



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

LOCHABER HIGH SCHOOL



School Profile

Pròifil na Sgoile

Lochaber High School, nestled amidst the picturesque landscape at the northern outskirts of Fort William, proudly serves both the town and the wider Lochaber area. Supported by eight primary schools—Banavie, Bun-Sgoil Ghàidhlig Loch Abar, Caol, Invergarry, Inverlochy, Lundavra, Spean Bridge, and St Columba's—our school community thrives in its scenic surroundings, earning recognition as Scotland's most beautifully situated school. Gaelic language and culture play integral roles in our ethos, shaping our identity within the local community, and this is reflected in our increasing numbers of young people whose first language is Gaelic, our increasing numbers taking Gaelic as a subject, and our strong heritage for traditional music.

We have enhanced our facilities with upgraded grass pitches and our outstanding Fort William Bike Park constructed in partnership with Lochaber Wheeled Sports Society. This has brought additional recreational opportunities for our young people and has created a link between skills learned on the pump track and the skills required in the mountain bike tracks at the close-by Nevis Range.

Our school has developed new curriculum architecture rooted in curriculum design principles. This approach incorporates curricular inserts to offer diverse contexts for applying knowledge, fostering deeper understanding and relevance for our young people. Nurturing partnerships with the Highland Virtual Academy, Highland Tutoring Service, West Highland College, and many business partners, we have broadened and enriched our curriculum, providing our young people with enriched learning experiences. Complementing this endeavour is our dedicated Learning and Teaching Leadership group, diligently researching pedagogical approaches to maximise the impact of our teaching practices across the full range of our young people. This is our perennial endeavour - to have the highest quality learning and teaching practices.

Our school takes pride in the many achievements spanning diverse disciplines, a testament to the talent and dedication of our young people. In English and Drama, we've clinched the Regional Winner title in the Rotary Young Writer's Competition, secured victory in the prestigious Neil Gunn Writing Competition, and contributed to the publication of the "Meeting Places" anthology by the Saltire Society. Aligned with Developing the Young Workforce (DYW) initiatives, our young people have excelled in the Growing Future Assets Competition, showcasing their entrepreneurial acumen and forward-thinking approach. Moreover, our commitment to health and well-being is evident through commendable performances in culinary competitions such as the Rotary Young Chef Competition, where we attained finalist positions and even achieved runner-up status in the Scotland and North of England Area Finals. Beyond culinary arts, our young people have also made their mark in sports, securing victories in the Leanachan Challenge Cross Country. In Maths, our young people have earned accolades in the UKMT Mathematical Challenges, with numerous gold, silver, and bronze awards across various categories. Additionally, our participation in competitions such as the Enterprising Maths Competition has led to recognition as both regional and national finalists. In music, our achievements include not only numerous gold and silver awards in the Scottish Concert Band Festival, but now we also have a Platinum Award too. Furthermore, our participation in events such as Space School and the Royal Observatory has led to finalist positions.

Despite our successes, we recognise the challenges faced by some of our students. With 55% of pupils requiring some kind of additional support, we have restructured our pupil support departments to maximise the support we offer our young people which helps create a supportive environment conducive to learning and personal growth. Our partnerships with various organisations, including Highlife Highland, Skills Development Scotland, and Lochaber Hope Counselling Services, further enriches the support network available to our young people.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is positive. Our young people achieve appropriate CfE levels in literacy and numeracy, and most of our young people who face barriers are making good progress towards meeting their individual targets. The following information can be found on Parentzone Scotland. 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 data sources.

Date relating to our context:

Pupil Numbers		Attendance		Teacher Numbers	
780		85.5%		64	
S1 17.8%	S2 19.1%	S3 16.5%	S4 18.8%	S5 16.9%	S6 10.8%
SIMD Q1 0 - 10%	SIMD Q2 10 - 20%	SIMD Q3 50 - 60%	SIMD Q4 10 - 20%	SIMD Q5 0 - 10%	Unknown 0 - 10%
ASN 50 - 60%	FSM 10 - 20%	EAL 0 - 10%			
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
Almost all	Almost all	Almost all	Almost all

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

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

Level 3

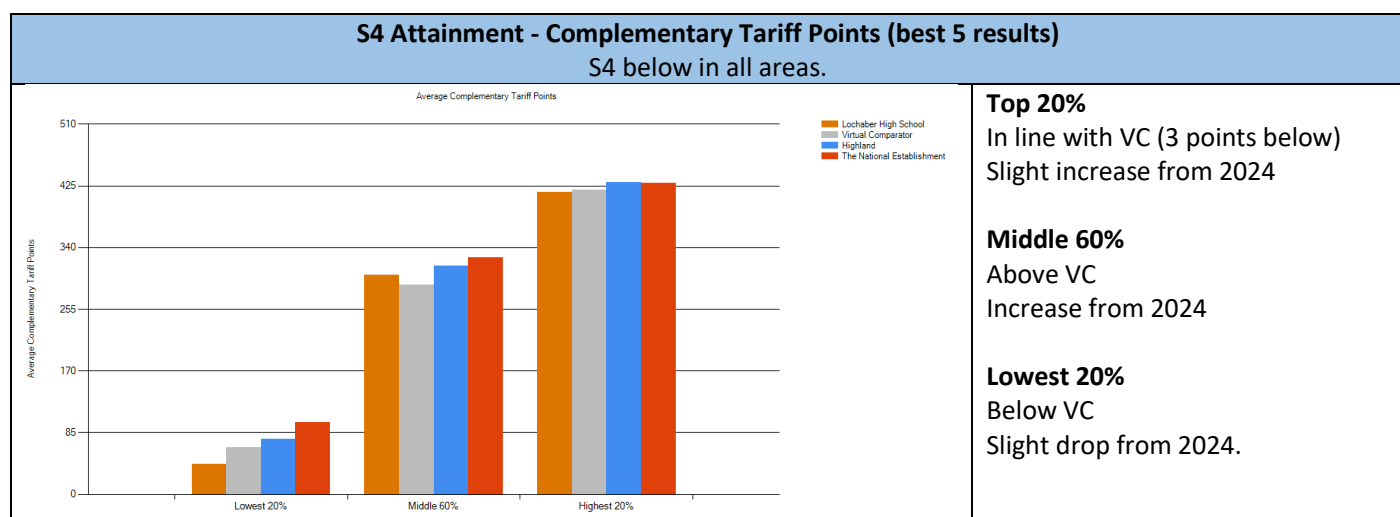
Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

Level 4

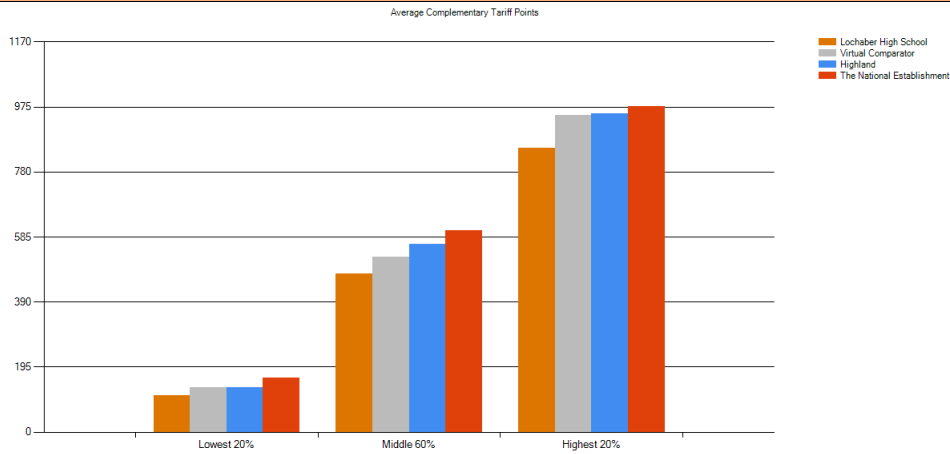
Gaelic reading	Gaelic writing	Gaelic listening and talking
Majority	Few	Few

**Gaelic Medium pupils are in receipt of two periods in S1/S2, and three periods and S3.*

Senior Phase – Attainment Information



S5 (current S6) - Complementary Tariff Points (best 5 results)



Top 20%

Drop from 2024
Below in all areas

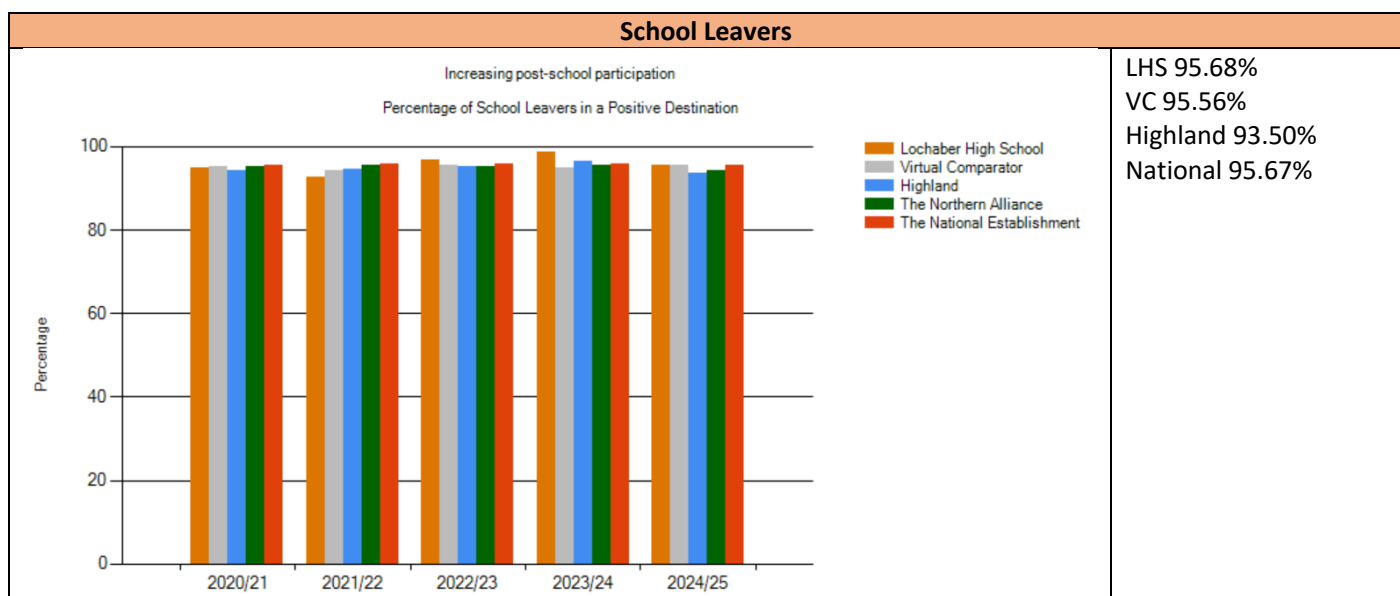
Middle 60%

Significant drop from 2024
Below in all areas.

Lowest 20%

Significant drop from 2024
Below in all areas.

Literacy - S4 (current S5)	Numeracy - S4 (current S5)	Literacy – S5 (current S6)	Numeracy – S5 (current S6)
SCQF 4 - Same % as 2024. 3% below VC. SCQF 5 - 2% decrease from 2024. 7% below VC	SCQF 4 - 7% increase from 2024. Above VC. SCQF 5 - 8% increase from 2024. Below VC.	SCQF 4 - 91.2%. Below VC. 3% drop from 2024. SCQF 5 - 74.4%. 8% drop from 2024. Below VC	SCQF 4 - 87.2%. Below VC. 9% drop from 2024. SCQF 5 - 70.4%. 1.5% below VC. 5% drop from 2024.
Literacy Level 4 2018 - 93.4% 2019 - 94.2% 2020 - 90.7% 2021 - 86.3% 2022 - 91.7% 2023 - 89.6% 2024 - 84.9% 2025 - 84.38%	Numeracy Level 4 2018 - 90.9% 2019 - 88.9% 2020 - 85.5% 2021 - 71.2% 2022 - 81.5% 2023 - 89.6% 2024 - 81.1% 2025 - 88.1%	S5 Literacy Level 4 2018 - 94.3% 2019 - 96% 2020 - 94.9% 2021 - 92.4% 2022 - 92.6% 2023 - 97.7% 2024 - 94.7% 2025 - 91.2%	S5 Numeracy Level 4 2018 - 94.3% 2019 - 95% 2020 - 94.9% 2021 - 89.7% 2022 - 86% 2023 - 93.8% 2024 - 96% 2025 - 87.2%
Literacy Level 5 2018 - 61.9% 2019 - 68.2% 2020 - 65.1% 2021 - 62.3% 2022 - 59.5% 2023 - 75.86% 2024 - 63.5% 2025 - 61.88%	Numeracy Level 5 2018 - 38.8% 2019 - 47.4% 2020 - 51.7% 2021 - 56.2% 2022 - 51.2% 2023 - 62.6% 2024 - 43.4% 2025 - 51.8%	S5 Literacy Level 5 2018 - 78.8% 2019 - 84% 2020 - 84.8% 2021 - 83.4% 2022 - 80.3% 2023 - 80% 2024 - 82.3% 2025 - 74.4%	S5 Numeracy Level 5 2018 - 66.7% 2019 - 71% 2020 - 79.7% 2021 - 72.4% 2022 - 68% 2023 - 69.23% 2024 - 75% 2025 - 70.4%



School Vision, Values and Aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Support, Challenge, Inspire!

Values

At Lochaber High School we wish to promote mutual respect, hard work and resilience. Equality, fairness and inclusion will underpin all that we do as we strive to nurture an able, confident and ambitious community.

Aims

At Lochaber High School we will:

- Strive to provide high quality learning and teaching which will challenge and inspire our young people to realise success.
- We will celebrate the uniqueness of our young people, our community and our learning environment.
- Encourage all our young people to develop their personal qualities and abilities by engaging positively with a wide range of activities and experiences within and beyond the curriculum.
 - Value and treat everyone with fairness and respect so they feel included and nurtured within a caring, disciplined and supportive school community.
- Continue to develop productive partnerships with our associated local agencies to improve the well-being of our young people and families within our community.

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 - 2.3 Learning, Teaching and Assessment	
Summary of impact	Next steps
This was the third year of our Practitioner Enquiry programme, with teachers working collaboratively in research groups and engaging in intentional practice to improve the quality of learning, teaching and assessment across the school. Evidence from learner surveys and focus groups indicates that most learners understand the purpose of their learning and can identify their strengths and areas for development across subjects. The majority of learners value teachers modelling learning and recognise links between new learning and prior learning. These findings suggest increased consistency in the use of effective learning and teaching approaches across the school.	To build on this progress, teachers will continue to develop high-quality learning and teaching through a focus on: • effective feedback; • high-quality questioning; • retrieval practice; and • summarising learning. Support and challenge will be provided through a programme of structured senior leadership and peer lesson observations, alongside ongoing professional dialogue.

School Improvement Plan Priority 2 – 2.2 Curriculum	
Summary of impact	Next steps
The introduction of two-year National Courses in S3/S4 has enhanced continuity, depth of learning and progression towards national qualifications. Robust summative assessment approaches in S1/S2 have provided reliable attainment and progress data, supporting the early identification of learners requiring additional support and improving assessment literacy among learners. This is evidenced through departmental self-evaluation activities across the curriculum. The development of S3/S4 curriculum resources has improved differentiation, accessibility and learner engagement. This has contributed to a significant reduction in incident referrals across the school. The introduction of National Progression Awards (NPAs), National Certificates (NCs) and Skills for Work courses has broadened learner pathways, enhanced employability and life skills, and enabled departments to increase opportunities for learners to achieve qualifications. Across the curriculum, teachers have mapped relevant UNCRC articles within learning programmes, strengthening learners' understanding of children's rights and embedding rights-based learning experiences. Teachers have embedded the LHS Skills Framework within learning and teaching, linking skills development to specific industries and career pathways. This has increased learners' awareness of their skills and supported more informed decisions about future learning, training and employment opportunities.	Monitor and evaluate S3/S4 course outlines, learning resources and assessment approaches to ensure consistency, quality and positive learner outcomes. Continue to implement a proportionate programme of summative assessment to reinforce learning, improve feedback and further develop assessment literacy. Continue the strategic delivery of NPAs, NCs and Skills for Work courses to broaden learner pathways and maximise attainment opportunities. Deliver the Rights Respecting Schools Silver Award Action Plan and further embed children's rights across the curriculum. Extend implementation of the LHS Skills Framework across S1–S6 and utilise Unifrog to record skills development, wider achievement and extracurricular participation. Use attainment, achievement and destination data to evaluate the impact of curriculum pathways and skills development on learner outcomes.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF-Funded Targeted Interventions: Literacy, Numeracy, and Health & Wellbeing

Pupil Equity Funding (PEF) has been strategically used to deliver targeted interventions in literacy, numeracy, and health & wellbeing (HWB), with a clear focus on closing the attainment gap for identified learners.

Lexia

We purchased seventy licences for the literacy support programme Lexia. S1 and S2 English groups engaged with the programme, beginning with a small targeted cohort at the start of the academic session. Significant progress has been made across reading fluency and accuracy, grammar, and comprehension.

Paired Reading

Paired Reading took place during Term 2, with S6 pupils acting as mentors as part of their Wider Leadership Programme. Due to wider S6 commitments, participation numbers were smaller this academic session, involving seven S6 mentors and seven S2 pupils.

There are plans to begin Paired Reading at the start of the new timetable to help embed the programme earlier in the term. The ongoing aim is to support and encourage resistant readers to engage with appropriate reading texts. S2 pupils worked closely with their S6 mentors and reported enjoying both the experience and the relationships formed. This input also supported the continued development of reading skills introduced through S1 Speedy Readers last session.

Targeted Numeracy Support

Improving Numeracy Attainment

Twenty-three pupils were involved in 1:1 and small group interventions. This support enabled pupils to demonstrate their learning and secure attainment that may not have been possible without an adapted environment and more focused intervention strategies.

Pupils with challenging attendance and adapted timetables particularly benefitted from this support. Attendance data showed that pupils were willing to engage consistently with these sessions.

Working with Interrupted Learners

Five pupils received additional numeracy support, as directed by teaching staff. This input helped pupils build confidence within a different learning environment and develop the skills needed to engage more fully in mainstream classes, while reducing anxieties around participation. For most pupils, this support complemented an adapted timetable and maintained their link with education.

Targeted Literacy Support

Improving Literacy Attainment

Thirty-nine pupils were involved in 1:1 and small group literacy interventions. This support enabled pupils to demonstrate their learning and secure attainment that may not have been possible without an adapted environment and more focused intervention strategies.

Pupils with challenging attendance and adapted timetables benefitted particularly from this support, with attendance statistics demonstrating a willingness to engage with the sessions.

Working with Interrupted Learners

Seven pupils received additional literacy support, as directed by teaching staff. This input helped pupils grow in confidence within a different learning environment and supported them to engage more fully while reducing anxieties about participation in mainstream classes. For most pupils, this support complemented an adapted timetable and maintained their connection with education.

Health & Wellbeing (HWB) Interventions

CSW 1:1 Support in School

A total of thirty pupils accessed 1:1 support in school with the CSW. This intervention focused on building confidence, resilience, and supporting pupils to engage more fully in school life. The Guidance Team continue to value this input highly.

CSW 1:1 Support in the Community

One pupil received 1:1 support within the community, helping to maintain their connection with education.

Breakfast Club

A total of thirty-five pupils attended Breakfast Club across the week, with many regular attendees. The club provided a soft start to the day, with food prepared by pupils alongside nurture activities. For many pupils, this became a valued part of the school day and supported the development of positive relationships within school. Staff noted improved relationships and more positive attitudes towards school attendance and engagement.

Lunchtime Support Sessions

Thirty-five pupils accessed support during break and lunchtime periods. These sessions provided a supportive, supervised environment during busy social times, helping pupils build coping strategies that supported classroom attendance. This continues to be a highly valued provision across the school during unstructured parts of the day.

Raising Attainment (Target Group)

Fifteen pupils received additional support from the CSW to improve attendance, achieve qualifications, and explore future pathways and opportunities.

Wider Achievements Coileanaidhean nas fharsainghe

English and Drama Thomas Rae Memorial Prize for Writing (Higher pupil TBC) Rotary Young Writers' Competition - runner-up in Senior Competition; Winner and runner-up in junior competition. Young Writer's Competition - Stranger Sagas – multiple published, and their Poetry Competition is being entered in a few weeks ("I have a dream") Entered the Neil Gunn Writing Prize (S3) (nothing announced yet) Entered (/entering) the Royal Highland Show creative Writing Competition. Showcase of N5 and NPA Practical work – S4, S5 and S6 pupils involved.	Maths UKMT Team Maths Challenge second place 2026 UKMT Mathematical Challenges, gold, silver and bronze awards Junior Challenge sponsored by Lochaber Housing Intermediate Challenge Enterprising Maths Competition regional finalists Annual submissions to the Maths Wae Nae Borders Challenge Annual submissions to the Mathematiques Sans Frontieres competition Scottish Maths Challenge Young STEM Leader
Health and Well-being: Rugby North Caledonia Challenger Cup Series Lochaber High School Girls Under 14 Champions Girls Under 16 Champions Boys Under 16 Runners Up Shinty National ASGG Cupa Naisteanta Girls Shinty Lochaber High School Champions National ASGG Cupa Ieasachaidh Naisteanta Lochaber High School Development Champions MacBean Cup Shinty - Runners Up Robertson Cup Shinty Semi Finalists Lochaber 6s - Silver medalists Wade Cup Lochaber High School Champions	Physics Scottish Space School- Participants 2021, 2022, 2023, 2024, 2025 Royal Observatory Work Placement - 2020 Quantum Technology School - Participants 2021, 2025 Engineering the Future for Girls, - Participants 2022, 2026 Strathclyde Engineering Fundamentals Course- Participants 2022, 2023 NEXT Stem Essay Competition - Finalists 2022 Engineering Development Trust – Insight into Apprenticeships Programme 25/26 Girls in Physics – Participants 2025, 2026 Enterprise

Football Senior representation in North Of Scotland Football at U18 and U15 Cross Country Running Retaining Champions. Junior Ski Trip Ski Awards Ecole du Ski Francais (ESF) teenage/adult levels: 8 level 1, 22 level 2 and 2 level 3 awards. Substance Awareness Gold Award 2024/25 and 2025/26	Achievement Through Adversity Award 2025 – Winner Developing the Young Workforce Skills for Work Programme (Employability) Music Scottish Concert Band Festival, Regional and National Finalists • 1 Platinum Award • 7 Gold Plus Awards • 7 Gold Awards • 3 Silver Plus Awards • 1 Silver Award
Whole School Google Reference School Digital Schools Award Youth Philanthropic Initiative	Languages Film G Art Young Artists Competition Intermediate Level, Winner Senior Level, Winner Young Photographers Competition Intermediate Level: Winner Senior Level: Winner Cow Hill Hall Competition: selected work for exhibition at the MacCallum Art House gallery Glasgow School of Art – Widening Participation

Comments from learners, families, stakeholders and staff

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

“I think this is a fantastic policy that will benefit our young people hugely. Thank you for being so forward thinking and proactive.” Parent 1 in reference to our mobile phone policy.

“I write to say, “thank you” very much to the pupils and staff of Lochaber High School and your Rotary Club partners for the lovely and unexpected Xmas parcel I found at my front door.” Parent 2

“I find the current format very effective, it is easy to book appointments and the evening is well managed. Staff are very welcoming and I feel able to ask questions and also to contact the school for further support if necessary. I can imagine it must be a huge undertaking to arrange the number of appointments and parents evenings you do, thank you to all involved.” Parent 3 in reference to our consultation about parents’ evenings.

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:

	2025-2026
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	Satisfactory
QI 2.7 Partnerships	Good

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. Raising Attainment and Achievement

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 <https://www.lochaberhigh.org/> 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 - Core QIs – For professional dialogue – remove from parental versions			
How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
QI 1.3 Leadership of change			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Develop a shared vision, values and aims Our strategic improvement priorities are firmly rooted in a vision, values, and aims (VVAs) shaped by comprehensive stakeholder consultation. This foundation ensures our school's direction is directly informed by our community. A recent review by the Pupil Council confirmed that our VVAs align with the principles of the UNCRC, explicitly guaranteeing that strategic improvements actively uphold the rights, voice, and well-being of every learner. A defining characteristic of our school is a deeply embedded ethos of care, which guides the professional actions of almost all staff. This commitment translates into a robust, systematic approach to pupil welfare, managed transparently via the LHS Dashboard to ensure no learner falls through the cracks. This care is	Pupil Council Meetings/Updates etc https://drive.google.com/drive/folders/1t8_X1yVI59xp032JhGJlbY7GnN-jDQkA School and Department Improvement Plans 25/26 Dashboard Data https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b-9ee3-14c1b830b8eb/page/TPldB?s=v26IUxsTG4 Learner Conversations School Calendar 25/26	We will continue to base strategic improvement on our VVAs. We will continue to have discussions with all stakeholders based on our VVAs.	Good

operationalised through Planned Learner Conversations, which focus groups show, provide meaningful, personalised guidance for almost all pupils. Furthermore, our Positive Impact Tracker actively captures the tangible, successful outcomes of these targeted interventions. The measurable impact of this nurturing environment is evident: the vast majority of learners (over 80%) confidently know which staff member to approach for help, and a strong majority (74%) feel securely supported when upset or worried. Crucially, further triangulation revealed that the remaining pupils who would not seek support in school largely preferred to manage worries privately or at home, rather than due to any perceived lack of staff availability or willingness.	Positive Impact Tracker Positive Impact Tracker November and March Pupil L & T Surveys Learning and Teaching Survey Trends Pupil Focus Groups Learning and Teaching Survey Focus Groups October 2025 Learning and Teaching Survey Focus Groups March 2026.docx	We will continue to ensure support is readily available to learners as and when required, and we will continue to invite external partners into school to be available to support learners.	
Theme 2: Strategic Planning for continuous improvement Strategic change is managed thoughtfully through rigorous self-evaluation at all levels. Evidence from Senior Leadership Team (SLT) and broader management meetings demonstrates that the pace of change and associated risks are carefully weighed, ensuring responsible, sustainable decision-making. To ensure improvements embed deeply and positively impact pupils, we have adopted a three-year improvement	SLT Agendas/Minutes SLT - Meeting Minutes 25/26 Management Meeting Agenda/Minutes 2025 - 2026 2025 - 2026 School Improvement Plan 25/26	We will continue to move forward with strategic change in consultation with stakeholders.	

planning cycle. Furthermore, the School Improvement Plan (SIP) explicitly embeds the principle of distributed leadership, empowering staff to drive change. Dedicated time is systematically allocated to self-evaluation. This is driven by standard agenda items, one-to-one professional dialogues, pupil survey reflections, departmental HGIOS 4 returns, and robust post-prelim and SQA analysis meetings. While all teaching staff are actively engaged in this evaluative culture, we recognise the need to sharpen the quality of our evidence-based evaluations to more precisely measure the direct impact of interventions on learner outcomes. Staff leadership of learning is a key strength, with colleagues actively leading the majority of planned SIP activity sessions. By focusing on critical areas such as high-quality learning and teaching, curriculum development, and Rights Respecting Schools themes, staff are highly empowered to lead meaningful change that directly enhances the pupil experience.	Self-evaluation Calendar for Teachers, Principal Teachers, and Senior Leaders https://docs.google.com/spreadsheets/d/1hh98y6qSAL86ZvNXTxKigszg-goJNmDcFICNRnx0Cf8/edit?gid=0#gid=0 DM Agendas/Minutes 4. DM and SLT Minutes SLT and PT One to One Meetings 25/26 School and Department Improvement Plans 25/26 L & T CPD led by staff L&T CPD Pupil Council Updates regarding Rights Respecting Schools Award https://drive.google.com/drive/folders/1sOPDs_4qCrwDCW7DKYGwxAHyMyZSUIBc	We will continue to improve the quality of evidenced-based-evaluations in DIP analyses and HGIOS 4 returns by working in partnership with the wider management team and providing examples of good practice. We will continue to encourage and support distributed leadership across the school, including staff participation in leadership groups.	
Theme 3: Implementing improvement and change Widespread leadership across the staff body drives a culture of school improvement, highly visible in initiatives such as the Pupil Council, the Rights	The Pupil Council: planned and carried out fundraising activities for local and national organisations that had meaningful ties with the school. Approximately 1500 items were donated to local foodbank and £330 for bereavement charity.		

Respecting Schools Award (RRSA), the Youth Philanthropy Initiative (YPI), Developing the Young Workforce (DYW), and Young STEM Leaders. This proactive leadership directly enriches the learner experience, fostering pupils' personal growth, academic ambition, and global citizenship. The measurable impact of these initiatives includes: Enhanced Social Awareness: S3 learners demonstrate a deepened understanding of local charities and pressing social issues through their participation in YPI. Rights-Respecting Culture: Pupils across all year groups articulate a heightened awareness of UNCRC articles, embedding children's rights into our school ethos. Expanded Horizons: Increased engagement with DYW has significantly broadened pupils' understanding of diverse local and national employment opportunities. Curriculum pathways have been further strengthened by embedding the latest labour market information into the Tutor Support programme. This evidence-based approach ensures learners clearly understand the vital links between subject choices, curriculum pathways, and future careers. To complement this, revitalised partnerships with local businesses and agencies have bridged the	• adopted a more formal structure so they controlled the agenda rather than it being teacher led. • learners planned, shot and edited video updates to the wider school on matters raised. • streamlined and promoted student feedback process so that more students could raise concerns or comments. • discussed and reported issues with a particular focus on supporting students that may suffer from inequity in school (e.g. videos highlighting importance of checking AAA in exams, help to pay for school meals for low income households, and discussions on period products) Pupil Council Updates regarding Rights Respecting Schools Award 2. Pupil Council Updates (Communications) YPI YPI Impact Presentation Young STEM Leader • 9 S6 learners participated in leading stem events over the year • 3 completed formal qualification, with 3 more in process • Learners led activities reaching approx. 350 high school students (HWB days activities) and 70 primary school children • Planned and led weekly stem club attended by between 4 and 15 BGE learners Tutor Support Programme Tutor Support	We will continue to seek out new partnerships and extend our portfolio of local employers in Fort William and Lochaber to further enrich the experiences of our learners. We will engage more closely with employers to be part of our DYW strategy, especially in employment areas such as car mechanics, retail, animal care and health and beauty.
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gap between classroom learning and real-world application, equipping our young people with the essential skills, knowledge, and readiness required for the world of work.			
QI 2.3 Learning, teaching and assessment			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Learning and engagement Pupil Survey findings, along with insights from Pupil Focus Groups, reveal a positive learning environment. Most learners (88%) report positive relationships and feel confident in seeking help when needed. Additionally, most learners (75%) feel encouraged to strive for their best, promoting a positive attitude towards learning. Furthermore, most learners (84%) believe they actively participate in their learning. These findings indicate a supportive and engaging school climate that fosters learner confidence and motivation; however improvements are still required in further developing learner confidence and learners achieving their best. Learners have the opportunity to discuss their learning during planned learner	November and March Pupil L & T Surveys Learning and Teaching Survey Trends Pupil Focus Groups Learning and Teaching Survey Focus Groups October 2025 Learning and Teaching Survey Focus Groups March 2026.docx Promoting Positive Behaviour Policy https://www.lochaberhigh.org/uploads/4/0/9/1/40918471/lhs_promoting_positive_behaviour_2021_updated_january_2023.pdf Learner Conversations (School Calendar) School Calendar 25/26	All staff will deploy all interventions at appropriate stages as outlined in our Promoting Positive Behaviour Policy. The SLT and staff will promote the Highland Presentation Policy, and ensure learners and parents/carers are aware of the policy.	Good

supporting learners' well-being and academic success. While learners feel respected and valued within their classrooms, there is a notable perception that the school could improve its efforts in actively listening to and incorporating learner views, with less than half of learners believing their opinions are heard at a school-wide level.	351 – GIRFEC 1253 – Achievement Letters 25/26 1066 – Suite of Letters 151 – Incidents 349 – GIRFEC 1014 – Achievement Letters		
Theme 2: Quality of teaching Most learners (78%) report that the purpose of each lesson is clear all or most of the time, highlighting effective communication of learning intentions by teachers. Additionally, the majority of learners (66%) find learning appropriately challenging, however the responses of S1-S3 have decreased indicating a need for more challenge in those year groups. Most teachers (78%) consistently provide models and examples of expected standards in all or nearly all of their classes. Modelling enhances learner understanding by promoting a clearer comprehension of learning intentions and success criteria. Consequently, learners are better equipped to meet standards, fostering a more effective and supportive learning environment. However, improvements in detailed feedback are required particularly in S5/S6. Classroom observations, as a key	Learning and Teaching Survey Trends Practitioner Enquiry 2025-2026 Practitioner Enquiry Records DM Agendas/Minutes 4. DM and SLT Minutes HGIOS 4 Department Self-evaluation HGIOS Dept Returns 2025/26	We will ensure learning intentions are fully explained and understood and are referred to in lesson plenaries. This will be supported by SIP Activities, SLT observations and planned learning walks. S1-S3 Programmes of Learning will incorporate greater pace and challenge. We will continue to improve the quality of questioning and feedback through SIP activities, and CPD. We will ensure almost all lessons will have plenaries relating to learning intentions/success criteria. This will be supported through SIP Activities and CPD. Learning walks by PTs and SLT will be better planned across the school year.	

component of practitioner enquiry, promote reflective teaching practices among almost all teaching staff. This reflective approach is reinforced by professional discussions as evidenced in department minutes. These practices foster a culture of continuous improvement and collaborative professional development, enhancing the overall quality of teaching and learning. LHS has, through consultation, developed an observation toolkit, which essentially outlines common practice and expectations across the school from retrieval practice, sharing of LIs and SC; chunking; plenaries and effective questioning, which is supported by our CPD programme. This provides a consistency of experience for almost all learners, whilst leaving creative scope for teachers. The school promotes the use of a diverse range of digital resources to enhance learning, providing opportunities for personalised study, differentiated learning, and effective modelling of learning. This approach is evident across almost all subjects. The integration of digital tools enriches the educational experience, catering to the majority of individual learning needs.	Lesson Observation Evaluation Toolkit 2. Lesson Evaluation Toolkit 1 - Landscape/Notes at side of page Digital Schools Award and Google Reference School. <i>We are within top 3 of schools in Highland in terms of Chromebook usage.</i> <i>Tutor Support lessons are delivered promoting dyslexia support through Read &Write software.</i> <i>High usage of digital platforms to enhance learning and teaching (Sparx, Lexia, Read &Write, Book Widgets etc.)</i>	Online digital packages will be reviewed and possible alternatives considered.	
Theme 3: Effective use of assessment The curriculum plan highlights a range of	Curriculum Plan		

approximately 5%. This indicates that while learners have a good sense of their personal progress, there is a need to enhance the effectiveness of teacher questioning and feedback to further support and enrich learning. The Positive Impact Tracker, containing documented actions, demonstrates the proactive measures taken to support targeted groups of learners across S1-S6. Furthermore, by prioritising individual needs, alternative curriculum pathways have been developed through our programme Lochaber Horizons, which has markedly increased the total tariff points earned by learners who were previously in the bottom 20% of performance data.	Positive Impact Tracker Positive Impact Tracker Alternative Pathway / Lochaber Horizons Lochaber Horizons	Developing the role of our CSW, we will continue to plan and secure certification for pupils struggling with a mainstream curriculum, particularly in S3. We will maintain and expand partnership working in our alternative curriculum offering for our lowest performing learners moving into S4.	
Theme 4: Planning, Tracking and Monitoring There has been an investment of time beyond the school improvement plan to engage in sound planning, tracking, and monitoring of learning to ensure a structured and cohesive curriculum delivery. Teachers feel more secure in Senior Phase tracking, and teachers use the data both from BGE as well as Senior Phase tracking to inform learner conversations. While advancements in summative assessments within S1/S2 courses are evident in programmes of learning across the curriculum, it is	BGE Tracking and Senior Phase Tracking, Examples Tracking Data Data from S3 Reports, May 2026: • 126 pupils reported on in the year group. • 9 praise letters - 7.1% of the year group (significant drop compared to this time last year). • 40 pupils on the target list - 31.7% of the year group (significant increase from this time last year). • 83.2% - most of our S3 pupils have excellent/good effort (notable drop from this time last year). • 93.1% - almost all S3 pupils have excellent/good behaviour (slight drop from this time last year).	We will develop our tracking system to track learners across each school year. We will improve the consistency in the quality of feedback across the curriculum in particular the detail and clarity of feedback. This will be achieved through SIP activities.	

premature to assess their full impact. Learner focus group findings reveal a mixed response regarding feedback, indicating an area for ongoing refinement to ensure that all learners benefit from effective feedback mechanisms. Reviewing our SQA estimates and verification exercises almost all staff make accurate and reliable assessment judgements and a number of staff are trained markers for Qualifications Scotland.	As we know the data covers all S3 subjects at a point where they are just about to begin S4, so the data can easily be skewed by those that are not performing in subjects that they are dropping. However, if we compare the data from last year (May 2025) we can see a significant drop in pupils receiving praise letters and a significant jump in those that are on the target list.		
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 evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Wellbeing Almost all staff have embedded the SHANARRI indicators into daily interactions. Almost all staff ensure learners are well-versed in crucial aspects of feeling safe, healthy, included etc, enhancing overall wellbeing awareness across the school. Survey results consistently show that most learners (80+%) feel safe and supported at school, highlighting the positive impact of our wellbeing initiatives. Learners acknowledge the school's role in fostering a sense of safety and identify supportive staff members, reflecting our	Trends in Learning and Teaching, and Welfare Sections of Surveys- March 2026 Trends Charts Pupil Focus Groups, Welfare Concerns Learning and Teaching Survey Focus Groups October 2025 Learning and Teaching Survey Focus Groups March 2026.docx Dashboard Data https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b-9ee3-14c1b830b8eb/page/TPLdB?s=v26IUxsTG4	Continue to promote and use SHANARRI indicators to measure learner well-being as evidenced from our referral system. Continue to use the principles of GIRFEC to guide our support for learners as evidenced from our referral system. The SLT, with stakeholders, will continue to review the curriculum and the support therein to foster a greater sense of achievement.	Good

from a range of services such as our CSW, YDO, YAT, Young Carers and Women's aid. Additionally, self-help materials are prominently displayed on classroom and department noticeboards, empowering learners with tools for managing their well-being independently. These initiatives foster a supportive environment where learners feel equipped to address their needs and seek help when necessary. Tutor Support is taught by Guidance Teachers ensuring every learner has direct contact with their Guidance Teacher on at least a weekly basis. Using Scottish Government Counselling funding, a close relationship with Lochaber Hope (counselling provider), ensures that counselling is provided to learners who are in need.	Staff timetables. <i>All Guidance PTs state they have much more knowledge of learners on their caseload and relationships are stronger, and in addition all learners know who their Guidance Teacher is.</i> <u>Framework Spreadsheet Counselling LHS April 26 (004).xlsx</u>	We will continue to respond to learner requests for counselling within budget.	
Theme 2 Fulfilment of Statutory Duties All staff are aware of their statutory duties towards our learners and families. This is expressed in regular Child Protection Training; applying safeguarding protocols; using policy frameworks such as GIRFEC; SHANARRI; and this year is the third year of applying the relevant articles of the UNCRC to our professional activities. Attendance is reviewed twice each term. Guidance staff report on all learners who sit at 85% attendance or below. Principal	Child Protection Training Record <u>Child Protection Training - Staff Records</u> Rights Respecting Schools Award <u>UNCRC within the Curriculum</u> Pupil Rights Respecting Video <u>https://drive.google.com/drive/u/0/folders/1t8_X1yVI59xp032JhGJlbY7GnN-jDQkA</u> LHS Attendance (85% and below)	Continue to ensure we remain aware of our statutory duties, implement the identified articles of the UNCRC into all aspects of our professional practice, and review our safeguarding responsibilities. Attendance reviewed dates will be evaluated.	

Teachers Guidance record the supportive actions taken between each review period. For those learners between 80% and 85%, letters can be sent home to highlight attendance levels. This information is shared with all staff. The involvement of ASL staff as well as English and Maths teaching staff in the transition of learners from P7 to S1 enhances the educational experience and support system for P7 learners. By visiting primary schools and reviewing learner records, ASL staff ensure that LHS staff receive accurate, up-to-date information about each learner. This preparation allows for the appropriate allocation of S1 classes, ensuring that learners who require additional learning support are accurately identified and adequately assisted. Consequently, this process fosters a smoother transition, promotes continuity in learning, and supports the academic and social success of all learners, particularly those with additional needs. The diverse inputs provided by ASL staff play a significant role in addressing the varied needs of learners. By strategically allocating ASNTs and PSAs across different classes, ASL staff ensure that support is integrated into the daily learning environment. Targeted literacy and numeracy tutorial groups enhance	LHS Attendance (85% and below) ASL visits to primary schools. Involvement of PT SfL in class allocation organisation. P7 Transition ASN information 2025/2026 P7 Transition Names List and ASN information for Dashboard 2025 - DO NOT EDIT AS THIS HAS BEEN COPIED FOR DASHBOARD Transitions Policy including timeline of engagements Lochaber Associated Schools Group Transitions Policy.docx SFL Minutes SFL DMs Arkaig, Glencoe and Mamore Timetables Adapted Timetables	Continue to use new absence codes; engage with parents/learners regarding attendance and ensure the curriculum is meeting the needs of all learners. We will continue with open communication between teaching staff and SfL to ensure needs are identified and responded to. There is a need to develop continuity in curriculum transitions in English, Maths and Science.	
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core skills, while HWB interventions address specific learner needs. Furthermore, the allocation of key staff members to specific support bases allows for tailored assistance for learners with neurodiversity, social, emotional, and behavioural challenges, as well as those with severe and complex needs. This comprehensive approach ensures that all learners receive the necessary support required to thrive; however the quality of experience offered to our most vulnerable learners in Glencoe House has deteriorated due to staffing issues.	Minutes of SFL, PT Pupil Support and support bases PT Pupil Support DMs Glencoe House Minutes Glencoe House DMs Guidance Minutes Meeting Minutes	The SLT will continue to liaise with the authority to correct long standing staffing issues particularly in Glencoe House.	
Theme 3: Inclusion and equality Integrating Health and Well-being days into our school calendar for S1-S3 has enriched the educational experience of our learners. These days, occurring each school year, provide a platform for a diverse range of workshops and experiences carefully tailored to promote holistic well-being. Almost all learners report that such days are enjoyable and educational. Glencoe House learners continue to access a range of mainstream classes/subjects, and there is a range of subject specialist staff delivering aspects of their learning. The Diversity Month initiative represents a collaborative endeavour that involves staff, learners, partner agencies, and the	Health and Well-being Workshops Health and Well-being Health and Well-being Assembly HWB-S1-S3 BGE Assembly Master Timetable https://highlandcouncil1-my.sharepoint.com/:x/g/personal/marionmd_highland_gov_uk/ETuPvEnoj4JHr_QYnxE1gIIBUlbcSwoOpnGo5lkfzyXu-w?e=uMBGkp Pupil Feedback on LGBTQ +	Our actions around Well- being, Equality and Inclusion will be framed within our Rights Respecting Schools Award initiative.	

local community. Through this initiative, diversity is celebrated, fostering a sense of inclusivity and mutual respect among all stakeholders. Overall, Diversity Month serves as a powerful vehicle for promoting understanding, empathy, and unity within and beyond the school community. There is a range of well-attended extra-curricular activities offered at morning interval and lunchtimes across the school. In recent years there has been a 35% increase in pupil engagement in sports activities and leadership roles within the local community, and we have successfully captured extra-curricular activities of almost all S1-S3 learners through our Pupil Profile. There has been a refreshed Tutor Support programme exploring topics such as diversity, racism, xenophobia and intolerance as well as a full range of well-being topics encouraging healthy lifestyles including internet safety, sexual health, mental health etc. The success of this programme has been underscored by our success in the Alcohol and Substance Abuse Gold Award Trophy which we were awarded in May 2025 and April 2026. Such topics are complemented by a range of subjects across the curriculum for example, Modern Studies, English, RME, History etc. This work helps	https://padlet.com/lhspride/lochaber-high-pride-week-2021-pa68neft84qqp7yx Gaelic Promotional Video Demonstrates Inclusion https://vimeo.com/936651649?share=copy Extra curricular activities: https://docs.google.com/presentation/d/1M9Tc8Md1CDtFCAgIbJlPzTO7DsHxRRh5wbKyoxxyrjM/present?slide=id.g3a30465cdd50_5 Pupil statements to the discussion in Tutor Support as part of Diversity Week, “An inclusive school is.....” An inclusive school is PUPIL RESPONSES.pdf <i>Two shinty ambassadors, working in conjunction with the Camanachad association, helped LHS become a school of Shinty. Thirteen HS pupils were put through a foundation Shinty Referee qualification with the Camanachd Association. There are two Sports ambassadors who link in with Sports Scotland. Our ASG benefit from senior learners who run sports clubs in primary schools, for example dance classes in preparation for Dance Platform.</i> <i>Extra-curricular clubs are run by senior learners as part of the NPA level 5 qualification. Over 250 learners attended extra-curricular clubs 2024-2025.</i> <i>We negotiated with a local Farmfoods shop and an agreement was reached that they would refrain from selling energy drinks to pupils under 16.</i> <i>NPA Level 5 qualification has doubled for this coming academic year 2025-2026. 46 senior learners have selected this qualification as part of their senior phase curriculum. NPA level 6</i>	We will monitor and track learner participation in extra-curricular and outside interests through the implementation of Unifrog to all S1-S6 students.	
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empower pupils to make informed decisions and lead balanced lives. The implementation of bespoke timetables, led by our Pupil Support (Guidance) PTs, PTs Curriculum, and staff from various bases including Mamore House, Arkaig House (SEBN), and Glencoe House, and An Cala underscores our commitment to tailoring learning experiences to meet individual learner needs, which includes partnership working with a number of external agencies. Additionally, the creation of our internal programme, Lochaber Horizons and our partnership with MCR Pathways further enhance our ability to support learners. The predecessor to Lochaber Horizons was MFMS which struggled to secure certification for our learners, which we have turned around through our own programme with a marked increase in the total number of tariff points for each individual pupil on the caseload. Furthermore, and significantly, there is a decreasing trend in exclusions. We facilitate multi-agency meetings with allied professionals and parents/carers, providing targeted support where needed. This collaborative approach ensures a holistic support system for learners, addressing their diverse needs	<i>Exercise to Music leadership 25 senior learners signed up for 2025-2026. From last year's cohort 6 learners have gone to full-time employment with Lochaber Leisure Centre. We also have 76 active volunteers working with High Life Highland. Golf links with Fort William Golf Club , a new initiative started in April 2025 with a total of 26 players competing in a local Juniors League.</i> Tutor Support Programmes 13. Tutor Support Programme Lochaber High School Smoke and Vape Free School Policy LHS Vape & Smoking Protocol Lochaber High School Substance Awareness Policy Lochaber High School Substance Aware Policy.docx An Example of Bespoke Timetables for Pupils of Arkaig House Arkaig Timetables 25-26 Alternative Pathway in S4 (Lochaber Horizons) Lochaber Horizons Tracking Document for LochaberHorizons Lochaber Horizons Tracker Exclusion Data 2023/24 - 55 exclusions across four year groups, almost all boys. 2024/25 - 25 exclusions across four year groups, almost all boys. 2025/26 - 4 exclusions across three year groups, all boys. MCR Pathways Report Highland 2425 Impact Report MCR Pathways (1) 9 x S1 learners - Group Work 2 x S2 learners - Group Work	We will continue to monitor, track and provide additional support through collaborations between our CSW and teaching staff to secure our minimum competence of five qualifications. We will continue to enhance the pupil experience of those who require an alternative curriculum through our multi-partnership programme Lochaber Horizons.	
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effectively; however, our support services have on-going staffing issues.	9 x S3 learners - Mentored 11 x S4 learners - Mentored 8 x S5 learners - Mentored	We will continue to appeal to the Highland Council to pursue recruitment for key support posts.	
QI 3.2 Raising attainment and achievement			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 1: Attainment in Literacy and Numeracy While S4 attainment has recently shown a declining trend, strategic interventions are already underway to reverse this. Specifically, Literacy at SCQF Level 4 shifted to 84.4% (from 93.4%) and Level 5 to 61.9% (from a 2023 high of 75.8%). Similarly, Numeracy dropped to 81.1% at Level 4 (from 90.9%) and 51.8% at Level 5 (from 62.6%). Despite these specific drops, the broader longitudinal trend in numeracy remains positive. To directly address these gaps, we have targeted curriculum delivery; widespread completion of National 5 Numeracy, National 4 English, and the Scots Language unit is projected to lift overall literacy and numeracy performance. S5 attainment remains relatively stable over time, though recent data highlights key areas for focus. Literacy dipped to	Insight Analysis, Literacy and Numeracy Insight Trends - Literacy & Numeracy Targeted Group Information Target Group 25/26 Insight Analyses - Department and Whole School 2024 / 25 Prelim Analyses Data Prelim Analysis - Jan/Feb	Develop and implement a robust Literacy for All strategy. All staff will continue to use LHS Dashboard and TMR data to inform early interventions. We will use SNSA data to inform early interventions with the purpose of increasing uptake in N5 courses. We will continue to invest additional time in S1/S2 Maths and English. We will identify early gaps in knowledge of new S1s, and adopt remedial strategies. The SLT will work to develop a shared curriculum across the ASG, with a particular focus on learners from SIMD 4/5. This will address gaps in knowledge through targeted support, including the	Satisfactory

91.2% at Level 4 and 74.4% at Level 5, while Numeracy fell to 87.2% at Level 4 and 70.4% at Level 5. Crucially, however, our presentation strategies have yielded a positive impact on learner outcomes, for example there is an increasing number of candidates now dual-qualifying in Mathematics and Applications of Mathematics. For over 50 learners, this strategy has expanded their total subject portfolio, enriching their skill sets and significantly enhancing their future career prospects. Our referral system acts as an effective early intervention tool, particularly within English and Mathematics, which receive the highest volume of inputs. This allows for the rapid, targeted identification of learners requiring support, ensuring timely assistance that protects tracking and attainment. Furthermore, our commitment to a positive presentation policy is vindicated by our SQA results, which demonstrate increased presentation rates at National 5 and Higher. This approach has also successfully improved student retention, leading to a marked decrease in S5/6 learners attempting to drop subjects.	Dashboard Data https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b-9ee3-14c1b830b8eb/page/TPLdB?s=v26IUxsTG4 SQA Exam Analyses SQA Exam Performance Analysis	teaching of challenging concepts and regular retrieval practice. We have developed and are implementing a strategy to raise attainment by better exploiting the curriculum. This will be maintained, expanded and consolidated. We will continue to adhere to our positive presentation policy which will be amended to ensure it is in line with the new authority policy.	
Theme 2: Attainment over time S4 Tariff Points data shows performance is below the virtual comparator, Highland	Raising Attainment and the Curriculum Raising Attainment and the Curriculum	We will improve attainment by banking qualifications in S3 where possible; maintaining Lochaber Horizons;	

and national figures across all attainment groups - lowest 20%, middle 60%, and highest 20%. However, we have taken steps to improve attainment which should emerge in our Insight data in October. We have become more systematic in banking qualifications in S3; we have increased the number of qualifications across the curriculum; our Lochaber Horizons programme is securing increased tariff points for learners, and there is improved targeting of learners with poor attendance or who are at risk of not achieving. S5 Tariff Points have dropped across all attainment groups as well. However, the total number of tariff points in S6 has increased in the Lowest 20%, Middle 60% and is stable in the Highest 20%. In the Middle 60% attainment group we are above our virtual comparator and Highland. In the Top 20% category we are above Highland and slightly below our virtual comparator. Overall, the data reflects some positive progress, particularly by the end of S6, however greater progress in S4 and S5 is still required. With the revised curriculum architecture allocating more time to senior courses in S5/S6, and based on teachers' professional judgement, the pace of	Prelim and SQA Analyses 5. Prelim, SQA Exam Analyses & Tracking Data Lochaber Horizons Tracking Data Lochaber Horizons Tracker Lochaber Subject Breakdown- May 2026.xlsx Insight Analysis Whole School Insight Analysis 24/25	targeting attendance and support, and strategically delivering NPAs and skills for work courses to the most appropriate client group. We will target the bottom end of the Middle 60% of our S4 cohort, and introduce Level 5 courses to this client group. We will monitor and track the impact of increased time across the S5/6 curriculum.	
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teaching has been reduced, allowing for greater depth of learning. The utilisation of tracking data by all staff is important in identifying learners who may be struggling in their learning. Interventions are provided for learners with borderline performance or whose performance is at risk of being unsuccessful. This year, we employed two staff to work in partnership with Principal Teachers to provide targeted interventions, and this initiative secured qualifications for over 60 learners who otherwise may have struggled to complete their course work.	Targeted Groups Target Group 25/26	We will ensure greater consistency of interventions towards targeted groups of learners who have borderline performance by offering greater support and challenge to our PTs.	
Theme 3: Overall quality of learners' achievement The Wilderness Project specifically supports vulnerable S1 to S3 learners by embedding an enriched well-being curriculum into their timetable. Evaluation of the project demonstrates significant growth in learners' emotional and psychological well-being, alongside a marked improvement in their social skills. By offering an immersive outdoor experience, this initiative fosters holistic resilience and personal development, allowing participants to re-engage more confidently with the wider curriculum. Our highly successful Duke of Edinburgh (DofE) programme provides an enriching pathway for wider achievement. Having	Wilderness Project Wilderness Project Participation <i>10 learners will achieve the Duke of Edinburgh Gold Expedition Award, June 2026</i>	Working with DYW, we will explore opportunities to increase the Wilderness Project across S1-S3.	

already secured their Silver Award, the current cohort is on track to complete their Gold Award by June 2026. Beyond the formal accreditation, the programme delivers deeply enriching experiences that actively build core skills in teamwork, communication, personal resilience, and self-confidence. Strategic partnership working with external agencies and businesses across various curriculum areas deeply enriches the pupil experience. By embedding learning within unconventional, real-world contexts, we ensure that young people develop a deeper understanding of their subjects and can successfully apply their skills in practical environments. A diverse and vibrant array of extra-curricular activities enriches the school experience for the majority of our learners. This extensive offer includes a variety of sports, science, chess, puzzle, and debating clubs. Crucially, pupil leadership and inclusion are championed through student-led groups such as the Youth Philanthropy Initiative (YPI), the Health and Well-being Committee, and the LGBTQ+ Committee, fostering a strong sense of belonging and citizenship across the school community.	School website documenting our successes in our weekly publication, Lochaber High Success. https://us19.campaign-archive.com/home/?u=af7ce5509ac54e7a8dcce6687&id=3335da22f0 https://www.facebook.com/LochaberHighSchool LHS Skills Framework including our Business Partnerships LHS's Skills Framework Celebrating Achievement CA 2025/26 T3b Extracurricular Activities https://www.lochaberhigh.org/clubsachievement.html YPI Review 2024 YPI 2024 Pupil Feedback for Reflection Session	We will seek out new employers who will be willing to provide learners with industry experience.	
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Theme 4: Equity for all learners Digital Technology to Enhance Learning - Digital technology is deployed effectively to advance learning and teaching, notably through targeted literacy support tools such as Texthelp. To further accelerate progress in the Broad General Education (BGE), 70 Lexia licenses were secured for targeted S1 and S2 English groups. This focused intervention has yielded measurable progress in reading fluency, accuracy, grammar, and comprehension. While staff and pupil training has been delivered, our next strategic step is to maximise the daily, consistent usage of these digital tools across all eligible learners. Senior Phase Attainment and Targeted Interventions - Our targeted study support framework is highly valued by senior phase students; out of a cohort of approximately 360 pupils, 150 actively engaged with our Easter School programme. Evaluation from learner focus groups indicates that this targeted provision successfully clarified course misconceptions and sharpened exam techniques. Furthermore, our robust presentation policy and tailored assessment arrangements successfully support our 55% of learners with identified needs, ensuring equity of	AAA Arrangements for QS Exams 2025-26 AAA Requests 2025/26 - SQA Planner Lexia Intervention Data Lexia Data Intervention Easter School Programme Easter School 2026 Supported Study Programme LHS Supported Study Targeted Group Target Group 25/26	We will continue to provide training for learners who require to use digital tools to benefit their learning. We will continue to collaborate with learners to accept and use appropriate support strategies provided. Continue to exploit certification, where relevant, for Glencoe House pupils. We will continue with planned 16+ meetings to secure positive destinations for all.	
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access and a positive impact on attainment for almost all targeted pupils. Inclusion, Wider Achievement, and Positive Destinations - Inclusion and equity are central to our curriculum pathways, particularly within our Skills for Work programme and our enhanced provision in Glencoe House. The strategic deployment of a Children's Support Worker (CSW) has had a tangible impact, securing certifications for almost all learners on her caseload. Similarly, all senior phase learners within Glencoe House successfully achieve SQA certification alongside Saltire Awards. This is reinforced by highly effective multi-agency collaboration, which secured positive destinations for 98% of our S6 cohort. We are now replicating this intensive multi-agency approach to further support and secure destinations for a small, targeted group of S4/5 leavers.	Termly 16 + Meetings 16+ Termly Meetings - Pupils at risk of negative destination - 2025-2026 Data of Learners who received AA arrangements for SQA exams AAA Requests 2025/26 - SQA Planner Data of Learners Using Digital Tools S3 Exams AA 2023/2024		
QI 2.2 Curriculum: theme 3 Learning pathways			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Our curriculum is aligned with our Vision, Values, and Aims (VVAs). This year, we have undertaken significant	Curriculum Architecture LHS Curriculum Architecture - Review	We will continue to look for and implement curricular inserts to enrich	Good

curriculum development to reflect our new curriculum architecture. Notably, we have introduced National Progression Awards (NPAs) in Physical Education, Art RME, and Business, and have planned for further developments which we hope will enhance learning. In addition, we have increased time for courses in S5/6 and we have continued with dual qualifying in Maths ; however, it is too early to make a judgement regarding impact on learner attainment/achievement at this stage nevertheless projections look promising. Additionally, we have expanded the curriculum offer for learners in our enhanced provision, so learners now experience a broad range of subjects across the mainstream curriculum. Such efforts demonstrate our commitment to providing an inclusive curriculum that enriches the experiences of a diverse range of pupils. Our BGE Programmes of Learning are in line with the principles of curriculum design using relevant outcomes, experiences, and benchmarks. This year, we have strategically developed a more balanced approach between summative and formative assessments. While 66% of learners find their coursework appropriately challenging; we recognise the need to further investigate and ensure that all learners are appropriately	Curriculum Rationale Lochaber High School Curriculum Rationale Raising Attainment and the Curriculum Raising Attainment and the Curriculum Curriculum Map Whole School Curriculum <i>We have a three-year rolling programme for National 1 and 2s as well as a Bespoke National Programme for Complex learners. National 1 and 2s differ year on year. Learners also work towards their Personal Achievement Awards as well as their Saltire Awards.</i> November and March Pupil L & T Surveys Learning and Teaching Survey Trends Pupil Focus Groups Learning and Teaching Survey Focus Groups October 2025 Learning and Teaching Survey Focus Groups March 2026.docx	the curriculum and create unusual contexts for learners to apply learning. We will continue to exploit the curriculum to raise attainment. We will update the curriculum map and review our range of topics and frequency of assessment. We will increase pace and challenge across S1-S3 programmes of learning.	
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challenged to meet their individual needs. Our Senior Phase has been enhanced through initiatives such as the Ambassador programme, the SQA Leadership Award and mentoring opportunities. Almost all S6 learners participated in such enhancements resulting in STEM, Maths, Creative Writing, Science, Sports Ambassadors and various interest clubs as well as our Paired Reading Programme. It also resulted in enriching the experience of our cluster primary partners in the delivery of PE. We have improved our Tutor Support programme to provide comprehensive guidance on a wide range of topics, including pastoral care, subject choices, curriculum options and career pathways. This initiative ensures improved support for pupils throughout their academic journey.	S6 Ambassador Programme, S6 Leadership and Volunteering Awards 25/26 Active S6 SQA Leadership Tracker S6 Prefects/Leadership An example of an Ambassador opportunity Copy of Paired Reading SFL S6 Ambassadors Job Description <i>Almost all S6 students undertook the Leadership Award Level 6 leading a great variety of clubs, from sports clubs, drama clubs, paired reading activities, supporting severe and complex learners in Glencoe House etc instilling a sense of community and responsibility. Once again, almost all S6 learners' volunteering was recognised in their Saltire Awards</i> Staff Reflections Regarding Tutor Support Programme Feedback/Development of Topics 2023/24 Pupil Feedback on LGBTQ + https://padlet.com/lhspride/lochaber-high-pride-week-2021pa68neft84qqp7yx S2-S3 choices The S2 year group has a formal report at the same time they are making their subject choices, and this helps inform parents about current progress in class. Initially all pupils in S2 moving to S3 managed to get all of their choices – a 100% success rate. However, due to low uptake we were unable to run the Graphic Communication course and these pupils had to make an alternative. All alternative choices requested were possible through our column structure.	Consolidate SQA Leadership and Volunteering qualifications. Pupil Support Guidance will ensure learners' subject choices are ambitious.	
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Our Diversity Month initiative engages the entire school community, addressing various topics and themes including Rights Respecting Schools and LGBTQ+ awareness, promoting inclusivity and diversity within our school culture. To enhance the delivery of our curriculum, most teachers have	S3 to S4 Pupils in S3 select 7 subjects from the current timetable to take forward to S4. We use the pupils' options to build a choice form and our most effective version had a choice satisfaction of 99.1%. S4/5 to S5/6 For students moving into S5/6 they were given the opportunity to provide us with their top 3 priority subjects and this gave us a framework to create a column structure. Due to the school role decreasing our curriculum offer has had to reduce so it is more important that we spend significant time on building the choice form. The final choice form had been tested to ensure that the most popular university course pathways were possible. These pathways were also highlighted to pupils and parents to help guide students in selecting subjects that could best fit with their career plans. <i>We have 126 enrolments across 22 UHI courses, 4 enrolments for YASS, 5 enrolments for SRUC, 11 pupils Lochaber Horizons.</i> Partnership Proposal/Action Plan with Alvance, MOWI and BSW Lochaber High School - Proposal - August 2023.pptx Knowledge Organisers Knowledge Organisers LHS's Skills Framework Policy LHS's Skills Framework	We will continue to build upon our Diversity Month to promote different elements of inclusion. We need to further evaluate the impact on learner attainment with partners delivering courses. Continue to consolidate the Implementation of LHS's Skills Framework by integrating skills into BGE Programmes of Learning and expand to include S4-S6 learners replacing our profiles with the e-platform Unifrog.	
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undertaken significant development, incorporating tools such as Knowledge Organisers and digital resources into their teaching practices. This has had particular success in the Senior Phase where most learners stated they thought knowledge organisers to be helpful particularly in preparations for assessments. Our school's collaboration with various external partners, including UHI, YASS, SRUC, businesses, health organisations, and social partners, significantly enriches learners' curricular experiences by connecting their learning to real-world applications and employment opportunities. Through consultations with staff, learners, the Parent Council, and the Chamber of Commerce, we introduced our LHS Skills Framework as well as our S1-S3 Pupil Profiles. As part of our surveying, S1-S3 learners recognised our skills icons. The majority of learners (83%) agreed they were developing a range of skills across their subjects. These efforts demonstrate our commitment to developing skills which are transferable to industry.	Examples of Pupil Profiles <u>Copy of Lia Robertson - S1-S3 Skills Framework</u> <u>Copy of Arthur Masterson - S1-S3 Skills Framework</u>		
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data	What are you going to do now?	How would you evaluate

	Impact – outcomes/practice/ systems and processes to inform these?	What are your improvement priorities in this area?	this QI using the HGIOS 4 six-point scale?
Our robust communication strategy with parents, carers, and families is a cornerstone of our intervention and support system, ensuring all stakeholders are well-informed and engaged. By using a variety of channels such as phone calls, emails, letters, and face-to-face meetings, we have comprehensive communications. The weekly publications of "Heads-up" and "Lochaber High Success" highlight school activities and pupil achievements, further strengthening our connection with the community and celebrating a broad range of pupil achievement. Positive feedback from our Parent Council and community members underscores the effectiveness and value of our communications efforts; however, there is a need to increase our consultation with stakeholders in relation to strategic improvement. Based on a previous survey of parents, and discussions with staff we adopted a mobile phone policy to restrict the use of mobile phones, and digital devices. This has had a positive impact on behaviour, learner well-being and school ethos. This development reflects our commitment to	Heads-up, Lochaber High Success and Facebook https://us19.campaign-archive.com/home/?u=af7ce5509ac54e7a8dcce6687&id=3335da22f0 https://www.facebook.com/LochaberHighSchool Curriculum Information Evening https://docs.google.com/presentation/d/1Qk1_A2DTGt23ZY5PS1b115SsO7luqUfE/edit?usp=drive_web&ouid=105018356898074465831&rtpof=true Parent Survey – Mobile Phone Policy https://docs.google.com/forms/d/1fgup52RQ8sPDD8E5qPb3hmKNR_Hm9swSzpqADu7ZDlc/edit#responses After 1 year of our mobile phone policy, most pupils either had no device removed or only had it removed once. The main issue	Increase engagement opportunities for parents covering various aspects of school life particularly strategic decisions by engaging parents in surveys, and focus groups. Develop a media strategy and increase news coverage in local as well as national news forums.	Good

actively listen to and collaborate with the wider parent body. Our active Parent Council, comprising of representatives from the leadership team and staff, convenes regularly to discuss matters pertinent to the strategic improvement of the school. Their input and collaboration play a vital role in engaging with the wider community, for example supporting our open evenings, our fund-raising events; our art show; our plays and concerts. To facilitate parental engagement, we have developed an engagement calendar outlining opportunities throughout the school year. This includes open evenings such as How to Pass SQA Exams, Options Choices, and Curriculum events, as well as opportunities for involvement in school concerts, plays and tours. These initiatives aim to foster collaboration between parents and the school, ensuring a supportive and inclusive educational environment. However, curriculum events, and at times parents' evenings are not well attended, and there is a need to develop a new engagement strategy with parents/carers.	is a smaller group of repeat offenders, particularly in S3, S4 and S6. Pupils reaching 3+ removals by year group <table><tr><th>Year Group</th><th>Total at 3+ threshold</th></tr><tr><td>S1</td><td>1</td></tr><tr><td>S2</td><td>4</td></tr><tr><td>S3</td><td>13</td></tr><tr><td>S4</td><td>9</td></tr><tr><td>S5</td><td>3</td></tr><tr><td>S6</td><td>7</td></tr><tr><td>Total</td><td>37</td></tr></table> Staff Survey SLT Feedback - Summary Minutes of Parent Council Meetings https://www.lochaberhigh.org/parents-info.html Parental Engagement Calendar Parental Engagement Calendar Parent Survey, Parents' Evenings https://docs.google.com/forms/d/12KataY5OJ-MDIXjTkHqBsCoZSX_hFmomsOvsBsL2zsc/edit	Year Group	Total at 3+ threshold	S1	1	S2	4	S3	13	S4	9	S5	3	S6	7	Total	37	There is a need to devise a new engagement strategy with parents around parents' evenings as well as information evenings.
Year Group	Total at 3+ threshold																	
S1	1																	
S2	4																	
S3	13																	
S4	9																	
S5	3																	
S6	7																	
Total	37																	

