> <p>✓ Most pupils and staff can reach out for support if they require it.</p>	<ul style="list-style-type: none"> <li>• Create a system for pupils/staff to share how they are feeling and to ensure support when required.</li> <li>• Create a calendar of staff events to promote health &amp; wellbeing.</li> <li>• Review our attendance systems and ensure there are efficient and timely interventions, which improve attendance.</li> <li>• Establish a steering group to focus on attendance</li> <li>• To consider the Highland Council parent and pupil survey, conducted in March 2025, focused on attendance and action where appropriate e.g. later school start.</li> <li>• Senior MVP pupils are supported to deliver sessions in PSE lessons and across the school. Review of impact through S6/S1 focus groups</li> <li>• Develop a KHS 'support wave' for all pupils and the necessary questionnaires, datasheets to tracking &amp; monitor the HWB of every pupil.</li> <li>• Review the impact of the KHS Wave using data from tracking systems and feedback.</li> </ul>



	<ul style="list-style-type: none"> <li>• Introduce the KHS Wave concept to the ASG and aspire to ensure the ASG is using a 'version' appropriate to their setting.</li> <li>• Develop a health &amp; wellbeing strategy and vision in line with local and national policy</li> <li>• The on-going development of the PSE curriculum, which is fit for purpose in our ever-changing landscape.</li> <li>• To ensure staff can socialise and enjoy time with their colleagues through organised activities.</li> <li>• Better health &amp; wellbeing for pupils and staff through a HWB strategy, which incorporates tracking young people's mental health and wellbeing (KHS Wave)</li> </ul>
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## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Measurement data	Number/ percentage FSM not achieved/below age expectations	Comment and target outcome - Target outcome following interventions in plan
<u><b>Attainment for all S4, 5 &amp; 6 against VC</b></u> <ul style="list-style-type: none"> <li>• Lowest 20% FSM</li> <li>• Lowest 20% non-FSM</li> <li>• Middle 60% FSM</li> <li>• Middle 60% non-FSM</li> <li>• Upper 20% FSM</li> <li>• Upper 20% non-FSM</li> </ul>	<b>Complementary tariff pts</b> <ul style="list-style-type: none"> <li>• 163/71</li> <li>• 145/115</li> <li>• 402/436</li> <li>• 658/606</li> <li>• 949/1198</li> <li>• 1274/1248</li> </ul>	<p><i>For the second year running, we are still not above our VC for FSM pupils in our upper 20%, which is concerning. We need more targeted work completed with the pupils in terms of attending school. We need more rigour in our monthly data to track and monitor their progress. We need to do the same with our middle 60% but I am pleased to see how well our lowest 20% FSM pupils are progressing and achieving compared to the VC.</i></p>
<u><b>Breadth &amp; Depth against VC – Leavers 2024 (S4-6)</b></u> <ul style="list-style-type: none"> <li>• 3 Awards at level 4 FSM</li> <li>• 3 Awards at level 4 non-FSM</li> <li>• 5 Awards at Level 4 FSM</li> <li>• 5 Awards at level 4 non-FSM</li> <li>• 1 Award at level 5 FSM</li> <li>• 1 Award at level 5 non-FSM</li> <li>• 3 Awards at level 5 FSM</li> <li>• 3 Awards at level 5 non-FSM</li> <li>• 5 Awards at level 5 FSM</li> <li>• 5 Awards at level 5 non-FSM</li> </ul>	<b>Percentages of the cohort</b> <ul style="list-style-type: none"> <li>• 100%/86%</li> <li>• 90%/90%</li> <li>• 73%/80%</li> <li>• 86%/84%</li> <li>• 91%/82%</li> <li>• 94%/87%</li> <li>• 73%/70%</li> <li>• 83%/78%</li> <li>• 64%/53%</li> <li>• 76%/67%</li> </ul>	<p><i>The data is very positive in terms of how well students are performing against the VC. In almost all measures, we are ahead of our VC. 5@L4 who are FSM in our only indicator that we need to look at in more detail. This will include identifying these pupils early in the year and ensuring the appropriate interventions are in place. Our whole school policy about 'seeing a course through to the end' will be crucial with this.</i></p>
<u><b>Literacy &amp; Numeracy against VC – S4 2024 attainment</b></u>	<b>Percentages of the cohort</b>	<p><i>We need better benchmarking against the standards in the BGE for literacy – we need more rigour around our data for literacy and a KHS literacy strategy for 2026-2030 will feed into this.</i></p>

<ul style="list-style-type: none"> <li>• Literacy Level 4 FSM</li> <li>• Literacy Level 4 non-FSM</li> <li>• Numeracy Level 4 FSM</li> <li>• Numeracy Level 4 non-FSM</li> <li>• Literacy Level 5 FSM</li> <li>• Literacy Level 5 non-FSM</li> <li>• Numeracy Level 5 FSM</li> <li>• Numeracy Level 5 non-FSM</li> </ul>	<ul style="list-style-type: none"> <li>• 89%/91%</li> <li>• 89%/88%</li> <li>• 78%/86%</li> <li>• 89%/84%</li> <li>• 78%/69%</li> <li>• 66%/69%</li> <li>• 56%/58%</li> <li>• 59%/59%</li> </ul>	<p><i>Our PT Literacy and Maths are key to ensuring an upward trend – early identification of concerns need to be better tracked and our CSW needs to be utilised more efficiently to intervene with targeted pupils and their families to highlight any concerns and to map out action plans.</i></p>
<p><u>Positive Destinations – All Leavers against VC</u></p> <ul style="list-style-type: none"> <li>• S4 FSM</li> <li>• S4 non-FSM</li> <li>• S5 FSM</li> <li>• S5 non-FSM</li> <li>• S6 FSM</li> <li>• S6 non-FSM</li> </ul>	<p><b>Percentages of the cohort</b></p> <ul style="list-style-type: none"> <li>• No data</li> <li>• 100%/95%</li> <li>• No data</li> <li>• 96%/94%</li> <li>• 100%/96%</li> <li>• 96%/97%</li> </ul>	<p><i>Our leaver data remains strong and, on a par, or better than our VC apart from our S6 non-FSM.</i></p>

## Wider achievements

### Coileanaidhean nas fharsainghe

Since being appointed as Head Teacher, I am trying hard to coordinate and capture the significantly high number of wider achievements our pupils are receiving. Many wider achievements are now communicated through our newsletter – the first edition can be seen below from June 2025: -

- [13<sup>th</sup> June Newsletter](#) (Please click on the hyperlink)

**Specific wider achievements are captured below: -**

- Trip with Librarians to The Edinburgh Book Festival was excellent!
- Edinburgh Galleries and Museum visit with Senior Art, Photography + Advanced higher students (August) was fantastic!
- S3 Art Elective participated in the SQA competition 'Give racism the red card'
- Pupils & Teachers performance in 'Peter Pan' at KHS - working with Cairngorm School of Dance was memorable!
- Pupil performance of Excerpts from Wicked was excellent.
- Senior music pupils attended 'Monsterfest' Rock festival at Eden Court for a music careers information day.
- Youth Action worker and our 16+ Coordinator supporting S1 and S2 pupils through digital and online safety.
- S2 paddle sports course with Active Outdoor pursuits
- Higher Geographers took part in the Peatland Survey to gather data for our ongoing KHS climate change monitoring station
- MOCK COP - preparation and attendance at the Inverness Conference - to represent Shell Corporation and their involvement in climate change.
- Baccalaureates - pupils completed Interdisciplinary Projects for the Scottish Baccalaureate in Science
- DYW supported and visited to tutor S3 Digital Elective students with their chocolate bar design packaging.
- Pupils participated in GSA Widening Participation programmes

COMMUNITY – ATTITUDE – RESPECT – EFFORT

- Pupils travelled to Belgium for Schots piping competition as part of Highlife Highland Pipe Band.
- Return of Strathfest music festival - several pupils involved in competing throughout the week on different instruments.
- Pupil involvement in High Life Highland orchestras and bands - several pupils from S1-S6.
- S3 girls offered free Face painting for people at the Kinraig Community fair (September)
- Horticulture - lots of development and achievement of qualifications in this S3 elective class
- The Creative Thursday Jewellery group entered the "SCHOOLS JEWELLERY DESIGN COMPETITION - 2024." A pupil made it as a finalist to this competition which was a fantastic achievement as entries were in the 100s.
- Foreign Language Translation Bee competition winners
- European Day of Languages
- Languages Week Scotland: Idioms of the world challenge
- Creative Thursday Afternoons - for the first time in KHS - NPA Criminology was introduced for senior pupils. The new course was warmly received by seniors and encouraged great discussion on the causes of crime and money laundering!
- Kingussie Remembers and Force K6 - senior pupils took part in the Colourful Heritage Remembrance Service by delivering a speech and reciting a poem.
- Shinty Tournament wins - Robertson up 2024, Great Glen 6s 2024
- Aberdeen Uni medical students - we hosted a 2-week placement and welcomed them into our classes
- Advanced Higher Physics trip to Heriot-Watt University in November
- Digital Ambassador Project: - pupils embark on training this week with Youth and Adult Learning with a view to impart knowledge on all things digital to members of the community who need troubleshooting support.
- Kingussie Parish Church: - weekly highlight for the S2 pupils. The volunteers in the church put out an amazing spread of lunch for our learners and in return we chat, play games and make connections with members of the church community. Jenga/Wink murder/ two truths and a lie, you name it, we have played it!
- Laggan Community Park: - weeding and clearing paths, well done to the Study Leave group for not resting on their laurels and getting stuck in each Monday with community work and site visits and exploring employability skills with DYW Debbie Khadi, the Army and Wilderness Scotland and Quarch Technology.
- Pupils planting flowers outside the Court House in Kingussie.
- Childcare pupils in the senior phase who completed work placements in Kingussie, Newtonmore and Alvie Nursery/ Primary school and to barista pupils who worked at the Railway Cafe in Kingussie.
- The Life-Scan Trip before the summer holidays was a fantastic trip.

## Comments from learners, families, stakeholders and staff

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

- Almost all pupils feel safe at school and enjoy learning.
- Parent council appreciate the meetings with Head Teacher.
- Feedback collated from parent/carers evenings indicate that almost all parents/carers value what the school are doing for their children. They think the school is well led and that when concerns are raised, they are dealt with well and in a timely manner.
- Through pupil voice and the Youth Parliament Forum, we are generating more interest from young people about having their say in their education. This has led to reflection from some staff about the way in which they teach, how they make themselves approachable and supportive etc.
- Pupils, Parents and partners will be having their say on our reviewed vision, values and aims from August to October 2025.

## Capacity for continuous improvement

COMMUNITY – ATTITUDE – RESPECT – EFFORT

## 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:

	2024/25
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Very good
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

### Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Learning, Teaching & Assessment
2. Leadership of Change
3. Curriculum
4. Health & Wellbeing

### 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 [Kingussie High School](#) or by contacting the school office. 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			
QI 1.3 Leadership of change			
How well are you doing? What's working well for your learners?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p><b>Theme 1: Develop a shared vision, values and aims</b></p> <p>Kingussie High School's core C.A.R.E values of Community, Attitude, Respect and Effort remain embedded in the school. All pupils know them and understand how they can aid progress and inspire achievement. We are due a review of the school's vision, aims and values and we have been using the Higher Graphic Communication class to re-design and shape a visual poster to highlight the new vision, aims and values. We will spend eight weeks from August engaging the local community, parent/carers, our young people and colleagues into agreeing the refreshed vision, aims and values. Once collaboration and agreement has been successful, we will launch and embed the new vision throughout our practice. We are also working within our Associated School Group to refresh the ASG vision, values and aims. We will launch an 'ASG vision, values &amp; aims' during next academic session 2025/26.</p> <p>Vision and aims for teaching, learning and assessment has been embedded across departments and with colleagues. We have given significant time to the planning and mapping of 'what makes an excellent lesson' with all colleagues working in line with this consistently. We have targeted 'engagement' specifically and linked in with relevant pedagogy and methodology during staff training. Lessons observations from peers, PT's and SLT help to steer conversations towards engagement.</p> <p>Vision and aims for curriculum planning.</p>	<ul style="list-style-type: none"> <li>• The data gathered from the whole school pupil survey demonstrated that almost all pupils know and understand the school values</li> <li>• Assemblies, prize giving, class practice all highlight school values. Our merit system awards house points for showing these values and each month we have many students demonstrating the school values. These pupils are then given prizes.</li> <li>• Staff, pupils, parents/carers will be consulted on the proposed new vision, values and aims throughout term 1 -0 August to October 2025.</li> <li>• Dashboard Data • Learner Conversations • Pupil L &amp; T Surveys • Pupil Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>• We are going to continue to use our pupils to help design and shape the new vision, values and aims into the school.</li> <li>• Our S6 leadership group have a fantastic skillset this year and we are going to use their knowledge and understanding of the school context to further promote the refreshed vision, values and aims.</li> <li>• We will use the senior leadership team and all S6 to effectively model the school values and use them to inspire younger pupils in the school. This will give our S6 a sense of empowerment.</li> </ul>	Good

COMMUNITY – ATTITUDE – RESPECT – EFFORT

<p><b>Theme 2: Strategic Planning for continuous improvement</b></p> <p>A review of our Collegiate Alliance Programme or CAP has taken place. We are streamlining our whole staff meetings to make them more impactful. Our PT's and SLT are now going to be in an 'Extended Leadership Team or ELT. ELT will meet 8 times across the year to ensure we are on track with our school improvement. In addition to these 8 hours across the year, we are utilising the expertise of Columba 1400 for two days, taking all PT's off timetable in early September. These two days are to focus on Leadership of Change, review our core values as a team and outline steps to implement change in the future. This valuable piece of work will enable change to happen in a timely, considerate and calm manner.</p> <p>All principal teachers have an annual curriculum meeting with the DHT curriculum and the SLT link person. This allows all staff to be part of the decision making about what courses are being delivered in their subject areas. A major factor in this is the skills and interests of our pupils which can change year on year. To ensure that our planning results in improvement we have pathway meetings with all senior phase pupils and parents/carers to discuss the best pathway for each pupil to gain maximum attainment.</p> <p>Three Validated Self Evaluations are planned for this session with one to include SLT. These 'deep dives' help to support and challenge Departments to enable continuous improvement.</p>	<ul style="list-style-type: none"> <li>• Whole staff survey has made changes to our CAP sessions and calendar inevitable.</li> <li>• SLT Agendas/Minutes • Management Meeting Agenda/Minutes • School Improvement Plan • Self-evaluation Calendar for Teachers, Principal Teachers, and Senior Leaders • DM Agendas/Minutes • SLT and PT 1:1 Attainment Meetings • School and Department Improvement Plans • CAP Programme • Steering Groups with SIP focus</li> </ul>	<ul style="list-style-type: none"> <li>• ELT meetings – 2 days off timetable in September plus an additional 8 ELT meetings spread across the academic session.</li> </ul>	
<p><b>Theme 3: Implementing improvement and change</b></p> <p>All staff can lead on SIP improvements within our school. There are active staff steering groups linked to our SIP priorities and all groups are led by a non-promoted member of staff. S6 pupils can be active in change at the senior level through our senior leadership teams. They lead on pupils' voice through focus groups linked to their leadership focus. This allows almost all pupils to express their views and shape change.</p>	<ul style="list-style-type: none"> <li>• Pupil Voice • Rights Respecting Schools Presentation • YPI • Staff Steering Groups • S6 Leadership Teams • Curriculum/Career Pathways • Partnership Working with DYW/SDS</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure staff have the opportunity to lead on steering groups. Also allow staff to lead on CAP sessions sharing good practice.</li> <li>• Curriculum meetings with PT/FHs to continue to allow staff and pupils</li> </ul>	

<p>Our curriculum is always evolving, and staff feel empowered to make necessary changes to meet the needs of our pupils. Some examples of this have been within our Maths Department where Applications of Maths Levels 4 through to 6 are now embedded giving more pupils experience of Maths in the senior phase. Alongside this, personal finance is also offered as well as 'Future Asset' which is a DYW initiative specific to girls – this has been a fantastic addition to our curriculum. Early Learning &amp; Childcare and barista skills are other examples of new courses implemented by middle leaders. Our PE Department have up to 7 courses running bi-annually in their senior phase which is a great example of catering for all abilities.</p> <p>The Kingussie Wave is an example of how collaboration with all stakeholders pays dividends. We have manged the KHS Wave slowly and cautiously into are school daily and we are now well placed to embed this practice.</p> <p>Our 'Promoting Positive Relationships' policy was reviewed last session and is implemented very well by all staff. We have clear guidelines for all staff and feedback from staff has been warmly received. Behaviour of pupils across the school is very good.</p>		<p>to shape the KHS curriculum linked to pupil needs and local context.</p> <ul style="list-style-type: none"> <li>Promote change that is data rich and evidence based. Change also needs to be sustainable and the needs of all pupils need to be well considered.</li> </ul>	
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### QI 2.3 Learning, teaching and assessment

How well are you doing? What's working well for your learners?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p><b>Theme 1: Learning and engagement</b></p> <p>All staff have been focussing on learning, teaching &amp; assessment (LTA) during CAP sessions based on the sessions delivered by Mark Jones (CLO) at HSHA. This has been linked to our LTA steering group and to the VSE that we have been engaging in over the last five years. Lessons in KHS are good, and this is evident when moving around the school. Pupil voice tells us that most pupils enjoy learning at KHS and they mostly all have positive relationships with their teachers. They report that</p>	<ul style="list-style-type: none"> <li>Pupil Learner Survey Pupil</li> <li>Focus Groups</li> <li>KHS 'What Makes an Excellent Lesson'</li> <li>CAP Program with LTA focus</li> <li>Extra-Curricular Timetable</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to improve the pupil voice at all levels of the school and share the impact of pupil engagement with stakeholders. We will continue with our VSE program until all departments have been</li> </ul>	Good

<p>almost all teachers share success criteria and learning intentions at the start of each lesson most of the time. The ethos in the school is very positive with almost all pupils feeling respected and valued in school. There are numerous opportunities for all pupils to contribute to the life of the school through several extra-curricular programmes across a variety of subjects. All pupils have the chance to express their views on LTA through a pupil learning survey, which is held in November.</p>		<p>part of the process. This involves engaging with the authority and other schools in Highland and beyond. CAP program will focus on SIP priorities and LTA will remain as priority for KHS. CAP sessions reflecting HSHA focuses will be shared with staff and support given where necessary to improve.</p>	
<p><b>Theme 2: Quality of teaching</b></p> <p>There is a an agreed 'What Makes an Excellent Lesson' visible in each classroom. This has been agreed by all stakeholders and this plus the KHS LTA toolkit is a valuable resource to ensure all staff are aware of expectations and supported to ensure high quality LTA. The robust self-evaluation calendar ensures that there are three LTA observations per academic year. A peer, a PT and a SLT observation ensures there are discussions about improvement in LTA with all staff. Validated Self-Evaluation (VSE) is embedded to ensure that we are continually reviewing the quality of the teaching in identified departments. This allows staff to work closely with staff from other schools and within KHS to focus on LTA and ensure that we are supporting and challenging staff to improve. Important information is regularly shared with all staff through detailed ASN information, Monday Moring Briefing, SLT bulletin and information at CAP sessions. To ensure that pupil views are collected, all pupils are given a learner survey to express their views on LTA at KHS. A variety of data is used which allows all staff to make informed judgements for pupils in each subject area. All staff are encouraged to enhance LTA through the appropriate use of technology and through outdoor learning where appropriate.</p>	<ul style="list-style-type: none"> <li>Validated Self-Evaluation – two departments each academic year to ensure all departments receive feedback from a range of partners regarding their LTA.</li> <li>Self-evaluation calendar.</li> <li>Monday Morning Staff Briefing</li> <li>Friday Bulletin.</li> <li>SEEMiS Referral System</li> <li>KHS Log of Support System</li> </ul>	<ul style="list-style-type: none"> <li>We will ensure learning intentions and success criteria are fully explained and understood and are referred to in lesson plenaries. This will be supported by SIP Activities, classroom observations and planned learning walks.</li> <li>We will further drill down into pupil feedback to fully understand pupil opinion regarding lessons being appropriately challenging.</li> <li>We will continue to improve our communication with staff to ensure that they have all the information required to meet pupil needs.</li> </ul>	



		<ul style="list-style-type: none"> <li>We will continue to follow the KHS self-evaluation calendar to ensure that lesson observations are meaningful and drive improvement.</li> </ul>	
<p><b>Theme 3: Effective use of assessment</b></p> <p>Our Learning &amp; Teaching toolkit which has been created by our staff steering group have shared an array of suitable assessment methods for all staff to see, which is in line with National and local advice.</p> <p>Senior phase moderation, internal and external verification processes have been heavily scrutinised by SLT within KHS. We continue to aspire to be a rigorous SQA centre and many of our processes have been highlighted as such by SQA.</p> <p>Almost all pupils have revealed that assessments are well matched to their needs.</p> <p>All staff are encouraged and supported to ensure that they are aware of the ASN needs of all pupils. This allows assessments to meet the needs of individual pupils. This is supported by Pupil Passports devised by the ASN department and shared and updated regularly throughout the academic year. These have suggested assessment techniques that could be used for individual pupils.</p>	<ul style="list-style-type: none"> <li>Whole school pupil survey</li> <li>ASN information including pupil passports with strategies.</li> <li>Analysis of staff use of the new LTA toolkit</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review the ASL information that is shared with staff. This includes the quality and the timing of P7 ASG information.</li> <li>Continue to build in time for moderation and quality assurance into CAP calendar creating time for staff.</li> <li>Engagement in Northern Alliance TLA toolkit</li> </ul>	
<p><b>Theme 4: Planning, Tracking and Monitoring</b></p> <p>There are robust tracking processes in both the BGE and senior phase of the school which is shared regularly with parents/carers and pupils. This incorporates the risk matrix identifying each individual pupil's needs and circumstances. This information is key to allow staff to plan effective LTA for individual pupils. The ASN department play a key role in supporting with the planning and assessment stages. Any pupils who are struggling with their learning or who are not on track to attain are discussed at the</p>	<ul style="list-style-type: none"> <li>Senior Phase Tracking to highlight individual pupil progress and overall school progress including stretch aims.</li> <li>BGE Tracking</li> <li>SEEMiS Merits linked to House system and school values.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to review our tracking system to track pupils learning across each school year.</li> <li>The support team will continue to meet weekly and discuss pupils at risk of zero or low attainment</li> </ul>	

Pupil Support Group weekly meeting and a plan is devised for everyone. For pupils with prolonged barriers to learning we ensure the focus is on literacy and numeracy for these pupils in the first instance.		and put in timely interventions.	
<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b>			
How well are you doing? What's working well for your learners?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p><b>Theme 1: Wellbeing</b></p> <p>We are well on our way to embedding the 'Kingussie Wave' at KHS. This is a new system which aims to track and monitor health and wellbeing for all pupils. Appropriate interventions are put into place in a timely fashion. We have decided to go from two to three Guidance Teachers which will contribute to enhancing this support for pupils. Each Guidance Teacher is going down to 140 pupils in their caseload which is a significant reduction and well below the golden standard of 200 pupils per Guidance teacher.</p> <p>Almost all staff have embedded the SHANARRI indicators into daily practice. Almost all staff ensure learners are well supported in school to feel safe and ensure that they achieve. The Support team (Guidance, ASL) work together to offer safe spaces for any pupil who may need support and supervision during break times. The support office is in the heart of the school and the first room that all pupils see as they enter Kingussie High School. This was a conscious decision post the pandemic to ensure that all pupils are welcomed into school by key support staff.</p> <p>There are regular assemblies around wellbeing, equality and inclusion where all pupils are challenged to demonstrate kindness towards each other and to pass on any concerns or issues that they have. MVP mentors in S6 work with S1 PSE classes around topics such as appropriate use of language and the role of a bystander to promote our school values.</p>	<ul style="list-style-type: none"> <li>Pupil Learner Survey highlights that almost all pupils feel safe and happy at KHS. Anyone who indicates that they don't receive an immediate check-in.</li> <li>Attendance and attainment data is scrutinised regularly and interventions put in place accordingly for individuals.</li> <li>PEF CSW</li> <li>KHS website has support signposted for both pupils and families and this is shared regularly on communication to parents/carers and with pupils at assemblies.</li> <li>Guidance staff and DHT Support have their office off the social area so that all pupils know where to access support.</li> <li>KHS Assembly program.</li> <li>Solution Focussed Meetings including KHS support staff, Practice Lead, Health etc. These happen twice each term with pupils and parents in attendance.</li> <li>School counselling service</li> <li>PEF FLEO diary with all interventions and the impact made.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote and use SHANARRI indicators to measure pupil well-being as evidenced from our referral system.</li> <li>Continue to use the principles of GIRFEC to guide our support for young people as evidenced from our referral system.</li> <li>Through PSE and assembly time, increase pupil awareness of responsible adults within school and in the school community who they can speak with if worried or upset.</li> <li>Ensure that all stakeholders have an input into the assembly timetable. Ensure that check-ins are happening</li> </ul>	Good

<p>Almost all pupils know who their Guidance teacher is and where to access support. Almost all pupils have a key adult that they trust and would turn to for support. This is regularly revisited through SLT check-ins with pupils and always followed up by SLT if any pupil survey response says a pupil isn't confident to speak with a teacher or adult in school.</p> <p>There are a range of support partners accessible to pupils either through self-referral or through our support team. High tariff pupils are discussed at PSG and then entered for solution focussed meetings which involve the Practice Lead (social work), any other agency required, the parent/carer, the guidance/link teacher plus the DHT Support.</p> <p>We have a well-resourced school website that signposts both pupils and families to support that is available outside of school. This is shared via letters to parents/carers before each school holiday, so families are aware of what support is there.</p> <p>In s1-S3 PSE is taught by Guidance Teachers ensuring every pupil has direct contact with their Guidance Teacher on, at least, a weekly basis. Pupils with identified ASN needs will have an ASN link teacher too who can support with the identified needs and their learning.</p> <p>KHS PEF funding has been used to employ a Family Learning Education Officer (FLEO) who helps support pupils with low attendance and barriers to learning.</p>		<p>through a robust calendar.</p> <ul style="list-style-type: none"> <li>Continue to highlight with stakeholders the support available to pupils and families in school and outside of school. Work with partners to ensure the most updated advice is available.</li> <li>We will continue to respond to pupil requests for counselling.</li> <li>Continue to use PEF money to resource our FLEO.</li> </ul>	
<p><b>Theme 2: Fulfilment of statutory duties</b></p> <p>All staff complete mandatory training in child protection and safeguarding. Appropriate staff attend further workshops and coaching on how to ensure all pupils are safe. We are planning more rigour around other mandatory training to include the trainee easy online workshops.</p> <p>Attendance is reviewed weekly and any pupils with low attendance is discussed at PSG. We have robust procedures in</p>	<ul style="list-style-type: none"> <li>We are following a 76-point Highland Council checklist which details everything we should be doing to ensure we are fulfilling our obligations.</li> <li>Child Protection Training each year with all KHS staff and recorded and returned to HQ.</li> <li>Rights Respecting Schools Award is something that we are working on. We have achieved bronze status and are now working on achieving Silver.</li> </ul>	<ul style="list-style-type: none"> <li>We have incorporated the safeguarding checklist into our daily practice. We aim to complete the checklist during the next session.</li> <li>Continue to ensure we remain aware of our statutory duties and</li> </ul>	

<p>place to identify pupils with 3-day unauthorised absence, and this is followed up by our support team. Letters are sent home to parents/carers regarding low attendance and meetings are arranged to discuss how KHS can support families to aid improved attendance. Attendance is regularly discussed at assemblies, in parental letters and with individuals by all support staff.</p> <p>We have a robust calendar of events to support P7-S1 transition working closely with our ASG primary schools. This includes enhanced transitions for identified pupils, ASN staff attending meetings for pupils with identified needs as young as P4 so that we can upskill our staff to meet every pupil's needs, Guidance staff visiting schools, DHT support visiting P7 pupils, two transition events in Science and Maths throughout the year, parents/carers are invited in for a presentation and tour when their child is in for their three day transition. There has also been other tours and meetings arranged for any parent/carer who is requiring more information or who is feeling nervous around what support KHS can offer in our ASN provision.</p>	<ul style="list-style-type: none"> <li>• KHS Attendance is monitored and discussed weekly with appropriate interventions including letters, meetings and PEF FLEO involvement.</li> <li>• ASL visits to primary schools.</li> <li>• Involvement of PT ASL in class allocation organisation and robust data collection of P7 pupils. This includes ASL needs and all NSA data plus ACEL data.</li> <li>• KHS Transitions timelines shared with all primary HT and P7 teachers and discussed at ASG meetings.</li> <li>• Minutes of SFL, PT Pupil Support and support bases</li> </ul>	<p>implement the identified articles of the UNCRC into all aspects of our professional practice as guided by our Pupil Voice.</p> <ul style="list-style-type: none"> <li>• Continue to review and track attendance with appropriate interventions used.</li> <li>• We will continue to ensure that the PT ASL, and ASNT staff, are involved in the P7 into S1 transition process.</li> <li>• We will continue to discuss with departments P7 transition opportunities.</li> </ul>	
<p><b>Theme 3: Inclusion and equality</b></p> <p>All learners are included in the daily life at KHS. All staff understand their role in ensuring inclusion and are aware of the diverse background of pupils and of their individual needs.</p> <p>Respect is one of the KHS school values and this is promoted daily by almost all staff and pupils. It is regularly highlighted at assemblies along with celebrating/embracing diversity. We use the risk matrix to ensure that targeted support is given to pupils who require it most.</p> <p>We have several pupils on adapted curriculums or adapted timetables and almost all staff support this with differentiated work, adjusted deadlines etc.</p>	<ul style="list-style-type: none"> <li>• Key staff are visible as pupils enter the school in the mornings, at break and lunchtimes to ensure that pupils needs are met.</li> <li>• Staff on duty regularly promote respect to pupils regarding litter, how they speak to one another etc.</li> <li>• PSG look at individuals' data and will decide how to best adapt a pupil's curriculum to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Our actions around Wellbeing, Equality and Inclusion will be framed within our Rights Respecting Schools Award initiative.</li> <li>• Pupil Achievements will be further recognised and celebrated through our assemblies and social media.</li> </ul>	
<b>QI 3.2 Raising attainment and achievement</b>			

<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know?</p>	<p>What are you going to do now?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: <b>Attainment in Literacy and Numeracy</b></p> <p><b>Numeracy: -</b></p> <ul style="list-style-type: none"> <li>• All pupils at the end of S4 are performing above the VC for level 3, 4 and 5.</li> <li>• All pupils at the end of S5 are performing above the VC for levels 3, 4 &amp; 5 but are below the VC for level 6.</li> <li>• All pupils at the end of S6 are performing above the VC at level 4 and 6 but are below the VC at level 3 and 5.</li> </ul> <p><b>Literacy: -</b></p> <ul style="list-style-type: none"> <li>• All pupils at the end of S4 are performing above the VC for level 3, 4 but are slightly below at level 5.</li> <li>• All pupils at the end of S5 are performing above the VC for levels 3 and 4 but are below the VC for level 5 and 6.</li> <li>• All pupils at the end of S6 are performing above the VC at level 3 but are below the VC for levels 4 through to 6.</li> </ul>	<p><b>Numeracy &amp; literacy: -</b></p> <ul style="list-style-type: none"> <li>• Please refer to the graphs at the top for further analysis.</li> <li>• We are also analysing NSA data effectively to improve outcomes for our pupils in the senior phase.</li> <li>• ACEL data at the end of S3 is in line with HC at level 4 and above at level 3.</li> <li>• We are using the NSA data to inform our next steps about year groups in the BGE to best prepare for the senior phase.</li> <li>• NSA data shows that we are raising attainment significantly and adding value between P7 to S3.</li> <li>• We are still performing above HC and National measures despite low ability cohorts being identified in P7.</li> <li>• Insight Analyses - Department and Whole School demonstrates positive attainment over a few years at KHS.</li> <li>• Senior pathway meetings ensure that we discuss with pupil and parent/carer the best pathway to attain the grades needed for next steps. This involves SDS to support S4 or S5 leavers.</li> <li>• PT/FH curriculum meetings happen annually to ensure that we are planning for the needs of the current learners and reviewing courses to ensure we are achieving positive attainment.</li> </ul>	<p>Numeracy: -</p> <ul style="list-style-type: none"> <li>• Numeracy steering group to be established</li> <li>• Level 6 attainment being tackled through Higher Applications of Maths course and a level 6 statistics unit.</li> <li>• Level 5 attainment – targeting pupils who are borderline passes through PSA support and other department interventions i.e. hot housing.</li> <li>• We will continue to complete level 4-6 personal finance awards with pupils in S4-6.</li> </ul> <p>Literacy: -</p> <ul style="list-style-type: none"> <li>• Continue to complete L5 literacy unit in S4 and 5 before moving onto the whole National 5 course.</li> <li>• National 4 to be delivered to all pupils throughout their S3 experience.</li> <li>• We will use SNSA data to inform early</li> </ul>	<p>Very good</p>

		interventions with the purpose of increasing uptake in N5 courses.	
<p><b>Theme 2: Attainment over time</b></p> <p>Attainment over time is very good. Our Insight data highlights that our data is strong across almost all measures and has been consistently so over the past five years.</p> <p>Our tracking system captures pupil performance regularly and the log of support system is used in between tracking periods if interventions are required.</p> <p>Our creative curriculum has been key to raising attainment as previously mentioned as it allows learners to choose subjects that engage them, resulting in improved attainment. Our pathway meetings with pupils and parents ensure that the best learner journey is agreed for all learners in S4-S6. Learning and teaching is also a strong focus to help raise attainment and all staff have been involved in a robust calendar that includes PT observations, peer observations and SLT observations. Our VSE model also focusses on LTA and feedback for improvement.</p>	<ul style="list-style-type: none"> <li>• Please refer to the graphs at the top.</li> <li>• Insight Data</li> <li>• Robust tracking and monitoring at all levels.</li> <li>• Creative curriculum that allows pupils a comprehensive choice of qualifications for a school our size.</li> <li>• LTA number one SIP priority and staff supported at CAP sessions to share good practice. Also a staff LTA steering group.</li> <li>• Validated self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking data analysed and ensure interventions are made. Knowing our learners will help discussions around ensuring a curriculum that drives attainment.</li> <li>• We will ensure greater consistency of interventions towards targeted groups of pupils who have borderline performance by offering greater support and challenge to our PTs.</li> </ul>	
<p><b>Theme 3: Overall quality of learners' achievement</b></p> <p>Through uncertainly caused by significant social change and widespread economic anxiety, almost all of our learners have continued to contribute positively to the life of the school and to demonstrate the development of the 4 capacities that underpin the curriculum.</p> <p>Kingussie High School has a promoting positive behaviour policy that encourages all pupils to demonstrate the KHS values of Community-Attitude-Respect-Effort. When pupils showcase these values, they can receive house points from staff that has rewards chosen by our pupils. These include cinema passes, ice skating passes and canteen jump the queue passes. The overall winning house over the year is given a team reward chosen by</p>	<p>Summary of some of our learner's achievements and opportunities available to our young people: -</p> <p>The English Department has welcomed visits from poet Hugh MacMillan and writer Cynthia Rogerson to do writing workshops. We have organised trips to Eden Court in Music to see Blood Brothers and to watch a foreign language film as part of our French classes. Young speakers Scotland provided debating workshops for S1-3 in Social Subjects - 54 pupils took part and are now debating masters! We have a growing 'Dance movement' with pupils performing at a competition last month at KHS. Our Advanced Higher exhibition at Iona Gallery, curated and run by students in April was a huge success. As were</p>	<ul style="list-style-type: none"> <li>• We are trying hard to develop the range of opportunities available for everyone to make sure the beautiful landscape we are in gets used.</li> <li>• Target parents to improve parental engagement.</li> <li>• We will seek out new employers who will be willing to provide pupils with industry experience.</li> </ul>	

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<p>pupils and this encourages all pupils to work hard, show a good attitude, demonstrate respect to themselves and others in/out of school and to care about their community. This in return helps to raise achievement and attainment.</p>	<p>visits from Catriona Parmenter, a photographer and Amy Conboy, a graphic designer for pupils studying Art &amp; Design. Our school show - Annie – was brilliant! And we have had fantastic performances by many pupils at our Christmas concert, a shinty memories lunch and VE Day celebrations as well as performances at Kingussie parish church. Our pipers played at an E.I.S conference in Aviemore!</p> <p>Many of our Departments have created strong links with the Highland Wildlife Park who have supported S1 visits in English as part of their “On the Wildside” unit of work and invited the senior Travel &amp; Tourism class. They have a fantastic new outdoor learning classroom which they have made available to us and we really value their partnership. The Youth Philanthropy Final saw two pupils win £3000 for Lucky2BeHere and are looking to install two new defibrillators as a result. It was a magnificent final which was highly commended by our YPI Lead and National Coordinator for The Wood Group - they could not sing Kingussie High School praises highly enough. In Science, the Newton Rooms proved to be a great success again for S1 and 2. Academy 9 continues to be a wonderful partnership for KHS where S3 classes recently participated in ‘Roads for the Future.’ The Cairngorms National Park Authority are working on evidence gathering and engagement to inform the next local Development Plan. They visited all S1, 2 and 3 classes and some seniors to provide them with a voice in relation to their local environment and what they like about it and importantly what changes they would like to see. The Duke of Gordon Hotel continues to be a strong partner of ours. They offered our senior Hospitality class a 3-course meal, a tour round the hotel giving the history as well as meeting a range of different staff who discussed their roles and how they work as a team to provide the best experience for visitors.</p>	<p>Continue to celebrate success through the house system and prizes.</p>	
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	<p>Our S5 and S6 Induction week focused on the outdoors, connecting with nature and enjoying our surroundings. Some of the options included Mountain Biking, Climbing and abseiling and developing bushcraft skills. We also offered pupils a 'Loch Insh' retreat spa where they got to experience a sauna and cold-water dip, followed by yoga and art. This year we have also enjoyed another successful week of Junior Rangers where a group of S2 pupils participated in a range of outdoor activities while learning about the local environment, Scotland's Access Code and the important role that our Cairngorm National Park Rangers play, before presenting about their experience when they returned to school. Some of our pupils within our support base have had a fantastic year experiencing all sorts of creative outdoor activities. Some of these have included: - climbing at Glenmore Lodge and Alltnacriche; walking tours and wildlife spotting; able to adventure bikes have been well used at Badaguish as well as regular swimming at Grantown Grammar School. Glenmore Lodge also deserve a special mention as they continue to support our pupils through winter skills, climbing and mountain biking.</p> <p>The Silver Duke of Edinburgh Award trip, which is a joint trip with Grantown Grammar School was a wonderfully positive experience. Pupils will walk across the Cairngorms over three days. This is a valuable opportunity to build relationships between the schools and provide participants with adventure skills for life. Our Creative Thursday afternoons continue to be a great success. Some activities have included rock climbing at Comic Craggs and orienteering in the local area. We continue to use the school mountain bikes regularly and it's been great to have the bike maintenance class learn how to service the bikes with help from 'Spin Project' and Huw Oliver. It means we continue to take them out on Thursday</p>		
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	<p>afternoons which is great. Partners from 'Healthy Minds' have come into KHS to conduct some research on how outdoor activities can influence mental health in a positive way - pupils have enjoyed developing bushcraft skills and learning about how green spaces can make you feel good.</p>		
<p><b>Theme 4: Equity for all learners</b></p> <p>We are working very carefully to ensure all our pupils attain well despite barriers to their progress such as poverty; attendance; rural deprivation; free school meals; mental, physical and social health. We have a broad range of qualifications at level 1, 2 and 3 which aim to capture attainment for harder to reach pupils. We have significant improvement over the past five years in how well our ASL pupils are attaining. The same can be said for our Free school meal children. This is, in part, due to our Family Liaison Officer (PEF funded post) working closely with targeted pupils to achieve well.</p>	<p>Comparing pupils with additional support for learning needs from 2020 to 2024 offers an insight into the targeted interventions we have been doing. For example, if we analyse against the breadth and depth measure for ASL pupils in 2020, the results are as follows: -</p> <p>1@level 3 = 95%  1@level 5 = 83%  3@level 3 = 85%  3@level 5 = 55%  5@level 3 = 74%  5@level 5 = 40%</p> <p>Compared against 2024: -</p> <p>1@level 3 = 97%  1@level 5 = 97%  3@level 3 = 97%  3@level 5 = 82%  5@level 3 = 87%  5@level 5 = 50%</p> <p>In all 6 measures, we have significantly improved attainment for pupils with additional support needs. The analysis of the PEF plan, which is shown earlier also concludes that our Free School meal pupils are exceeding that of the VC in most measures.</p>	<ul style="list-style-type: none"> <li>• We will continue to provide training for pupils who require to use digital tools to benefit their learning.</li> <li>• We will continue to collaborate with pupils to accept and use appropriate support strategies provided.</li> <li>• Continue to share information with all staff to ensure pupil needs are met.</li> </ul>	
QI 2.2 Curriculum: theme 3 Learning pathways			

<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know?</p>	<p>What are you going to do now?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Kingussie High School operates on a 3:3 curriculum model. We regularly review our BGE to ensure that it is relevant, engaging and develops the skills of our pupils to be successful in the senior phase. PTs have annual curriculum meetings to ensure that we have the correct courses on offer for the pupils and this can change as the interests of our pupil's change, the opportunities locally, national and globally change and the skills of our teachers changes. All departments share learner pathways with pupils, parents and carers so that it is evident where the learning is going in each subject. This allows family learning to take place as parents/carers are aware of what their child is doing in class.</p> <p>Curriculum design is at the forefront of our minds when we are making any curriculum changes and breadth, depth and progression are important to consider along with the needs of all learners. At senior option time we have S3 pathway meetings to ensure that the most suitable subjects are chosen that allows all pupils progression and focus on raising attainment. Each individual pupil journey is key in terms of when their end point is. For example, if we had a pupil in S3 who is leaving at the end of S4 then they might go straight to Higher P.E rather than National 5 P.E if they have strong practical performance and good literacy ability. High quality LTA is what we all strive for at KHS and our CAP programme is tailored to ensure progression and consistency in classes. Outdoor learning is used by several departments, and it is encouraged by SLT if it can enhance pupil experience.</p>	<ul style="list-style-type: none"> <li>• Draft Curriculum Architecture</li> <li>• Curriculum Rationale outlines what we are trying to achieve and how we do this. Pupils and parents find this useful for future planning.</li> <li>• Curriculum – planned learning allows pupils and parents to see what they will be learning in the BGE and allows parents/carers to support pupils at home. It also allows for staff to see natural crossovers or links for IDL.</li> <li>• Our S3 Learner {pathway meetings have a high attendance rate from parents/carers and are invaluable to ensure we plan the best learner journey with a focus on raising attainment.</li> <li>• Our creative curriculum can be seen in our KHS option form (available on the school website). We have added in links to all courses with a description of a current or former pupils explaining why they valued the course and the progression available.</li> <li>• Parents in particular value the face-to-face conversation about course choice and progression. There are numerous examples of where a pupil/parent has attended the pathway meeting with a completed option form and left with a different final form due to staff ensuring progression and attainment.</li> <li>• The KHS 'What Makes and Excellent lesson' along with the staff steering group and CAP program ensure that LTA is a priority of all staff and learners.</li> </ul>	<ul style="list-style-type: none"> <li>• We will update the curriculum map and review our range of topics and frequency of assessment.</li> <li>• We will continue to look for and implement curricular inserts to enrich the curriculum and creative contexts for pupils to apply learning.</li> <li>• Continue yearly curriculum meetings with Pts/FHS</li> <li>• Implement KHS's Skills Framework by integrating skills into BGE Programmes of Learning.</li> <li>• Continue our S3 pathway meetings with pupils and parents/carers.</li> <li>• Continue to evaluate the curriculum and make appropriate adjustments.</li> <li>• Deliver, monitor, track and evaluate impact of our skills framework.</li> <li>• Continue to prioritise LTA at CAP sessions with staff given opportunity to lead sessions.</li> </ul>	<p>Very good</p>

**QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)**

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<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know?</p>	<p>What are you going to do now?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Throughout the session, staff have been using a DYW overview document to assess the level of engagement of their partners.</p> <p>Partnership working is key to ensuring positive outcomes for the pupils of KHS. We have a range of strong partners who support the pupils of KHS with their health &amp; wellbeing, and we also have several partners who add value to our curriculum and help us raise attainment.</p> <p>Almost all staff value partnership working and there are several local and national partnerships set-up to enhance LTA in a variety of subjects. This includes local charities and projects where pupils are volunteering. It includes our partnership with UHI and North Highland College to help us deliver Activity Tourism and Rural Skills. We have pupils from our ASN provision who access skills builder courses at college along with other pupils who attend Friday college courses.</p> <p>Our SDS and DYW coordinators ensure that they work collaboratively to ensure the best outcomes for all pupils and business breakfasts have led to strong DYW partnerships in a variety of departments.</p>	<ul style="list-style-type: none"> <li>• The support staff work closely with a range of partners as intended in the GIRFEC model. This includes identified pupils receiving solution focussed meeting with a range of partners twice termly.</li> <li>• All subject areas have been tasked with finding at least one strong DYW partner. We held a business breakfast where lots of local employers attended the school and networked with staff to create links and ideas. We are aiming to track this to ensure they are adding value and lasting partnerships.</li> <li>• Both SDS and DYW staff have their own spaces to work, and we have ensured that there is crossover on the days they attend KHS so that they can work collaboratively when needed. One member of the Guidance staff meets weekly with the DYW co-ordinator to discuss progress with projects and departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase engagement opportunities for parents covering various aspects of school life by enlisting parents in surveys and focus groups.</li> <li>• Continue to prioritise industry links in all departments and track this across the school.</li> </ul>	<p>Good</p>

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