

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025/26



Kingussie High School

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

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.

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 404 children and young people on the school roll. The Headteacher is supported by two Depute Headteachers, eight curriculum Faculty Heads, two Principal Teachers of Pupil Support (Guidance) and one Principal Teacher of Support for Learning.

We are proud of our refreshed vision, values and aims which is captured through aspiring ‘to be your best self.’ We also have our crest engraved with ‘GU-DICHIOILLACH,’ a Gaidhlig term which translates to ‘with due diligence,’ in English. Our four aspirational aims are unambiguous and ambitious – to provide a curriculum that is fit for purpose, to provide excellent teaching & learning, equip young people with the skills required for the 21st century and to ensure all young people are supported with their health & wellbeing. 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.

82% 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 with some very good aspects. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets. We have had very few temporary 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
404	88%	32

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

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 -

2025/2026 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

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

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	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

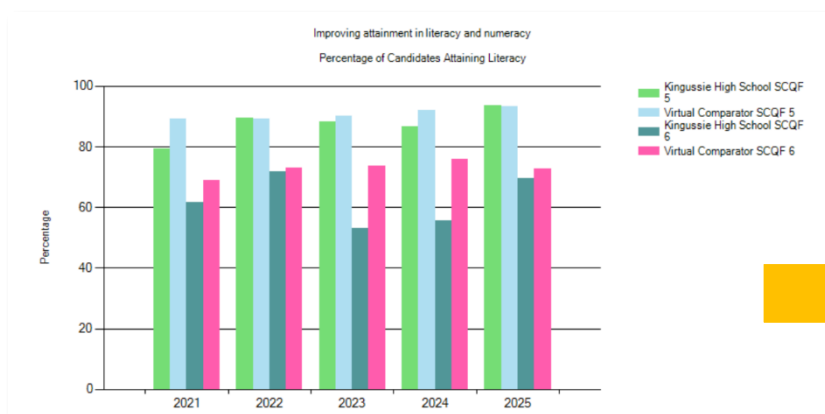
All

Gaelic listening
and talking

All

1 Improving Attainment in Literacy and Numeracy

Attainment at SCQF Level 6 Literacy in S6 @KHS



We have significantly closed the gap on our virtual comparator and we are on a three year upward trend at level 6 in S6. Aspirational coursing, particularly from S3 into S4 is helping to push more pupils into level 6 in S5 & S6. Strong pupil numbers in Travel and Tourism at level 5 and 6 is also contributing towards this data.

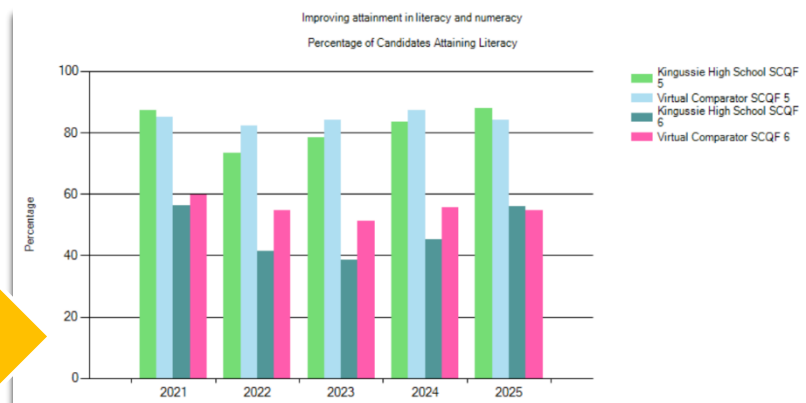
Attainment at SCQF Level 6 Numeracy in S6 @KHS

We are on a five year upward trend at level 6 numeracy in S6. We have been above our virtual comparator for the past four years. Offering level 6 Applications of Maths has succeeded in pushing our numeracy attainment well beyond our comparator for 2025 data

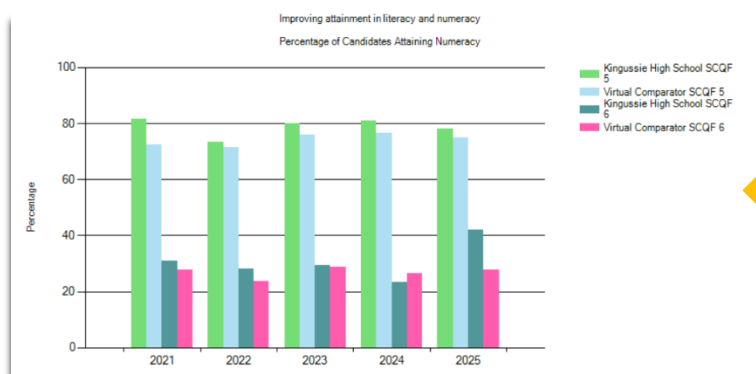


Attainment at SCQF Level 6 Literacy in S5

We are on a three year upward trend in literacy at level 6 for S5. We are delighted to have moved above our virtual comparator for the first time! This reflects the attainment targets set out for literacy and the hard work by colleagues and pupils.



Attainment at SCQF Level 6 Numeracy in S5



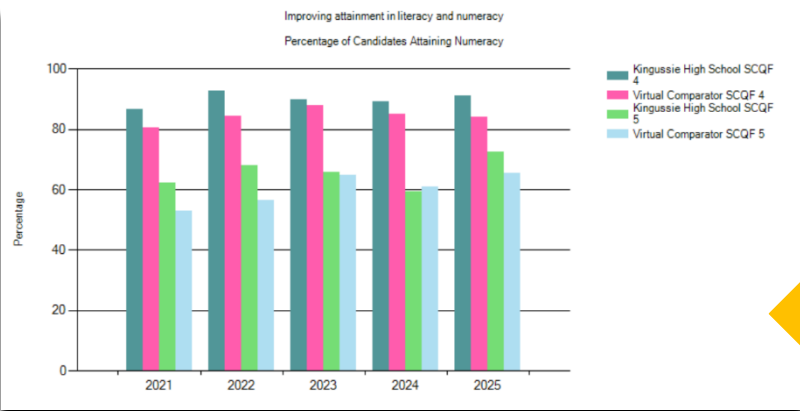
Level 6 numeracy in S5 has catapulted way beyond our virtual comparator for 2025 data, which is very pleasing. Plans are in place to keep this data high but the current S5 cohort may well struggle to improve on this data come 2026.

Attainment at SCQF Level 5 Literacy in S4

We are on a four year upward trend with level 5 literacy in S4, which is very pleasing. We are significantly closing the gap on our virtual comparator and have high aspirations to keep moving on this upward trajectory. Ensuring more pupils are presented at level 5 in S4 is a priority for 2026.



Attainment at SCQF Level 5 Numeracy in S4

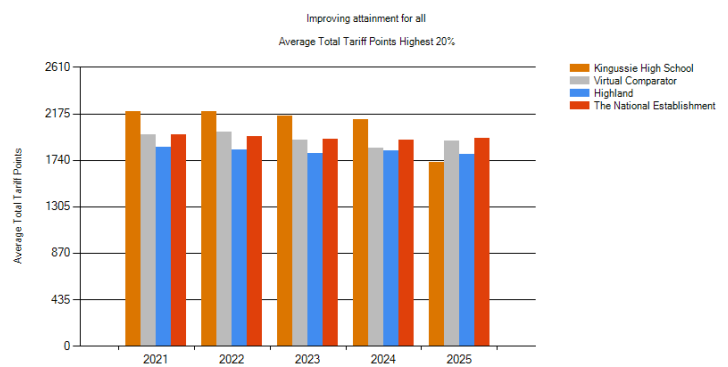


We are consistently above our virtual comparator for level 5 numeracy in S4 – four out of the past five years. It is very pleasing to see our 2025 cohort is significantly above our VC and we have the highest number of pupils attaining level 5 numeracy in S4 than in the previous four years.

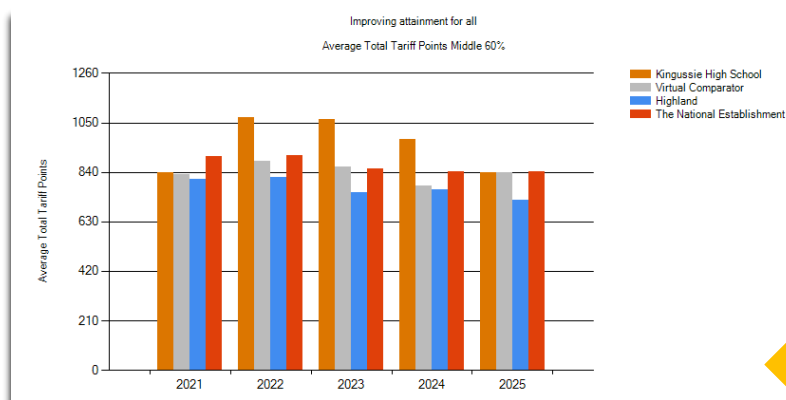
2 Improving attainment for all

Attainment for all in S6 for 2025 with S6 based on S4 using average complementary tariff scores

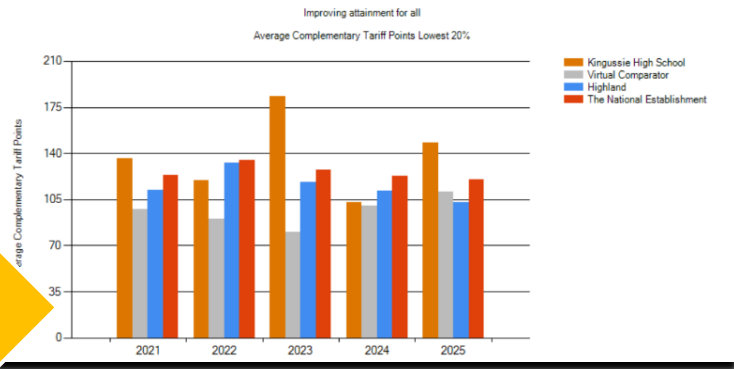
S6 - Our highest 20% have dropped below other comparators for the first time in five years. Several factors can go some way to explain this such as: - course withdrawal or dropping a level; several high achieving leavers from S5; apathy; low attendance rate.



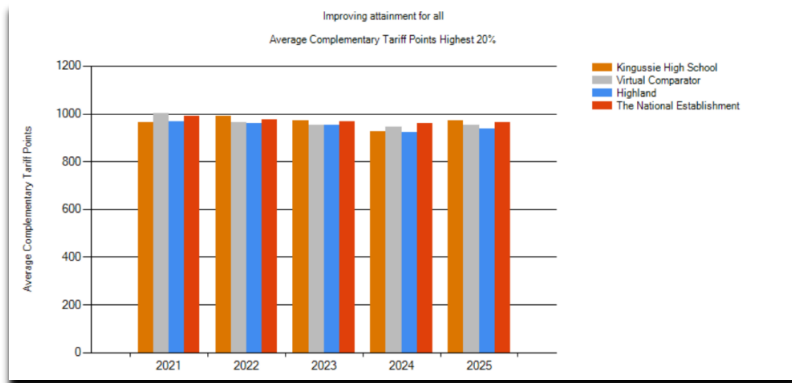
S6 - Middle 60% is on a 4 year downward trend but is inline with our virtual comparator and above local measures.



S6 - Our lowest 20% of achievers far outperform other measures, which is pleasing considering the drop from 2023 into 2024.

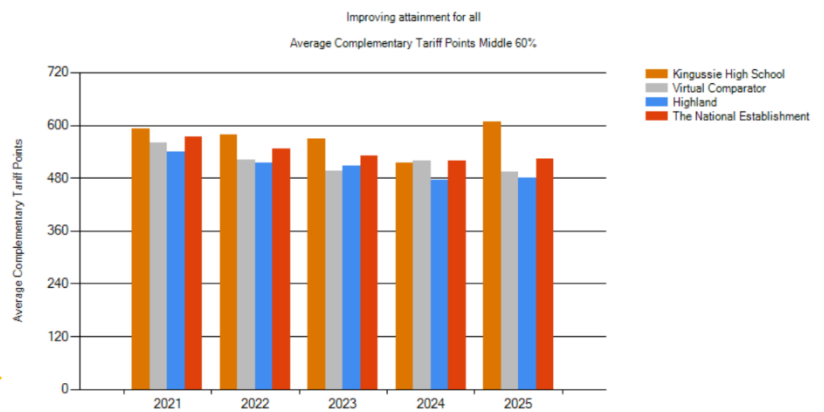


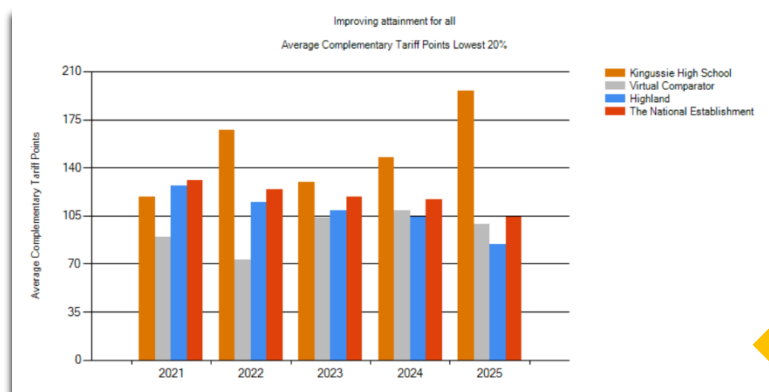
Attainment for all in S5 for 2025 with S5 based on S4 using average complementary tariff scores



S5 - Our highest 20% have crept back up to 2022/23 levels and are above all other comparators.

S5 - We continue to be considerably above all other comparators for our middle 60% scoring considerably higher than last year. This is pleasing as we were actually on a 4 year downward trend.



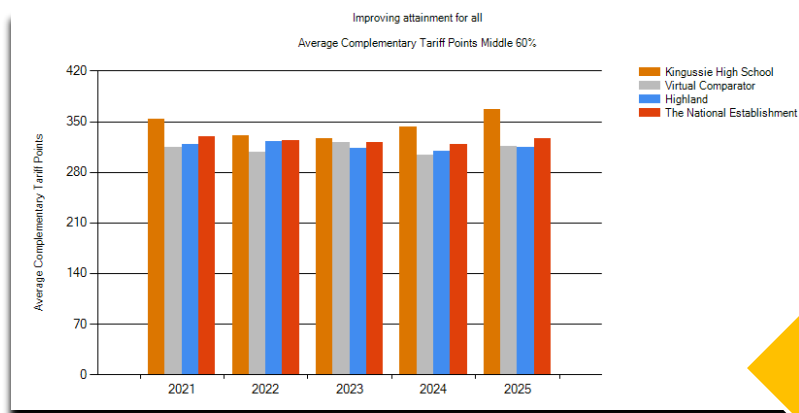
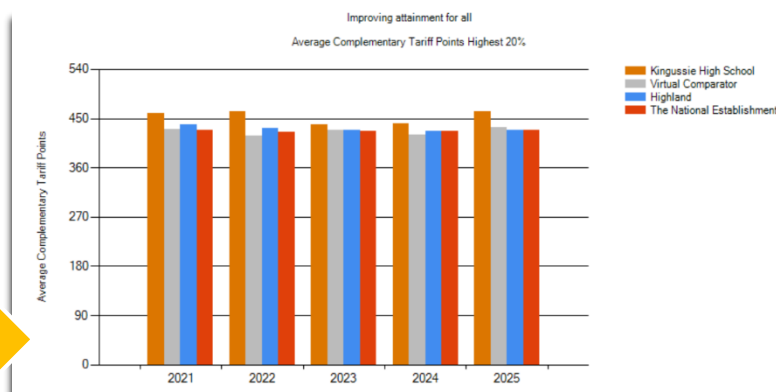


S5 - We have soared above other comparators in all measures, which is a 5 year pattern and a 3 year trend.



Attainment for all in S4 for 2025 with S4 based on S4 using average complementary tariff scores

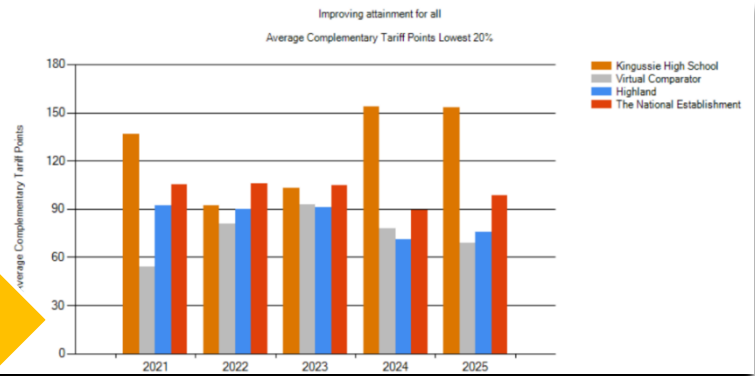
S4 - Our highest 20% are considerably above our comparators and this is a trend for the past 5 years.



S4 - We continue to be above our comparators, and this is a 5 year pattern and 3 year upward trend.



S4 - Our lowest 20% is considerably above our comparators and this is a 2 year trend, which is very pleasing.



3 Breadth and Depth Attainment data for Year Stage based measures for 2024-25

Attainment at SCQF Level 6 & 7 in S6

<u>S6</u>	<u>2020/21</u>	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>
1 at level 6	82.4	87.7	86.3	88.5	86.9
3 at level 6	70.6	77.2	76.5	75	73.9
5 at level 6	58.8	57.9	58.8	59.6	47.8
1 at level 7	52.9	42.1	54.9	36.5	28.2

Attainment at SCQF Level 6 in S5

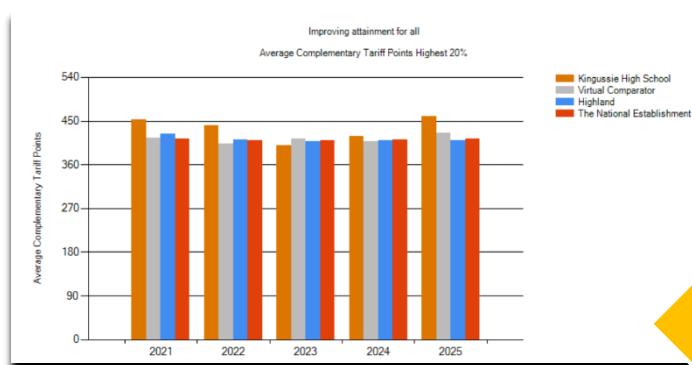
<u>S5</u>	<u>2020/21</u>	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>
1 at level 6	77.5	69.3	78.5	76.7	86
3 at level 6	56.3	52	52.3	45.2	60
5 at level 6	21.1	26.7	36.9	20.6	32

Attainment at SCQF Level 5 in S4

S4	2020/21	2021/22	2022/23	2023/24	2024/25
1 at level 5	92.7	88.4	87.5	98.4	92.5
3 at level 5	82.9	71	72.7	85.9	85
5 at level 5	59.8	53.6	61.4	60.9	67.5

4. Improving Attainment for All – ASN

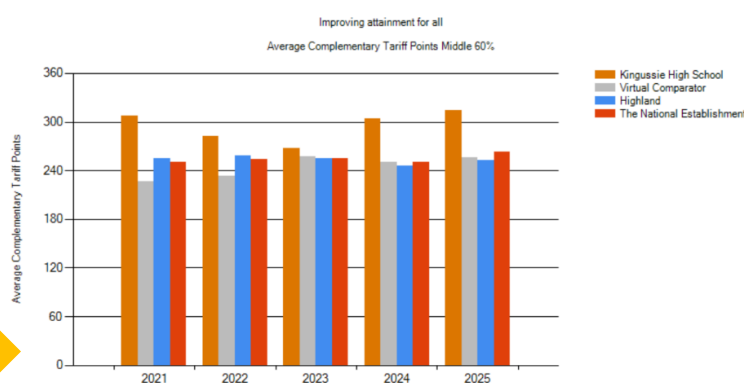
Local Attainment for All, Highest 20% in S4 with ASN



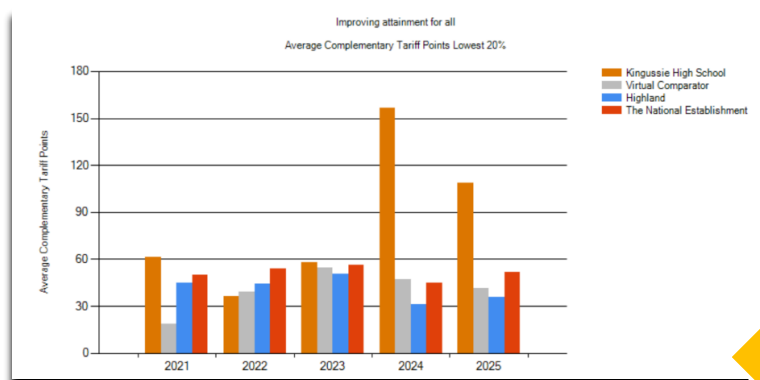
Our data in the past 4 out of 5 years has been considerably above our comparators and was significantly above last year in 2025.

Local Attainment for All, Middle 60% in S4 with ASN

We have been above our comparators for the past 5 years in this measure & significantly above for the past 2 years.



Local Attainment for All, Lowest 20% in S4 with ASN



We continue to be considerably above our comparators for the past 2 years, which is very pleasing.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision, values and aims have been reviewed over the past year and we are very proud of this work, which reflects our school community. In collaboration with young people, colleagues, parents/carers and partners, our new vision, values and aims is outlined below:

Our vision:

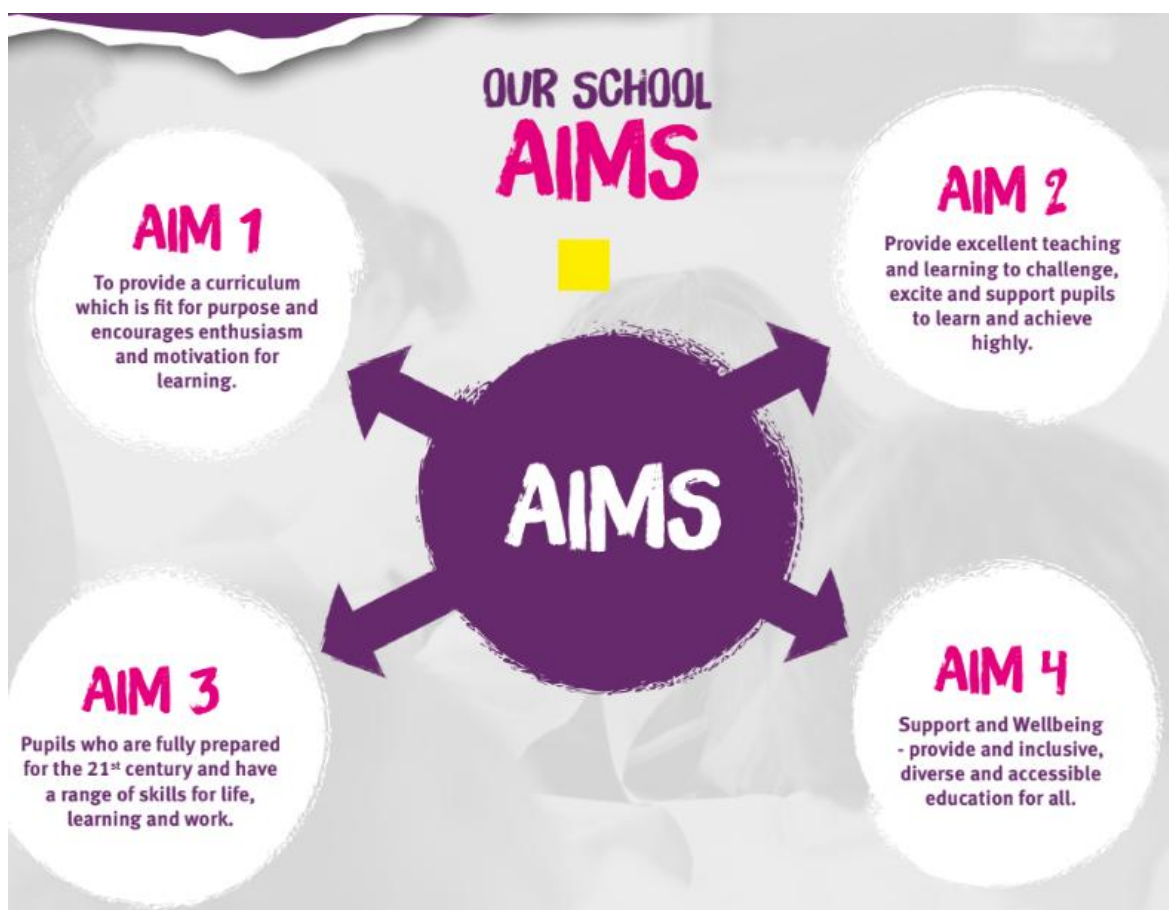


COMMUNITY - ATTITUDE - RESPECT - EFFORT

Our school values:



Our school aims:



COMMUNITY - ATTITUDE - RESPECT - EFFORT

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 Improvement Plan – Priority 1: Learning, teaching & assessment	
Summary of impact	Next steps
✓ Learning & Teaching Toolkit with all staff to be created, updated and utilised by all teaching staff regularly.	Continue
✓ Revisit What Makes an Excellent Lesson with all staff, also introduce the lesson fundamentals	Continue
✓ Out Of Authority Visits (Looking Outwards)	Continue in 27/28
✓ Northern Alliance Self Evaluation Toolkit utilised	Continue
✓ 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, with planning time.	Start
✓ Staff training with learning & teaching focus in line with authority priorities. Drilling into Q.I 2.3	Continue
✓ Staff identified to attend co-operative learning academy	Continue

School Improvement Plan – Priority 2: Leadership of change	
Summary of impact	Next steps
✓ Develop a shared vision for KHS which outlines our strategic direction, values and school aims.	Continue
✓ 8 Head Teacher ASG meetings across the academic year. Opportunities for PT English, Guidance, Maths, TEC, PE & OAA to be part of the discussions.	Continue
Develop a coherent ASG strategic vision, values and aims	Start
Develop an ASG literacy, numeracy and health and wellbeing strategy	Start
✓ Devise a coherent communication strategy which includes all stakeholders and considers all aspects of KHS	Continue
✓ Development of high quality leadership input for middle leaders	Continue
✓ Development of a meaningful professional learning programme for all teachers	Continue
✓ Lesson observations will be carried out with meaningful feedback provided to inform future staff planning.	Continue
✓ Provide opportunities for partner observations and partner PRDs to discuss and share best practice	Continue
✓ The school's self evaluation calendar is reviewed from previous year to ensure it is purposeful and manageable for staff	Continue
✓ Digitise paper questionnaires used at Parents' Evening (based on HMLe) and input historic results to fully analyse data.	Continue
✓ Create availability for SLT to have appointments at Parents' Evening	Continue
✓ Challenge Questions from HGIOS4 will be on DM Agendas for reflection for departments, which will be linked to SIP priorities	Continue

✓ Two Validated Self Evaluation rounds will be planned in partnership with PTs and completed by identified departments throughout the year.	Continue
✓ Develop and introduce VSE paperwork for KHS	Continue
✓ Middle managers are supported with department improvement planning and standard & qualities reports.	Continue
✓ Streamlined SQR and DIP templates shared with PTs at the start of the year for ongoing evidence gathering and reflection	Continue
✓ The Admin and Clerical team will undertake training to fully prepare them for a HMiE inspection.	Continue
✓ 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	Continue
✓ Insight Data and NSA data used to drive departmental and whole school improvement	Continue
✓ A clear and consistent agenda for SLT and PT 'attainment' meetings to ensure appropriate support and accountability for both parties.	Continue
✓ A coherent SLT 'strategic' calendar to be established and meetings to take place weekly. Rotation of PTs to be invited to this once established.	Continue
Achieve Silver status as a Rights Respecting School	Start
Develop school ethos through an exciting and progressive interhouse system and calendar of events	Start
✓ Improve S6 experience and leadership opportunities through the introduction of a Community column, a new Captain recruitment process, connection time and regular meetings	Continue

School Improvement Plan – Priority 3: Curriculum	
Summary of impact	Next steps
A BGE Curricular Review will be added to the School Calendar for 2024/25.	Start
✓ Create a set of guiding principles for curricular decisions, which all staff are aware of and agree to.	Continue
✓ Curricular information shared to all staff during a sharing summit to identify areas of IDL.	Continue
✓ Review pathway material to inform parents and pupils of careers, further study and inform course choice.	Continue
✓ Continue to adjust the curriculum to meet the needs of learners - e.g. explore the introduction of Creative Thinking L6.	Continue
✓ Develop our curricular transition so there is continued progression of learning and sharing or subject expertise.	Continue
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.	Start
✓ Explore and introduce IDL projects underpinned by local businesses e.g. S2 Start Up Challenge; HydraSun design challenge	Continue
✓ Develop the PSE curriculum which is fit for purpose in an ever changing landscape.	Continue
✓ Develop clear roles and responsibilities for Outdoor Learning across the school.	Continue

✓ Develop a register of local businesses willing to work with KHS.	Continue
Each department will identify a staff member as a DYW link.	Start
✓ The school will track and monitor the quality of engagement from each partner they've worked with.	Continue
Business breakfast links are used to support the DYW agenda across departments at all stages.	Start for 27/28
✓ Regular opportunities for Registration teachers to review their roles and responsibilities through staff training	Continue
✓ Develop a coherent KHS Numeracy Strategy - run a second Numeracy transition event, taking into account feedback from primary schools	Continue
Develop a coherent KHS Literacy Strategy	Start
Consolidate work undertaken to achieve UNCRC Bronze award and support preparations for Silver	Start
✓ Identify learning for sustainability opportunities in subject areas and create regular opportunities for pupils to engage in the '4C's' - curriculum, campus, community	Continue

School Improvement Plan – Priority 4: Health & Wellbeing	
Summary of impact	Next steps
✓ Create a system for pupils/staff to share how they are feeling and to ensure support when required.	Continue
✓ Create a calendar of staff events to promote health & wellbeing.	Continue
✓ Review our attendance systems and ensure there are efficient and timely interventions, which improve attendance.	Continue
Establish a steering group to focus on attendance	Stop
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.	Stop
Senior MVP pupils are supported to deliver sessions in PSE lessons and across the school. Review of impact through S6/S1 focus groups	Stop
✓ Develop a KHS 'support wave' for all pupils and the necessary questionnaires, datasheets to tracking & monitor the HWB of every pupil.	Continue
✓ Review the impact of the KHS Wave using data from tracking systems and feedback.	Continue
Introduce the KHS Wave concept to the ASG and aspire to ensure the ASG is using a 'version' appropriate to their setting.	Stop
✓ Develop a health & wellbeing strategy and vision in line with local and national policy	Continue

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary	Intervention Resource allocation used (breakdown)
Children's Service Worker	Improve attendance and attainment for a targeted group of pupils as well as ensuring positive destinations are achieved by PEF cohort of pupils.	<i>Ginny Fenton is making fantastic inroads with a number of high tariff pupils who are living in known deprivation. This is her fifth year in the role as CSW and there have been significant improvements in attainment and attendance within her cohort of pupils she works with. Ginny has built very positive relationships with these pupils and their parents/carers and wider family. This is an invaluable resource to our school and ensures there is a high level of communication between school and, at times, hard to reach pupils and families. Ginny contributes towards Solution Focused Meetings within a multi-agency and staged approach and the qualitative feedback from pupils and families has been excellent.</i>	<i>We are planning to use the entire PEF allocation for this CSW role and make up the rest through our DSM budget for 2026/27.</i>
CSW delivery on 2 units (attainment focus) Growing together S3 course	16 pupils from S3 cohort	<i>16 pupils have achieved two level 4 unit Awards from their work with our local primary school, Aviemore. As part of the SCQF level 4 Personal Development course, our pupils have completed two units in 'Self awareness' and 'Self in the community.' Pupils have worked very well with P1 and nursery aged children supporting their literacy, numeracy & health and wellbeing. Our own students have been targeted for this course due to: poverty; confidence; attainment & behavioural concerns; attendance concerns. The impact of this course is high as not only do the primary pupils benefit from the extra volunteers in their class, our own pupils grow in confidence and achieve two unit awards. This programme is in its seventh year now with 16 pupils achieving these awards – 112 pupils in total.</i>	<i>We are planning to use the entire PEF allocation for this CSW role and make up the rest through our DSM budget for 2026/27.</i>
Raising literacy levels, particularly in relation to S4 pupils	8 pupils in S4 that have been identified to work with our FLEO have benefitted from literacy	<i>CSW will work closely with targeted individuals from literacy to increase their progress through the BGE and into their senior phase.</i>	<i>We are planning to use the entire PEF allocation for this CSW role and make up the rest through our DSM budget for 2026/27.</i>

COMMUNITY – ATTITUDE – RESPECT – EFFORT

Measurement data - <i>examples only - amend to context of analysis</i>	Number/ percentage FSM not achieved/below age expectations	Comment and target outcome																														
<u>Attainment for all S4, 5 & 6 against VC</u> • Lowest 20% FSM • Lowest 20% non-FSM • Middle 60% FSM • Middle 60% non-FSM • Upper 20% FSM • Upper 20% non-FSM	<table><tr><th colspan="2">Lowest 20% S4-6 2025 Data</th></tr><tr><td>KHS Non FSM</td><td>148</td></tr><tr><td>VC non FSM</td><td>111</td></tr><tr><td>KHS FSM</td><td>57</td></tr><tr><td>VC FSM</td><td>95</td></tr><tr><th colspan="2">Middle 60% S4-6 2025 Data</th></tr><tr><td>KHS Non FSM</td><td>624</td></tr><tr><td>VC Non FSM</td><td>600</td></tr><tr><td>KHS FSM</td><td>264</td></tr><tr><td>VC FSM</td><td>504</td></tr><tr><th colspan="2">Highest 20% S4-6 2025 Data</th></tr><tr><td>KHS Non FSM</td><td>1149</td></tr><tr><td>VC Non FSM</td><td>1235</td></tr><tr><td>KHS FSM</td><td>706</td></tr><tr><td>VC FSM</td><td>1170</td></tr></table>	Lowest 20% S4-6 2025 Data		KHS Non FSM	148	VC non FSM	111	KHS FSM	57	VC FSM	95	Middle 60% S4-6 2025 Data		KHS Non FSM	624	VC Non FSM	600	KHS FSM	264	VC FSM	504	Highest 20% S4-6 2025 Data		KHS Non FSM	1149	VC Non FSM	1235	KHS FSM	706	VC FSM	1170	Looking at our S4-6 cohort from our 2025 data, not one free school meal cohort has attained higher than the non-free school meal cohort. We will endeavour to improve this next year through targeted interventions. The focus has been on S4 literacy and numeracy. Unfortunately, attaining outside of these two subjects to give a broader number of tariff points has been challenging with the cohort of pupils. The interventions identified above such as, improving relationships with parents, driving pupils to school have not positively impacted as much as we would have liked. The middle 60% cohort who are identified as free school meals are unfortunately 240 tariff point down on our virtual comparator. This will form a significant part of the CSW's work for next session – highlighting who these pupils are and working closely to ensure they are not only achieving numeracy and literacy but also have a breadth of subjects in their senior phase which are being seen through from the start to the end. Looking at the highest 20% of achievers identified as free school meals, we have a similar issue as these pupils are achieving 464 less tariff points than our virtual comparator. We will continue to identify and put appropriate interventions for these pupils next session.
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<u>Breadth & Depth against VC – Leavers 2025 (S4-6)</u> <table><tr><td>3@level 4</td></tr><tr><td>5@level 4</td></tr><tr><td>1@level 5</td></tr></table>	3@level 4	5@level 4	1@level 5	<table><tr><th>Breadth & Depth measures (incl. FSM) 2025 data</th><th>KHS</th><th>VC</th></tr><tr><td>3@level 4</td><td>96%</td><td>87%</td></tr><tr><td>5@level 4</td><td>92%</td><td>81%</td></tr></table>	Breadth & Depth measures (incl. FSM) 2025 data	KHS	VC	3@level 4	96%	87%	5@level 4	92%	81%	Our breadth and depth figures are very pleasing and include our PEF cohort of pupils. We are above our virtual comparator in every measure other than 1 qualification achieved at level 6 where we are 4% below.																		
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3@ level 5 5@ level 5 1@level 6 3@ level 6 1@level 7	1@level 5 3@ level 5 5@ level 5 1@level 6 3@ level 6 1@level 7 96% 86% 91% 77% 80% 68% 76% 69% 54% 52% 18% 22%																																								
<u>Literacy & Numeracy against VC – S4 2024 attainment</u> - Literacy Level 4 FSM - Literacy Level 4 non-FSM - Numeracy Level 4 FSM - Numeracy Level 4 non-FSM - Literacy Level 5 FSM - Literacy Level 5 non-FSM - Numeracy Level 5 FSM - Numeracy Level 5 non-FSM	Literacy & numeracy against VC - S4 cohort from 2025 data <table> <tr> <th></th><th>KHS</th><th>VC</th></tr> <tr> <td>Literacy @ level 4</td><td></td><td></td></tr> <tr> <td>FSM</td><td>100%</td><td>92%</td></tr> <tr> <td>Non FSM</td><td>98%</td><td>94%</td></tr> <tr> <td>Numeracy @ level 4</td><td></td><td></td></tr> <tr> <td>FSM</td><td>100%</td><td>88%</td></tr> <tr> <td>Non FSM</td><td>96%</td><td>91%</td></tr> <tr> <td>Literacy @ level 5</td><td></td><td></td></tr> <tr> <td>FSM</td><td>80%</td><td>78%</td></tr> <tr> <td>Non FSM</td><td>88%</td><td>84%</td></tr> <tr> <td>Numeracy @ level 5</td><td></td><td></td></tr> <tr> <td>FSM</td><td>60%</td><td>64%</td></tr> <tr> <td>Non FSM</td><td>78%</td><td>76%</td></tr> </table>		KHS	VC	Literacy @ level 4			FSM	100%	92%	Non FSM	98%	94%	Numeracy @ level 4			FSM	100%	88%	Non FSM	96%	91%	Literacy @ level 5			FSM	80%	78%	Non FSM	88%	84%	Numeracy @ level 5			FSM	60%	64%	Non FSM	78%	76%	We have had a tremendous push on literacy and numeracy again this year with a focus on all learners but also those coming to the end of their S4. We are above our VC in all measures whether identified as FSM or non FSM other than numeracy at level 5. Our CSW will continue to work closely with identified pupils at risk of not achieving a level 4 or 5 literacy or numeracy qualification.
	KHS	VC																																							
Literacy @ level 4																																									
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<u>Positive Destinations – All Leavers against VC</u>	Positive destinations for all leavers (2025 data)	Our positive destination figures for both cohorts of leavers, whether FSM or non-FSM are pleasing. FSM cohorts of pupils outperform non FSM pupils.																																							

• <i>S4 FSM</i> • <i>S4 non-FSM</i> • <i>S5 FSM</i> • <i>S5 non-FSM</i> • <i>S6 FSM</i> • <i>S6 non-FSM</i>	Cohort	KHS	VC
	S4 FSM	100%	100%
	S4 Non FSM	98.75%	98.38%
	S5 FSM	100%	100%
	S5 Non FSM	98%	96.40%
	S6 FSM	100%	100%
	S6 Non FSM	97.83%	96.30%

PEF IN-DEPTH ACTION PLAN – Inc – Interventions, timescales, and measurement

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Target group, Timeline, Teacher	Progress/ Impact
Targetted pupils within all year groups	49	SIP priority 1 & 2	<i>CSW – Monitor attendance of caseload pupils carefully throughout the year. Support targeted pupils with literacy and numeracy. Support families and young people with their emotional and mental health needs. Signposting young people and families to the appropriate financial aid.</i>	<i>FSM Insight data compared with non-FSM and both compared against our VC. Attendance data of the 49 pupils carefully scrutinised over the course of the year.</i>	<i>All FSM & targeted PEF pupils through SLT.</i>	<i>The CSW role continues to be an invaluable resource to our targeted pupils and families. The extra layer of support being provided to get pupils into school and the support that is then provided to ensure our pupils receive qualifications is an improving picture. We still have some pupils who are negatively affected by neurodiversity traits, which can link to non-attendance at school. The CSW role in creating positive relationships with families is crucial to break down barriers and improve targeted pupils' attendance rates at school. The data around our attainment shows a variety of measures where our CSW is having a positive impact on whole school attainment.</i>

Wider achievements

Coileanaidhean nas fharsainghe

We try very hard to capture the significantly high number of wider achievements our pupils are completing. Many wider achievements are now communicated through our newsletter – the latest edition can be accessed by clicking below from June 2026: -

- [KHS June 2026 Newsletter](#)

Specific wider achievements are captured below: -

- Media speaker Natasha Shillingford, global brand director for Elle-Z-BOY came to speak to our S3 Media class
- S3 boys attended workshops from the poet and comedian Ash Dickinson
- A fantastic group of S6 pupils worked with Badenoch Shinty Memories and groups of local older people helping them with adaptable cycling, at the Church lunches, at the Folk Museum and on courses learning about dementia.
- Senior pupils supported our feeder primary schools to involve the P5/6/7 pupils with the Shinty Writing Project.
- Author Cynthia Rogerson visited our school in October and December 2025 to complete writing workshops with our senior pupils.
- Interdisciplinary Teaching / Cross-Curricular Teaching: Working with a teacher from social subjects to collaborate on our media class covering a careers fayre with plans in place for journalistic articles and Q&As published on our class blog.
- Lots of DYW opportunities this year to explore a wide variety of jobs and careers; Uniformed and Emergency Services, Army, Navy and Prison Service.
- We arranged a work placement for an S5 pupil at Aberdeen Group Plc in Edinburgh, giving first-hand experience of industry and finance.
- Mrs Roulston led a wide range of enrichment opportunities, including the UKMT Junior and Intermediate Challenges, and hosted the North of Scotland UKMT Team Challenge at Kingussie High School.
- Debating club- since June of 2025 we have facilitated competition in three separate debating competitions (YSS Mace Debate, YSS Highland Debating Competition and Donald Dewar Debating Competition). We have also taken part in the COPFS Public Speaking Competition, reaching the Sherifffdom Final. Across this academic year, 11 pupils across S2-6 have been involved in these competitions
- Girls Shinty - Lost narrowly in the final at the Donella Crawford and competed in the National Girls Cup (same day as prize giving)
- Our Netball club is going from strength to strength and competed in the Scottish cup this year doing really well.
- Scotland vs Denmark - 15 lucky pupils got to see Scotland qualify for the World Cup on what was the best night in Scottish football ever!!
- A group of S1-2 girls attended a STEM Girls event in Inverness.
- Boys Shinty - another successful season – we won a couple of trophies and missed out in a couple of finals. Whatever the result, a fantastic group.
- The Maths Department supported pupils in applying for highly competitive opportunities including the University of Strathclyde Accelerate Programme and Engineering the Future for Girls / WEIR-WISE, helping raise aspiration and confidence in pathways beyond school.
- Newton Rooms were a success for S1-2 again this year.
- During Maths Week Scotland 2025, Mrs Roulston coordinated whole-school activities including a Fibonacci Poetry Competition, encouraging creativity, confidence and enjoyment of mathematics across year groups.
- The Edinburgh Galleries trip: attended by almost all Senior Art, Design and Photography students.
- Art competition: lots of entries from across S1, 2 & 3.
- COURSES: new Art + Design NPA courses rolled out, S3 Digital Media NPA and S3 Art and Design NPA awards in elective classes.

COMMUNITY – ATTITUDE – RESPECT – EFFORT

- Architecture workshop day at Dundee Uni: part of our seniors' widening participation programme. Design problem solving, research and model making.
- AI roadshow with S3 at IRA: robots, robots and product design workshops.
- Iona Gallery AH exhibition: students planned, hung and hosted the public exhibition of their work
- Hosted the medical students for some cross curricular project learning. (AH design and S3 Digital elective)
- Christmas concert: exceptional participation rates this year featuring acts from BGE elective classes, Senior Phase solo and group acts as well as ASN department, extra-curricular groups and Alvie P7 class.
- Senior Art exhibition from N5/Hi/AH students in social area.
- Christmas decoration enterprise project on sale.
- K POP artist performed to all BGE: lots of great themes covered around identity, mental health and culture but also a highlight to see all our S1,2,3 singing along to some K-pop hits on a Wednesday morning!
- Motion Dance competition- hosted and participation from lots of our students.
- Eden Court Cairngorm school of dance show- lots of students participating.
- Pipe band: pupils participated in a trip to Belgium and performed at world championships
- Highlife Highland regional groups concert at Eden Court – 5 pupils participated.
- Into Film careers event Eden Court: Senior Phase Music/Art students.
- Travel and Tourism trip to Wilderness Scotland and Highland Wildlife Park
- Took part in 'Soup challenge' cross curricular with our S2 groups (labels and jingles)
- Shinty Memories: S3 digital elective class created portraits of players (young and old) and collaged using drawings made by Primary students from Alvie, Kingussie + Newtonmore.
- Our senior Young Ambassadors who volunteered their time on Thursday afternoons speaking with members of the warm space at the Kingussie Parish church. They supported the community with mobile phone security and scam awareness, powerpoints and provided tips galore on how to navigate nifty phone features- preserve battery life and the meaning of cookies- in the digital sense. Dynamic Youth Award achieved by many senior pupils.
- Academy 9 Apprenticeship pupils in S2 who attended a three day event at Grantown Grammar School- represented the school very well and explored STEM themes and problem-solved in a collaborative and sustainable manner.
- Computing Science worked with industry partners including Frontier Science Scotland, Quarch Technology and Cairngorms National Park to deliver a successful S2 Digital Technologies DYW event, helping pupils connect computing skills with real-world careers.
- Ada Scot Computing and Technology trip to focus on bridging the gender gap in STEM careers. They had the chance to explore 3 out of 5 workshops involving a range of Computing and Tech skills and knowledge: Train Your Own Robot Brain, 3D printing and Jewellery Design, Cyber & Virtual Reality, Careers in Tech Session, CodeWizards
- Mural artist trip: Glenmore visitor centre to meet a mural artist commissioned to produce work there. S1+2 students got to have a go working with spray paint and contribute their design ideas.
- Attended the first ever remembrance service event at the Glenmore Visitor Centre, marking Operation Gunnerside and Glenmore's links to the Norwegian resistance during WWII. supported by Major Thomas Fremo (Royal Norwegian Air Force), George Gaff, and Major Heather Lawrie, and attended by a small number of local partners, including Kate Forbes MSP.
- A Social Subjects Careers Event was held in February 2026 for S3 and senior pupils. 14 businesses attended, including G Leadbitter (MP). Most found it interesting and useful to help them explore jobs/careers linked to social subjects that they never thought about previously and almost all pupils, 92%, said it helped them have a better understanding/knowledge of the world of work.
- Scottish Languages Week, DYW event "Languages – What's the Point?" where S3 pupils explored the value of languages in the workplace through interactive sessions with local employers (Cairn Distillery, Inverness Chamber of Commerce, Russwood, Highland Wildlife Park)
- Junior Rangers S2 Pupils enjoyed a great week in the Cairngorm National Park sampling lots of different industries and jobs.
- Pupils in both the S3 and Senior Phase Bike Maintenance course have regularly gone to the SPIN Project to work with Huw and Andy in their bespoke workshop as part of their learning and coursework. This has enabled them to learn and practice more advanced skills including bikes apart completely and building them back up again.

- Our amazing overnight trips away representing our school community. Whether it's the S2 trip to London, Badaguish with S1, our senior trip to Italy, visiting Germany, skiing in the Alps, camping in Glen Feshie or mountain biking in Comrie Croft, our pupils really demonstrate the best version of themselves.
- Christmas Dances: Junior and Senior dances were so well attended. Both were fantastic nights!
- Our famous Halloween Disco and 'haunted house' was another memorable and frightening experience!
- Fusion- Recently a group of our girls worked independently to create a dance routine, which was fantastic!
- We entered a team into the Motion Dance competition as part of a Cairngorm School of Dance Competition and our team won!
- Our S3 'Growing Together project' is in its 6th year where pupils have visited local primary schools to help teach nursery and P1 children. 70 students have now completed this profound project which is led by Mrs Fenton and Hannah Mitchell.

Comments from learners, families, stakeholders and staff

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

- Almost all pupils feel safe at school and enjoy learning.
- Our Parent Council appreciate the meetings with the Head Teacher, the regular updates and the direction of the school.
- Feedback collated from parent/carer evenings indicate that almost all parents/carers value what the school is 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.
- We are beginning to gain significant momentum through several mechanisms to improve pupil participation and voice with regards to their education. We are doing this through several means including: -
 - Introduction of a formal pupil council
 - Senior and Junior Leadership teams
 - End of unit surveys within Departments
 - Whole school learner survey
 - KHS Wave questionnaires (3 per year)
 - 'Friday 5' with the Head Teacher
 - Validated Self-Evaluation processes within Departments and including SLT
- Feedback gathered from our surveys to stakeholders in relation to our refreshed vision, values and aims has been extremely positive.
- Monthly 'Parental Engagement Sessions' have led to more parents and carers engaging with our school from P1 to S6, within our Associated School Group (ASG).
- Head Teacher has been working closely within our primary school settings attending parents' evenings and presenting on concerns or questions primary school aged children and their parents/carers may have. Feedback has been very positive and a reflection of this is through looking at the numbers of pupils attending KHS from our ASG for session 2026/27 (100%).
- Following a robust Validated Self Evaluation process (VSE) focused on our Senior Leadership Team during session 2025/26, evidence points to improved outcomes for young people as a result of changes being implemented.

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:

	2025/26
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 QI 2.2 Curriculum (one theme) QI 2.7 Partnerships (one theme)	

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 (2026/27)
1. Learning, Teaching & Assessment
2. Health & Wellbeing

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 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?
Theme 1: Developing a shared vision, values and aims - We continue to demonstrate a strong sense of identity and shared purpose. Our established C.A.R.E. values – Community, Attitude, Respect and Effort – remain central to the ethos of our school and provide a clear framework for expectations, relationships and improvement. - During 2025/26, we continued to work to refresh our vision, values and aims through consultation with learners, staff, parents/carers and partners. This builds directly on our previous SQR, which identified the need to strengthen stakeholder ownership of the strategic direction of KHS. There is increasingly clear alignment between the values of the school and departmental improvement activity. Across faculties, priorities around inclusion, learner voice, curriculum flexibility, high-quality learning and teaching, partnerships and wider achievement are contributing to a more coherent whole-school direction. - The refreshed vision of 'to be your best self' has been a powerful piece of work with all stakeholders engaged.	- Departmental improvement planning and SQRs are increasingly aligned with HGIOS4. - Learner surveys, focus groups and learning conversations are influencing provision. - Pupil voice is informing curriculum developments and classroom practice. - Stakeholder consultation has contributed to the strategic direction of KHS. - Distributed leadership is increasingly evident across curricular and pastoral areas.	- Continue to embed our refreshed vision, values and aims. - Ensure these increasingly shape learners' daily experiences. - Strengthen learner voice through "you have thoughts worth sharing". - Introduction of pupil council, 'Friday 5' with the HT. - Continue to embed our Rights Respecting approach and aim for Silver accreditation this year (26/27). And use the HWB steering group and pupil council as a means to do this. - Increase meaningful involvement of parents/carers, partners and learners in improvement & continue the introduction from last session of monthly 'parental engagement' sessions. Develop a calendar of these opportunities.	Good

- <i>There is also evidence that learners are becoming more involved in shaping provision. PE uses end-of-block feedback to amend teaching approaches and target support; Expressive Arts has altered aspects of Digital Media provision following evaluation of learner experience and attainment; and Social Subjects has used pupil voice to inform course development and wider curricular opportunities.</i> - <i>The next stage is to ensure that the refreshed vision and values are not simply understood but are consistently visible in learners' day-to-day experiences across all departments.</i>		- <i>Ensure departmental priorities are explicitly connected to the strategic direction of KHS.</i>	
Theme 2: Strategic planning for continuous improvement - <i>Self-evaluation is becoming more firmly embedded across KHS. Departments increasingly use a combination of learner voice, lesson observations, tracking information, attainment evidence, moderation, professional dialogue and HGIOS4 challenge questions to identify strengths and areas requiring improvement.</i> - <i>There are good examples of evidence directly influencing practice. PE has developed a structured self-evaluation calendar and analyses learner feedback and levels to identify changes required in individual curriculum blocks. Social Subjects has combined learner voice, Insight, SQA FOI information and stakeholder engagement to evaluate provision. English uses classroom</i>	- <i>Departmental SQRs increasingly identify both strengths and areas for development.</i> - <i>Mathematics & Computing demonstrates particularly strong evidence of learner-informed self-evaluation, professional dialogue, peer observation and the use of HGIOS4 challenge questions.</i> - <i>Lesson observations and learner surveys are used across faculties</i> - <i>VSE evidence has provided additional challenge and validation, including our senior leadership team during the summer term 2026.</i> - <i>External verification and moderation inform departmental improvement.</i>	- <i>Strengthen the use of triangulated evidence.</i> - <i>Improve consistency in departmental self-evaluation.</i> - <i>Ensure improvement plans identify measurable intended impact.</i> - <i>Develop middle-leader confidence in evidence-informed improvement.</i> - <i>Increase use of scrutiny of learners' work alongside observations and learner voice.</i> - <i>Strengthen coaching and professional dialogue.</i>	

observations, learner surveys, parental feedback, moderation and learning conversations to evaluate provision, while also identifying clear areas for improvement such as RUAE, essay scaffolding and Senior Phase preparation. - There is nevertheless variation in the sophistication of self-evaluation across departments. Some departments demonstrate a clear evidence – action - impact cycle, while others are stronger at recording activity than evaluating measurable impact.	- Learner feedback is increasingly shaping curricular and pedagogical decisions. - Insight and attainment analysis are used more systematically.	- Provide more structured opportunities to share effective practice.	
Theme 3: Implementing improvement and change - KHS demonstrates a positive capacity to implement change and innovate. PE has extended curriculum pathways and supported other schools to develop their PE provision, while also contributing to authority professional learning. Expressive Arts has broadened accreditation through NPAs in Art, Design and Photography. Importantly, where Digital Media provision did not result in the anticipated Level 5 accreditation, the faculty evaluated why and redesigned aspects of delivery for 2026/27. Science has introduced Environmental Science units in partnership with Geography and developed greater career-focused learning. Social Subjects has expanded S3 electives, Scottish Studies and Criminology, while Mathematics/Computing and Modern Languages have also developed	- Curriculum innovation is evident across several faculties. Mathematics & Computing, for example, reports that leadership activity has strengthened professional confidence, strategic coherence and learner pathways while contributing to professional practice beyond KHS. - Distributed leadership is increasing. - Staff contribute to authority-wide professional learning. - Outward-looking practice is growing. - Learner feedback is increasingly influencing implementation. - Some initiatives have been adapted where impact was insufficient. - Alignment around the KHS Lesson Fundamentals is developing.	- Consistently embed the KHS Lesson Fundamentals. - Develop evidence-informed practice. - Strengthen professional learning. - Introduce metacognition. - Refresh classroom conduct through “Be your best self”. - Strengthen approaches to meeting the needs of all learners. - Embed AiFL and actionable feedback. - Implement the KHS Assessment & Moderation Policy. - Strengthen ASG moderation.	

<i>new pathways and accreditation opportunities.</i> - <i>The next stage is to focus less on launching additional initiatives and more on embedding agreed approaches consistently and demonstrating their impact.</i>		- <i>Explore appropriate use of AI/digital tools in assessment and moderation.</i>	
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?
Theme 1: Learning and Engagement - <i>Across KHS, most learners experience positive relationships, supportive classroom environments and learning which is appropriately paced and challenging. English learner feedback identifies variety, practical learning, discussion, creative work, library time and engaging texts as strengths, while also identifying the need for greater confidence in extended analytical writing and assessment readiness.</i> - <i>In Mathematics and Computing, an overwhelming majority of learners reported feeling safe and respected and most felt appropriately challenged. Lesson observations identified calm, purposeful classrooms, clear routines and strong learner engagement.</i> - <i>PE provides particularly strong evidence of learner engagement, with high elective uptake</i>	- <i>Whole-school and departmental learner surveys.</i> - <i>Lesson observations and focus groups.</i> - <i>Elective uptake and participation in clubs and wider achievement.</i> - <i>Classroom dialogue and learner feedback.</i> - <i>Attainment and progression patterns.</i>	- <i>Embed the KHS Lesson Fundamentals.</i> - <i>Strengthen cognitive engagement and challenge.</i> - <i>Introduce metacognitive approaches.</i> - <i>Increase learner ownership of learning.</i> - <i>Further develop cooperative and active learning.</i> - <i>Ensure learners can articulate what they are learning and how to improve.</i> - <i>Use pupil voice systematically to evaluate classroom experiences.</i>	Good

<i>and learner surveys indicating that pupils generally enjoy the subject and feel appropriately challenged. In Expressive Arts, strong participation in electives, exhibitions, concerts and learner-led activities demonstrates high levels of engagement, while learner feedback is increasingly being used to shape provision. Social Subjects survey evidence suggests appropriate pace and challenge, although some learners require greater challenge.</i> - <i>Learner engagement is therefore a strength, but the evidence also demonstrates variation. We need to continue to distinguish between compliance and deep engagement, particularly in theory-based learning.</i>			
Theme 2: Quality of Teaching - <i>Teaching is generally good, with examples of very good practice across departments. Positive relationships are a significant strength.</i> - <i>Mathematics and Computing demonstrates particularly strong practice, with observations identifying purposeful lesson starts, clear explanations, strong questioning, effective pace and active approaches to learning.</i> - <i>English identifies safe, supportive classrooms with appropriate pace, active participation and increasing use of cooperative learning. PE reports particularly strong engagement in practical learning, although theory lessons remain an improvement area. Social Subjects</i>	- <i>Lesson observations.</i> - <i>Learner feedback.</i> - <i>VSE findings.</i> - <i>Departmental moderation discussions.</i> - <i>PRD and professional learning.</i> - <i>Learner attainment.</i> - <i>Departmental self-evaluation.</i>	- <i>Focus professional learning on high-impact pedagogy.</i> - <i>Develop questioning and modelling.</i> - <i>Strengthen pace and challenge.</i> - <i>Increase peer observation and sharing of practice.</i> - <i>Use PRD to connect professional learning to school priorities.</i> - <i>Support departments where implementation of lesson fundamentals is less consistent.</i> - <i>Establish clearer expectations around excellent classroom practice.</i>	

<i>identifies meaningful feedback and appropriate pace and challenge, while acknowledging a need to increase open questioning and revisit learning purpose and success criteria more consistently throughout lessons. Technologies provides another useful example of honest evaluation: Relentless Routines were introduced to increase consistency, but implementation has not yet been sufficiently consistent across Design & Technology.</i> - <i>Modern Languages has developed more consistent approaches through shared resources, common lesson structures and collaborative planning, supporting both learners and new members of staff.</i> - <i>The whole-school picture is therefore one of effective teaching with some variation in consistency.</i>			
Theme 3: Effective Use of Assessment - <i>Assessment in the Senior Phase is generally well established. Departments use moderation, cross-marking, verification and attainment analysis to support professional judgement. English regularly cross-marks close reading, writing and presentations and has used external moderation with other schools to validate standards. Modern Languages has strong external verification evidence, with assessment judgements consistently validated. There are also examples where</i>	- <i>External verification and internal moderation.</i> - <i>BGE tracking and component-mark analysis.</i> - <i>Pupil feedback and learning conversations.</i> - <i>Departmental assessments.</i> - <i>Observation and VSE evidence.</i>	- <i>Implement the KHS Assessment & Moderation Policy.</i> - <i>Strengthen BGE moderation.</i> - <i>Develop exemplification of CfE levels.</i> - <i>Increase cross-department and ASG moderation.</i> - <i>Embed actionable feedback.</i> - <i>Ensure learners understand standards and next steps.</i>	

<i>external verification has exposed improvement needs. Practical Woodwork verification identified an issue with one aspect of assessment, which is being used as professional learning for future delivery.</i> - <i>This is an important indicator of a healthy assessment culture: moderation is being used to improve practice, not simply confirm it. BGE assessment remains less consistent than Senior Phase assessment, particularly around benchmarking levels and helping learners understand standards.</i>		- <i>Improve consistency in professional judgement.</i>	
Theme 4: Planning, Tracking and Monitoring - <i>Whole school tracking data, reporting to parents & carers and Log of Support in our senior phase are combining to give a strong picture of progress and achievement for our young people.</i> - <i>Tracking and monitoring are increasingly being used to identify learners requiring support and intervention. English uses learning conversations, tracking and Log of Support to identify learners at risk of underachievement. PE uses end-of-block tracking alongside learner self-evaluation and has used this evidence to target support towards learners consistently working at lower levels. Technologies demonstrates stronger practice in HE, where pupils reflect routinely on levels against Es & Os and</i>	- <i>Regular tracking and attainment analysis.</i> - <i>Learning conversations and Log of Support.</i> - <i>Learner self-evaluation.</i> - <i>Departmental review of levels and progress.</i> - <i>Use of attainment, attendance and wellbeing evidence to identify learners requiring support.</i>	- <i>Improve reliability of BGE tracking.</i> - <i>Strengthen links between assessment evidence and reported levels.</i> - <i>Use attainment, attendance, wellbeing and learner voice together.</i> - <i>Evaluate the impact of interventions rather than merely recording them.</i> - <i>Identify underachievement earlier.</i> - <i>Develop more consistent whole-school approaches to learning conversations.</i>	

<i>benchmarks, while recognising that this is less consistently embedded in Design & Technology.</i> - <i>Tracking systems are therefore increasingly useful, but their quality and impact vary by department.</i> - <i>There are examples of increasingly sophisticated use of data. Mathematics uses learner self-evaluation alongside tracking and attainment information, strengthening professional judgement and learning conversations.</i>			
QI 3.1 Ensuring wellbeing, equality and inclusion			
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?
Theme 1: Wellbeing - <i>KHS has a nurturing and caring environment with inclusive and trauma-informed practice at the heart of our daily work.</i> - <i>Guidance provides a progressive PSE curriculum and works with DYW, SDS, employers, colleges, universities and external agencies to support learners' wellbeing and future planning. PE contributes strongly to health and wellbeing through curriculum, outdoor learning and extensive extracurricular provision. Importantly, the department has begun tracking participation and using the evidence to adjust club timings and target learners experiencing barriers to participation. English, Science and other mainstream</i>	- <i>Learner feedback indicates positive relationships and support.</i> - <i>PSE provides progressive wellbeing learning.</i> - <i>Extracurricular and outdoor learning opportunities contribute to health and wellbeing.</i> - <i>Mainstream departments liaise with Guidance and ASN.</i> - <i>The KHS Wave provides a framework for identifying barriers, though usage is inconsistent.</i>	- <i>Embed the KHS Wave more consistently.</i> - <i>Strengthen attendance analysis and intervention.</i> - <i>Further develop nurturing and neuroinclusive approaches.</i> - <i>Increase learner voice around wellbeing.</i> - <i>Expand participation in co-curricular opportunities.</i> - <i>Strengthen links between wellbeing information and classroom support.</i>	Good

<i>departments demonstrate close liaison with Guidance and ASN when learners require support.</i> - <i>The KHS Wave continues to provide a useful framework for identifying barriers, although implementation is not yet consistent across all departments. Attendance remains a key improvement priority.</i>			
Theme 2: Fulfilment of Statutory Duties - <i>Regular attendance at child protection training for all staff – annual, three year cycles (recognition & response training) and level 1, 2 and 3 for senior managers and Guidance staff.</i> - <i>Guidance and Support for Learning have strengthened systems around child protection, planning and coordinated support. English demonstrates how mainstream departments contribute to statutory and additional support responsibilities through close liaison with Guidance and Sfl, including Fresh Start literacy provision and support for learners experiencing disrupted attendance.</i> - <i>We have increasingly formalised communication around individual learners so that staff are better informed about needs and risks.</i>	- <i>Formalised pastoral and safeguarding systems.</i> - <i>Close liaison between Guidance, Sfl and mainstream departments.</i> - <i>Targeted literacy and attendance support.</i> - <i>Multi-agency planning and communication.</i>	- <i>Quality assure statutory processes.</i> - <i>Strengthen communication of ASN and wellbeing information.</i> - <i>Ensure plans are current and measurable.</i> - <i>Improve review processes.</i> - <i>Maintain multi-agency working.</i> - <i>Ensure all staff understand their safeguarding and support responsibilities.</i>	

Theme 3: Inclusion and Equality - <i>KHS provides a broad range of inclusive pathways and support. English offers differentiated progression from National 3 through to Advanced Higher and works to ensure learners experiencing disrupted attendance can still achieve an appropriate award. Expressive Arts works directly with enhanced provision through Wee Art and Wee Music, while wider performances and exhibitions include ASN learners alongside mainstream classes. PE offers personalisation and choice within BGE and wide-ranging curricular and extracurricular opportunities.</i>	- <i>Flexible and differentiated curriculum pathways.</i> - <i>Enhanced provision partnerships with mainstream faculties.</i> - <i>Wider achievement opportunities include learners with ASN.</i> - <i>Personalisation and choice are evident across several curricular areas.</i>	- <i>Continue to develop inclusive pathways.</i> - <i>Strengthen anti-discriminatory education.</i> - <i>Monitor participation and attainment by learner group.</i> - <i>Reduce barriers to clubs, trips and wider achievement.</i> - <i>Ensure curriculum planning considers equity from the outset.</i> - <i>Strengthen communication between mainstream departments, Guidance and SfL.</i>	
QI 3.2 Raising attainment and achievement			
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?
Theme 1: Attainment in Literacy and Numeracy - <i>Literacy and numeracy remain significant priorities. English provides targeted literacy support across the BGE, including Fresh Start, regular reading, library provision and increasingly structured preparation for National Qualifications. English ACEL/SNSA</i>	- <i>Literacy support and reading provision.</i> - <i>ACEL/SNSA analysis.</i> - <i>Broad numeracy pathways and flexible accreditation.</i> - <i>Targeted support for learners at risk of underachievement.</i>	- <i>Strengthen BGE literacy and numeracy progression.</i> - <i>Improve moderation.</i> - <i>Intervene earlier.</i> - <i>Maintain flexible accreditation pathways.</i>	Very good

<i>analysis has identified that the current S3 cohort has greater literacy needs than previous cohorts, enabling the school to anticipate increased support requirements. Numeracy continues to demonstrate particularly strong attainment, supported by a broad range of Mathematics pathways and flexible accreditation.</i> - <i>Senior-phase numeracy performance is strong. Mathematics reports that numeracy remains consistently above the virtual comparator, with Higher Applications of Mathematics and Applications of Mathematics providing increasingly effective Level 5 and Level 6 pathways.</i> - <i>There are sustained upward trends in Level 6 numeracy within S5 and S6, while the lowest 20% of learners continue to perform strongly against comparators.</i> - <i>We have made progress in reducing gaps for literacy and numeracy. Support for Learning reports that S4 performance at SCQF Levels 4 and 5 is now above the virtual comparator, with similar positive trends through S5 and S6.</i> - <i>We pride ourselves on offering pupils alternative or additional pathways where appropriate.</i>		- <i>Strengthen ASG literacy and numeracy development.</i> - <i>Closely monitor vulnerable learner groups.</i> - <i>Literacy steering group (8 hours)</i> - <i>Numeracy steering group (8 hours)</i>	
Theme 2: Attainment Over Time - <i>We have robust systems in place to analyse data to ensure we are improving outcomes for our young people. Our attendance tracker, insight analysis from our Heads of Department</i>	- <i>Insight and departmental attainment analysis.</i> - <i>Sustained course uptake across several faculties.</i>	- <i>Maintain rigorous Insight analysis.</i> - <i>Use component-level data more consistently.</i>	

<i>& SLT analysis all combine to ensure appropriate interventions are utilised.</i> - <i>Senior Phase attainment remains strong overall, with positive outcomes across a range of curricular areas. English reports sustained strong outcomes and uptake across National 3–5, Higher and Advanced Higher. Modern Languages reports strong attainment, particularly in National 5 and Higher German and Higher French. PE makes an increasingly significant contribution to whole-school attainment through high participation and multiple accreditation pathways.</i>	- <i>Component-level data and moderation evidence.</i> - <i>Flexible pathways contributing to attainment.</i>	- <i>Identify cohort-specific risks earlier.</i> - <i>Strengthen targeted intervention.</i> - <i>Continue aspirational but appropriate coursing.</i> - <i>Increase support for the middle 60%.</i>	
Theme 3: Overall Quality of Learners' Achievement - <i>Wider achievement is a significant strength. Expressive Arts provides particularly rich opportunities through concerts, exhibitions, regional performances, dance activities and learner-led clubs. Social Subjects provides leadership through debating, public speaking, Mock COP and community engagement. PE offers an extensive extracurricular programme, outdoor learning and competitive sport. Technologies and Hospitality contribute through community events, Shinty Memories, practical projects and links with local employers.</i> - <i>The next step is to capture this achievement more systematically at whole-school level – we have a steering group established for session 26/27 which will have this focus.</i>	- <i>High participation in concerts, exhibitions and performances.</i> - <i>Leadership through debating, public speaking and Mock COP.</i> - <i>Extensive extracurricular and outdoor learning opportunities.</i> - <i>Community and employer-linked practical projects.</i>	- <i>Develop systematic tracking of wider achievement.</i> - <i>Expand the KHS co-curriculum.</i> - <i>Increase accreditation where appropriate.</i> - <i>Improve recognition of leadership and volunteering.</i> - <i>Monitor access to ensure equity.</i> - <i>Celebrate achievement more consistently.</i>	

Theme 4: Equity for All Learners - Flexible curriculum planning and targeted support are enabling learners with additional needs and those at risk of underachievement to achieve meaningful qualifications. This is evident across ASN/SfL, English, Maths, PE, Expressive Arts and Technologies. Departments increasingly provide alternative awards from level 2 upwards. We have integrated these qualifications into our senior course choice options' form. - Year on year, we improve the offering in our senior phase and we are particularly focused on our lower 20% of achievers and ensuring there is plenty of opportunity for this cohort to be successful. - Our Maths Department continue to offer an accelerated programme in S3 for pupils who have been identified as more able, which is a great example of how we are ensuring equity at each end of the spectrum.	- Flexible accreditation routes and alternative awards. - Targeted support for vulnerable learners. - Cross-department collaboration around learner needs. - Strong outcomes for many learners with ASN and those within the lowest 20%.	- Maintain strong provision for the lowest 20%. - Increase focus on the middle 60%. - Identify underachievement earlier. - Strengthen parental involvement. - Ensure curriculum flexibility leads to progression, not merely certification. - Analyse attainment gaps more systematically.	
QI 2.2 Curriculum			
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?
Theme: Learning Pathways			Very good

- Learning pathways are a particular strength of KHS. Across the school there is strong evidence that departments are increasingly designing provision around learners rather than expecting learners to fit traditional curricular structures. - PE offers National 3–5 PE, Higher, Exercise and Fitness Leadership, Sport and Recreation, Team Sports and practical performance awards, with Sports Coaching and Advanced Higher being added. It also combines awards so learners can gain multiple qualifications and provides National 5 PE outwith the timetable. Expressive Arts has expanded NPA Art, Design and Photography pathways, including a Level 5 Photography pathway alongside Higher. English deliberately prepares learners for National qualifications during S3, with National 3–5 material, presentations, writing, Scottish Studies and early accreditation. Social Subjects has introduced People and Society, Climate Change and Sustainability, Scottish Studies and Criminology. Science has developed Environmental Science, while Modern Languages has strengthened Spanish and Travel & Tourism pathways. - We are increasing breadth, flexibility and personalisation year on year.	- Strong elective uptake. - Increased range of NPAs and SCQF awards. - Alternative and out-of-column provision. - Early banking of accreditation. - Learner pathway discussions and attainment evidence. - Increasing progression into new Senior Phase courses. - Learner feedback.	- Strengthen BGE - Senior Phase progression. - Continue to broaden flexible accreditation. - Use uptake, attainment and destinations to evaluate course viability. - Improve pathway planning for the middle 60%. - Strengthen ASG curricular progression. - Increase DYW and vocational pathways. - Maintain access to higher levels of challenge. - Ensure curriculum decisions are driven by learner need and evidence.	
QI 2.7 Partnerships			
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?
Theme: Impact on Learners - Partnership working makes a significant contribution to learner experience, attainment, wellbeing and wider achievement. PE provides strong evidence of impact through partnerships with Highland Rugby Club, High Life Highland and Active Schools, giving learners access to specialist coaching, facilities and leadership opportunities. Social Subjects provides one of the clearest examples of measurable partnership impact through its S3 careers event, which involved local employers and improved learners' understanding of the world of work. - Expressive Arts partnerships with Dundee University, professional artists, galleries, Into Film and other organisations provide authentic creative-industry experiences. Technologies/HE works extensively with local employers; Hospitality interviews provide many learners with their first experience of a formal interview process. English works with feeder primaries, cultural organisations, writers, Highland Wildlife Park, Scottish Book Trust and community groups, extending literacy learning beyond the classroom. Science partnerships support Environmental Science and career learning, while Guidance works with SDS, employers, colleges, universities and training providers to develop learner pathways.	- Partnerships broaden curricular experiences. - Learners gain access to specialist facilities and expertise. - Employer engagement improves understanding of future pathways. - Partnerships provide leadership and accreditation opportunities. - Transition and moderation are strengthened through collaboration. - Community involvement is enhanced.	- Evaluate partnership impact more systematically. - Measure changes in learner confidence, skills, attainment and destinations. - Strengthen employer engagement. - Increase partnership involvement in curriculum design. - Build stronger ASG partnerships. - Further develop college/university links. - Use learner feedback to evaluate partnership experiences. - Ensure access is equitable. - Focus on partnerships that provide clear additional value for learners.	Good

COMMUNITY - ATTITUDE - RESPECT - EFFORT