

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2024/25



**Nairn Academy**

HIGHLAND COUNCIL, DUUNCAN DRIVE, NAIRN IV12 4RD

## School Profile

### Pròifil na Sgoile

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

#### **Nairn Academy**

Nairn Academy is a comprehensive secondary school in Nairn. We have 4 associated Primary schools (Rosebank, Millbank, Auldearn and Cawdor). Our current school roll is 687. As part of the school we have an extensive additional supports needs provision with pupils accessing mainstream and also benefiting from individualised support programmes. The Headteacher is supported by 3 Depute Head Teachers, 7 Curriculum Principal Teachers and 4 Principal Teachers Pupil Support.

We are delighted to be working with Highland Council and Balfour Beatty as plans progress for our new school due to open in August 2026. This will provide a much improved learning and teaching space to support our staff and young people.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. Pupils achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. As is the case nationally, pupil attendance is impacting on attainment for a few pupils (attendance is currently 86.3%). We are underway to review our attendance procedures, as well as linking with partners, to improve overall pupil attendance levels. The majority of pupils who face barriers to learning are making satisfactory progress towards meeting their individual targets.

More than 21% of pupils use school transport. Of our current pupils, 54% have recognised additional support needs and 11% are registered for free school meals.

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

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making good progress towards meeting their individual targets.

We have had 8 exclusions this year.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Date relating to our context:

|               |         |            |  |                 |         |
|---------------|---------|------------|--|-----------------|---------|
| Pupil Numbers |         | Attendance |  | Teacher Numbers |         |
| 687           |         | 86.3%      |  | 48.54FTE        |         |
| S1            | S2      | S3         | S4   | S5              | S6      |
| 128           | 135     | 133        | 120  | 106             | 65      |
| SIMD Q1       | SIMD Q2 | SIMD Q2    | SIMD Q3  | SIMD Q5         | Unknown |
| 4.1%          | 11.1%   | 34.4%      | 43.8%  | 5.85%           | 0.86%   |
| ASN           | FSM     | EAL        | <div>Glossary:<br/>FTE – Full Time Equivalent<br/>SIMD – Scottish Index of Multiple Deprivation<br/>SIMD1 % pupils living in most deprived areas<br/>SIMD5 – % pupils living in least deprive areas<br/>ASN – Additional Support Needs<br/>EAL – percentage of learners whom English is an Additional Language</div> |                 |         |
| 54%           | 11%     | 3%         |  |                 |         |

Attainment

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

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

Level 3

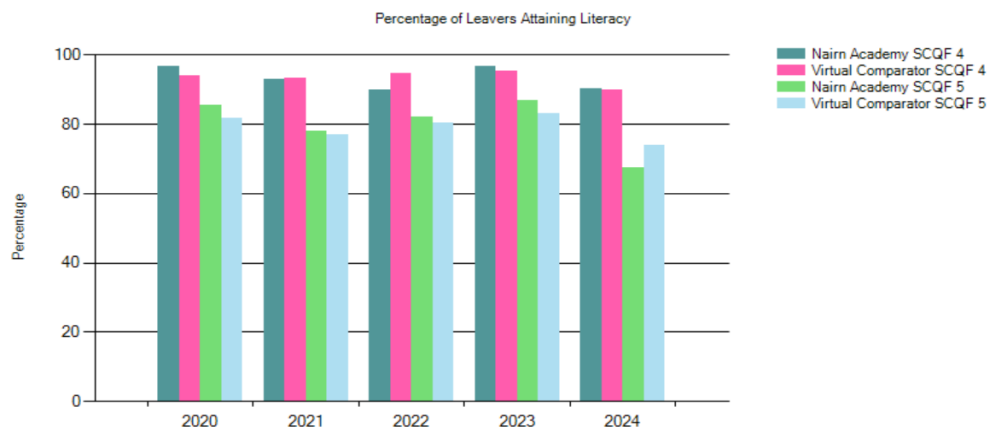
|            |         |                       |            |
|------------|---------|-----------------------|------------|
| Reading    | Writing | Listening and talking | Numeracy   |
| Almost all | Most    | Almost all            | Almost all |

Level 4

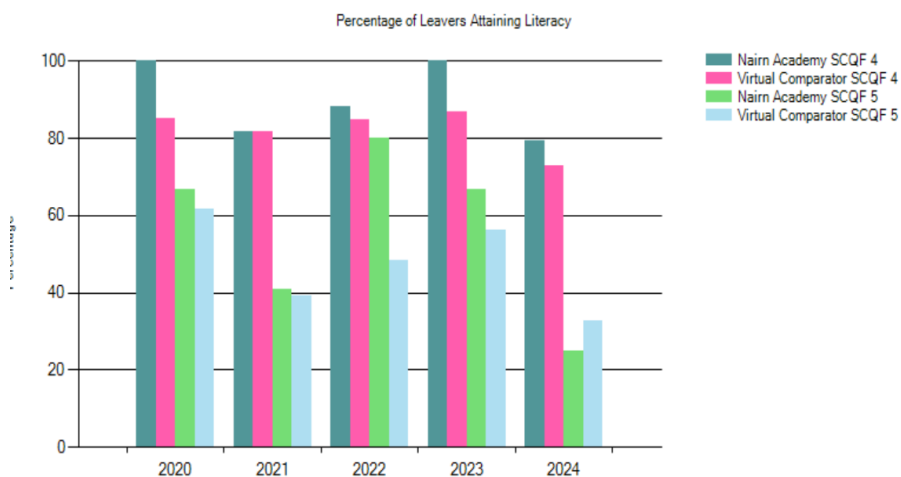
|          |          |                       |          |
|----------|----------|-----------------------|----------|
| Reading  | Writing  | Listening and talking | Numeracy |
| Majority | Majority | Majority              | Majority |

## Senior Phase

### Literacy attainment L4/5 across S4, S5 and S6

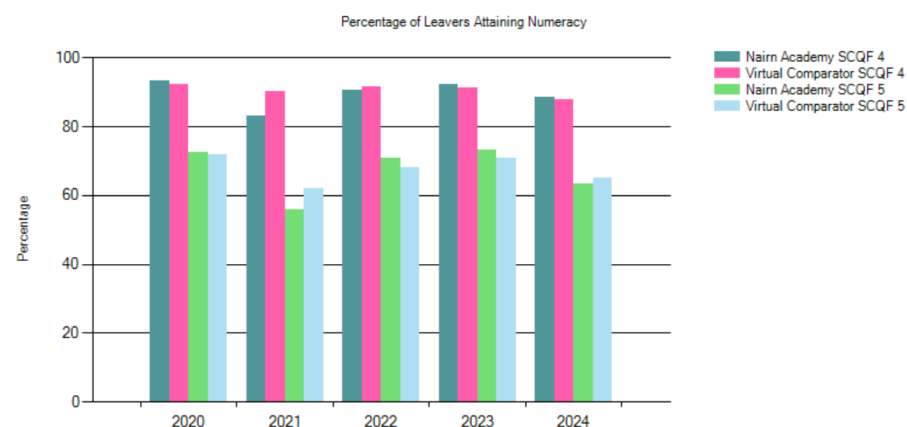


### Literacy attainment L4/5 in S4 only

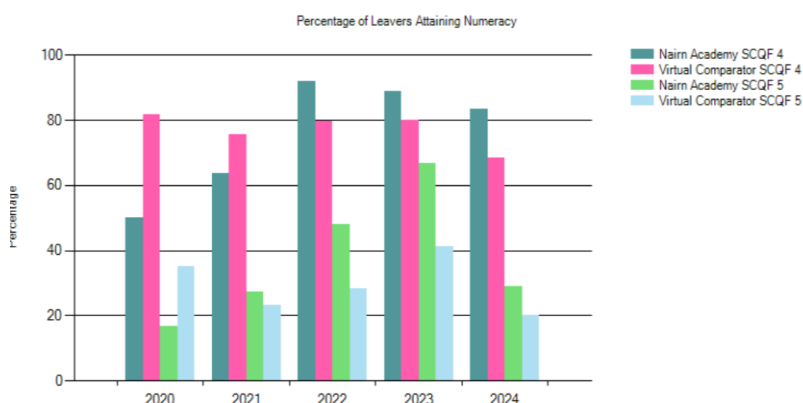


Positive trend for Literacy L4 over 5 years but a dip in L5 last year. Analysis looking at consistent staffing, pupil attendance levels and attendance at supported study.

### Numeracy attainment L4/5 across S4, S5 and S6



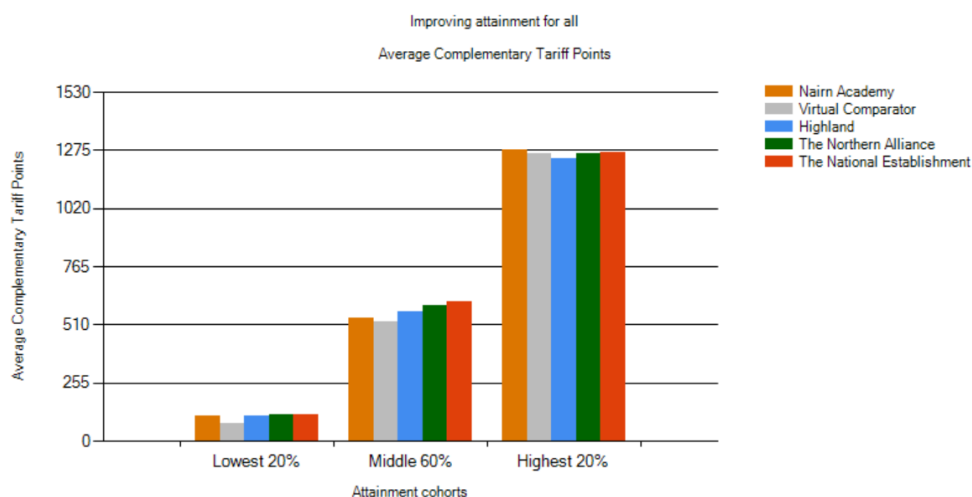
## Numeracy attainment L4/5 in S4 only



[to personal dashboard](#)

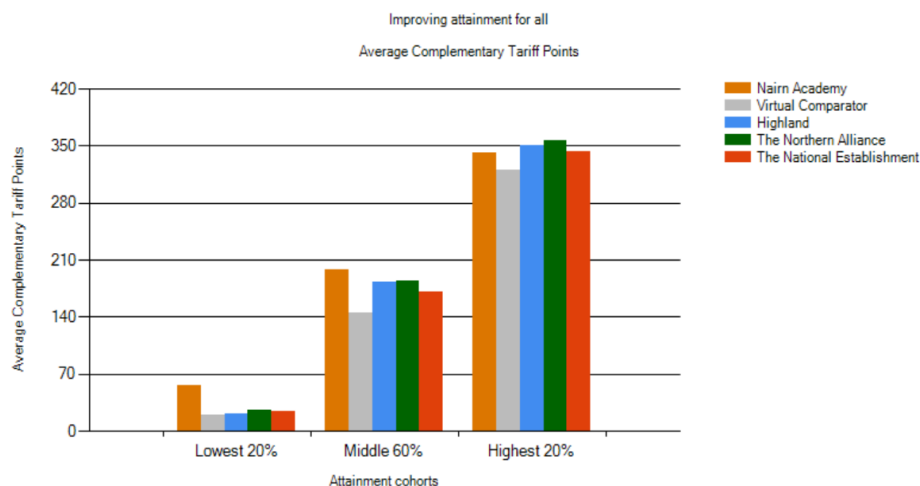
Strong attainment across L4 and L5 over last 4 years. New PT and tighter tracking supporting interventions/contact home. Strong pupil uptake at supported study including Easter holidays exam prep sessions.

## Attainment for all across S4, S5 and S6 (2024)



## Attainment for all S4 only (2024)

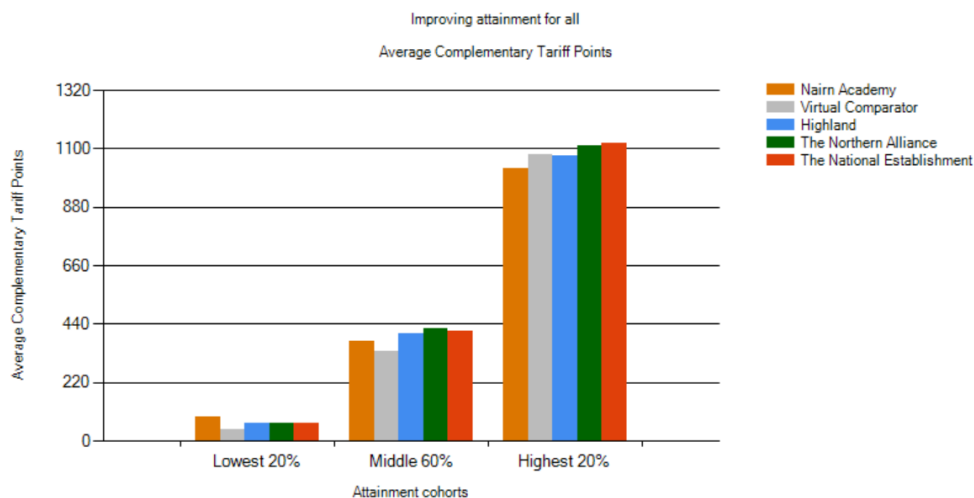
The selected year is 2024



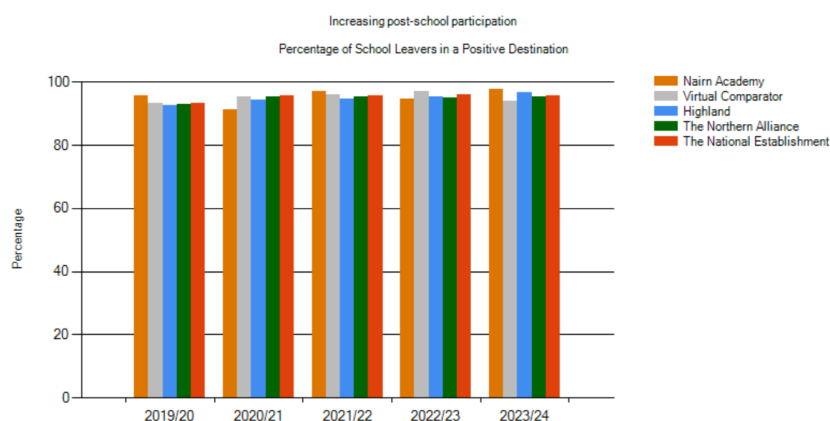
Our focus on wider accreditation is beginning to show impact across all 3 cohorts. Further developments on this including parental engagements sessions on expectations. Presentation policy agreed and shared to support a more consistent approach.

## Attainment for all – pupils with ASN S4 only

The selected year is 2024



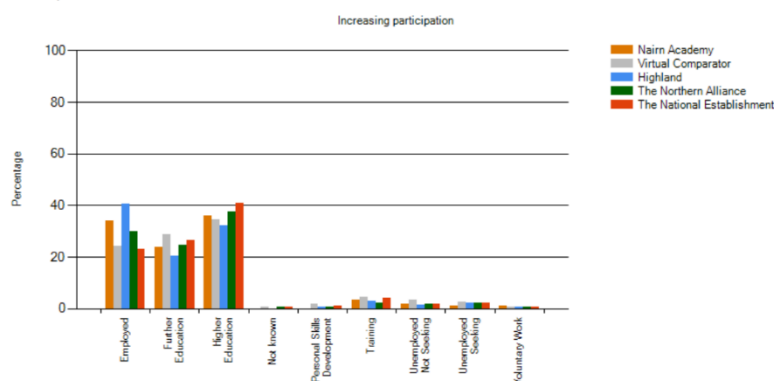
## Destinations of School Leavers



97.56% going on to a positive destination with our Skills Development Scotland partners tracking and supporting those who are without a destination at the time of leaving school.

## Leaver initial destinations S4, S5 and S6

The selected year is 2023/24



We continue to review our curriculum offer to ensure we support pupil options. We have an increased number of pupils moving onto employment and/or apprenticeships.

**Kindness   Respect   Relationships   Achievement   Integrity**

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

#### Vision

*Nairn Academy staff, pupils and parents work towards a common goal. In a positive learning environment, pupils are motivated, maximise potential and achieve success."*

**Motto** "Together we will succeed"

#### Aims

The school aims to promote the four capacities as set out in Curriculum for Excellence by encouraging pupils to become successful learners, confident individuals, responsible citizens and effective contributors. We aim to achieve this by.

- supporting all pupils to achieve their individual potential.
- improving the attainment of pupils.
- encouraging lifelong learning.
- developing pupils' citizenship skills – self-discipline, sense of responsibility, respect and concern for others - in school and in the community at large, both locally and globally and
- promoting the health and well-being of the school community.

#### Values

A key part of our school improvement plan last year was a review of our school values where we reflected on what is important to us being part of Nairn Academy. A wide consultation took place over several months involving pupils, staff, parent/carers, partners and community representatives.

The new values were agreed as –

*Kindness, integrity, relationships, achievement and respect.*

With this review and consultation now complete, we are working to embed these values into our school community i.e. they shape our every day working across the school community in how we interact with each other. Our vision is to become a values-based school in our new Nairn Academy in August 2026.

## Review of progress of improvement plan projects for session 2024/25

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity.

| School Improvement Plan Priority 1 Supporting Positive Relationships  |   |
|---|---|
| Summary of impact   | Next steps  |
| <p><b>Values based leadership</b></p> <p>Following a year of consultation, our new school values were launched in August 2024. Work ongoing to embed these across the school. Examples include signage at reception, classroom displays, email footers, letter head, reflection activities, newsletters, assemblies, interview questions, new staff induction, award celebrations including values certificates as well as use in day to day communications across the school. Definitions agreed for each value to support a fuller understanding. We are already seeing evidence of values in action across the school.</p> <p><b>Relational/restorative practice</b></p> <p>We continue to review and develop our staff collegiate 'working with time' as an opportunity to further develop our relational practice. Our new staff now have a formal</p> | <p>We will continue to work towards values being fully embedded across the school. This to include references in lessons – both 'looks like' and 'sounds like'.</p> |

*Kindness Respect Relationships Achievement Integrity*

|  |  |
|--|--|
| <p>induction programme which includes information around our values-based approach. They are also provided with their own copy of L30 Restorative Practice (M Finnis).</p> <p>Our S6 senior pupils all participate in a 2 day leadership induction including training on our values and relational practice. Real school case studies are used to support discussion and training for their role as senior role models.</p> <p>We continue to develop support programmes for pupils to develop their relational practice. Examples include Growing2Gether, Turning tables and across year group buddies.</p> <p>A member of Senior staff has completed the Education Scotland racial literacy training and is now looking to extend staff participation in this programme as well as develop approaches in working with pupils (links to our school values). This is the early stages as we look to develop this across the school to address issues of discrimination.</p> <p>Work at all levels across the school to review our SPR Framework in terms of supporting staff and pupils. Senior staff and Faculty Principal Teachers discussed procedures working for a more consistent approach. All teaching staff made reference the Scottish Government Behaviour Action plan as part of a solution focus review of our school approaches to assess against national expectations e.g. seclusion</p> <p><b>Vertical registration</b></p> <p>We are seeing increasing participation into year 2. The programme of activities are encouraging class ownership with a league table for the Friday quiz. Themed days provide structure, routine and help develop relationships across year groups. 5% increase in attendance on Monday mornings and 15% increase in the number of pupils bringing Chromebooks charged ready for learning. Parent Council supported the termly prize for the winning register class.</p> <p><b>Parent and Carer Engagement (PACE)</b></p> <p>School app was introduced to support a 'one stop shop' for parent/carers for school information.</p> <p>A PACE policy document was pulled together to highlight the many ways parent/carers can engage with the school. As well as the routine parent progress meetings, PACE/support sessions included careers night, transition visits, raising teens and senior school expectation events.</p> <p>Introduced a parent/carers feedback following school meetings e.g. review meetings, Childs plan meetings etc...</p> <p>Continued work with the Parent Council (PC) around ways to increase engagement. Most notable this year was the mobile phone ban. Following a period of consultation, the ban was in place from January 2025. Parental engagement was absolutely key to both the review of processes but also the very successful launch which included infographics, drop-in sessions for parents as well as FAQs.</p> | <p>Ongoing review on staff induction programme.</p> <p>Continue to offer fuller training on restorative practice including refresher sessions for staff</p> <p>Continue to extend the opportunities for leadership training for pupils including across year groups.</p> <p>Looking to extend staff participation in this programme as well as develop approaches in working with pupils (links to our school values).</p> <p>Continue to review processes including feedback from parent/carers and pupils</p> <p>We are working towards pupil led activities at registration. Looking to increase the reference to our school values.</p> <p>Ongoing development and review of the app. Introduced to the new S1 parent/carers in June 2025. As a new school group, they don't have previous knowledge of school systems so keen to review the usage of the app.</p> <p>Continue to look at ways to further improve parental engagement including work with the Parent Council e.g. PC year group links attending the parent progress meetings to engage directly with parents</p> |
|--|--|

| School Improvement Plan Priority 2 Meeting Learners Needs   |  |
|---|--|
| Summary of impact   | Next steps   |
| <p><b>Learner and teaching (L&amp;T) Framework</b></p> <p>Following 'working with time', the Nairn L&amp;T Framework was agreed. This included reference to HGIOS Quality Indicators statements when agreeing the framework. The significant staffing pressures through term 2/3 did impact the ability to develop consistency of approach across the school as well as formal learning visits including gathering pupil views.</p> <p><b>Teacher Professional learning</b></p> <p>The extended leadership team (Senior staff and Principal Teachers) met at several points across the year, including 2 development days in study leave, to progress school improvements. Given the significant staffing pressures, progress in some improvement</p> | <p>Priority for the new session is developing a schedule for regular pupil voice/views on learner experience as well as peer class visits.</p> <p>Revisit the plans to support staff in 'looking outwards' and visit other schools, especially those cited in positive inspection reports.</p> |

**Kindness Respect Relationships Achievement Integrity**



|   |   |
|---|---|
| <p>areas did not progress as fully as intended. That challenging period of time did highlight the collective support and resilience that was shown. Despite the pressures, staff worked to give pupils the best experience given the circumstances.</p> <p>Professional learning was provided through school led sessions, Collaborative lead input as well as Education Scotland leading an inset day around Q1 3.2. School led sessions also utilised the Northern Alliance (NA) Learning and Teaching toolkit with all teachers completing the 'building an understanding' audit well as pace, challenge and differentiation.</p> <p>A few teachers have completed the Council Lead On programme in the last 2 years with further signing up for session 2025/26. A few have also completed the CALM training in response to the shift in pupil support needs.</p> <p><b>Curriculum offer</b></p> <p>Sharing our Insight analysis of results with all departments helped to highlight areas where our curricular offer did not support all learners. Almost all departments now have a L3/4 offer with others working towards that through next session. A few pupils have now completed their HNC and are moving into year 2 of University level courses whilst still staying locally.</p> <p>Our Developing the Young Workforce (DYW) partner supports a number events, speakers and trips to enable pupils to see the range of employment opportunities.</p> <p>Connect (PEF) Teacher supports pupils who are at risk of underachieving due to emotional based issues, health, attendance etc.. Working with My Future My Success, DYW, Careers. The few pupils on the caseload are attending school, more engaged in learning and achieving qualifications.</p> <p>S6 attainment is being supported through wider achievement accreditation at L5/6 e.g. leadership awards, community projects and volunteering.</p> <p>Our tracking systems are in place and we are not working towards consistent use of this data to ensure pupils are on track and early interventions are identified.</p> <p><b>Gaelic language</b></p> <p>Unfortunately gaps in staffing have impacted delivery this year as well as the ability to progress development plans as intended. Gaelic learners was introduced to S1 and S2 with Gaelic medium provision continuing through to S3 and a few seniors being presented for N5. We continue to raise the profile of Gaelic both through curricular events – Film G, writing competitions, Eden Court drama and debating. Staff have developed professional networks across schools as well as nationally through Education Scotland.</p> | <p>'Opt in' circles to be built into collegiate time so accessible for all.</p> <p>Further aspects of the NA toolkit will be used through next session around effective and more consistent learning and teaching approaches.</p> <p>We continue to support all staff to participate in professional learning which extends their professional practice and ultimately maximises pupil achievements and success.</p> <p>Our annual audits – SQA results, Insight analysis and timetable /course choice planning all enable us to review the curricular offer to maximise attainments and positive destinations.</p> <p>We continue to look at ways to increase the profile of Gaelic especially for the new school in August 2026.</p> <p>Community plans include intergenerational work as well as into to the Primaries. Staff and pupil conversational clubs are also planned.</p> |
|---|---|

| School Improvement Plan Priority 3 Quality Assurance / self evaluation  |   |
|---|---|
| Summary of impact   | Next steps  |
| <p><b>Learning visit with external input</b></p> <p>A two day visit (Sept 2024) provided an external view of our learning and teaching standards. This was followed up with a few FPTs from Nairn joining learning visits in other schools</p> <p><b>Referencing Quality Indicators (QIs)</b></p> <p>The QIs have been used in 'working with' meetings to help colleagues use the evaluative language in our school improvement work</p> <p><b>Leadership remits</b></p> <p>The review of remits was delayed due to staffing pressures this year. A review of FPT leadership remits has been undertaken (June 2025) to reflect the number of new staff in</p> | <p>We will continue to support opportunities for teachers to visit each other as well as other schools to share good practice and ultimately enable us to have consistently good+ lessons.</p> <p>Look to extend the use and understanding of QIs through Faculty DMs.</p> <p>Support and review across next year</p> |

|  |   |
|--|---|
| <p>post as well as staff skills/expertise. This will be part of the scheduled Professional review meetings in the Autumn 2025.</p> <p>SLT remits were also reviewed to reflect the changes in Depute posts including the full time DHT to support the move to the new school in August 2026.</p> <p><b>Use of data to support improvements in pupil attainment</b></p> <p>Our revised presentation policy was reviewed (and shared across other Highland schools).</p> <p>Quality assurance (QA) visits were introduced (x3 across the year) between SQA coordinator, HT and PTs to look at results, tracking, presentations, interventions, verification and internal QA processes.</p> <p>Professional learning opportunities are supported where we can with a few colleagues involved in SQA marking.</p> <p>All teachers attend an annual Insight session to ensure we all have a clear picture on the school attainment data against Highland and our virtual comparator school.</p> | <p>Continue to support the leadership roles including professional learning opportunities and networks both within and beyond the school.</p> <p>Extend the QA meetings to include all department staff to ensure all colleagues are aware of QA processes, required consistency of approach and interventions to maximise attainment.</p> <p>Pull all school QA processes into a school QA calendar which can be referenced at key points in the year through DMs, staff meetings and QA meetings.</p> <p>Ensure Insight analysis feeds into our curriculum offer, tracking/monitoring and SQA presentation processes.</p> |
|--|---|

## Progress and impact of Pupil Equity Fund (PEF)

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF support includes a Teacher (5 days a week) who supports our Connect classroom in school. Working alongside our Pupil Support staff, pupils are referred for additional input if they are struggling to access a full timetable. Support also includes input from our partners –

- Skills Development Scotland
- Developing the Young Workforce
- MCR Pathways
- Local employers (employability and enterprise)

Our PEF funding also supported our daily breakfast club with PSA input 1 hour/day. This club provides a vital start to the day for some pupils. Breakfast is provided as well as a social space to meet with others at the start of the day.

PEF support also included two teachers to work on short term targeted interventions to support BGE pupils at risk of exclusion and non attendance. Targeted intervention involves accreditation at L3-L5 Maths/numeracy, L3-5 English/literacy and L4 RMPS. The nurture programme included social skills, building confidence and resilience through baking and craft activities.

#### Growing Together

This a weekly programme for 8 S3 pupils from September 2024 -January 2025. The group worked with a local nursery. The group were supported by our PEF teacher.

*"My favourite thing was working with the kids and what I liked is that people told me that I have good qualities. It was easy to be in the programme because I could trust people"*

*"I became more comfortable talking to people I don't know. My favourite thing was connection with other people and the encouragement of others made the programme easy to join."*

*"I really believe that this programme is the best it can be and has done a great deal for me. I improved my self-respect and confidence. My favourite thing is that I felt safe and positive and it was easy because the people I was with made it easy."*

**Kindness   Respect   Relationships   Achievement   Integrity**

| CONNECT                                 |
|---|
| REASON FOR REFERRAL                     |
| EBSA - Emotional Based School Avoidance |
| E - Engagement with learning            |
| HWB - Health and Well-being             |
| SPR - Engagement with SPR               |

#### Quotes from parents:

*"I am pleased to see that my child has looked forward and committed to completing G2G. This scheme gave my child the opportunity to show her true potential in a non-judgemental safe environment. It was good to see my child feeling involved in her role within the nursery."*

*"I'm very proud of him, and the work he has put in. He has really enjoyed it. The changes and benefits I see in him is his confidence and he's happier. Whilst it wasn't the goal, it's healed a part of not being able to see a younger half sibling. This has been an amazing experience, including realising how to be a good role model. Thank you for allowing my child to participate. This has been great for his mental health."*

*"I am very proud of how well my daughter has done with this programme. She has discovered that she loves working with children and is now considering a future career in education and/or childcare/early years. Thank you for giving her the opportunity to participate."*

## Wider achievements

### Coileanaidhean nas fharsainghe

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The range of wider achievements helps to develop the four capacities in our pupils i.e. as well as successful learners, we look to develop our young people as **confident individuals, effective contributors and responsible citizens**. Some examples this year include-

#### Sport

Various events both in school, through Highlife Highland as well as some pupils performing in national events

- Football
- Swimming
- Rugby
- Netball
- Golf
- Disability sports
- Taekwondo
- Tennis
- Ice skating

#### Activities

- Kartway
- MFR charity events including mission Christmas
- Nairn Book and Arts
- Maths Challenge
- Register class trip

#### Leadership opportunities

- Sports leaders programme
- Prefects
- Buddies (across year groups)
- Subject Ambassadors
- Leading assemblies

#### Trips

- Castle Huntly visit (Criminology class)
- Inverness Court
- Rotary cooking competition
- Public speaking and debating \*\* notable that for the 3<sup>rd</sup> time Nairn Academy has won the Scottish Law Society (Donald Dewar) Debating competition
- Landmark trip for S6
- Citizens Advice Bureau
- Activities day S1-S3
- Black Isle farm visit

- Technology department visit to St Olafs care home (to donate bird boxes)
- Duke of Edinburgh Bronze
- Newcastle football trip
- Iceland trip

### **Fieldwork**

Geography, Science, Biology River work and Peatlands

### **Groupwork**

- Growing2gether
- Turning tables
- Live 'n' Learn
- Vivid Roots

### **Developing the Young Workforce**

- Dragons Den
- West Fraser STEM
- Employability van
- WM Donald Construction
- PCR Masterclass at Newton rooms
- Aspire North
- Temple Spa
- Cabin crew visit to Travel and Tourism class

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

*Very warm and welcoming*

*Good transition experience*

*Made us feel at ease*

*Brilliant presentations – thank you for ALL the preparation work. My son had a very positive first day*

*New school – excellent*

*Impressed with how enthusiastic the teachers are*

*In full support of the mobile phone ban*

New S1 parent/carers

*Two parents have given positive feedback on parents' evening today – both saying their pupils were encouraged to join the meetings, heard nice things about themselves and feel much better as a result*

S3 parent/carers

*We really appreciated the opportunity to talk to staff. Hopefully it provided a different perspective and will be of use*

parent /carer supporting a staff professional learning event

*I just wanted to pass on my thanks to you and the other staff members who supervised the Newcastle trip at the weekend. ~ thoroughly enjoyed it, and it was a great experience for her. Giving up your weekend to entertain 45 teenagers is a huge commitment, and I appreciate that you all did this, to enable the trip to take place - thank you!*

S2 parent/carers

*I have loved my time at Nairn Academy - particularly the last couple of months where I have had the privilege to mentor some of the pupils. Getting to know the young people and being given the opportunity to listen to them and discuss their progress with them has been an incredible experience. Thank you again for being so welcoming and making my time here so memorable.*

New teacher

*Just a note to say well done to Awards Night organisers! A great night and a reminder of what it is all about- an inclusive celebration of success in so many areas... from achievement to attainment to values to sports to arts and culture. A splendid evening. Very well done all!*

FPT

*What an amazing night!*

*Against all the odds Nairn Academy has once again nurtured and produced so many well deserving pupils. It was indeed a privilege to witness all that has been achieved over the year.*

*Such dedicated staff who have worked above and beyond to ensure the success of the youngsters in so many diverse ways. I trust you and all the staff will have a relaxing holiday.*

Community member at awards celebration

### **Community projects /feedback**

- It was brilliant!!! The kids were really helpful and went far and beyond to make it a good event!
- Very attentive with treats, good customer service, thank you for having me.
- Thank you for having me! Kids helpful as always
- Thank you, great opportunity to meet people and tell them about our service. Thank you "elves" for great coffee, a warm welcome and very cheerfully helped on all matters. Well done all!
- Thank you to all staff for their help. We appreciated being able to move tables to a location where we could have a game for children. As a charity who provides a service to children with ASN we are always happy to support his event. Nice team and lovely biscuits!
- Lovely event- so supportive of the young entrepreneurial kids
- Great night, pupils were excellent, well supported at tables
- What a brilliant night. Pupils were so helpful. We would love to come back.

*I wanted to formally thank the Sport Leaders for their help yesterday.*

*Their energy, enthusiasm, and dedication helped make the event a truly memorable experience for everyone involved. From start to finish, they brought positivity, encouragement, and a whole lot of colour!!! We could not have done it without them. We are very grateful. There were so many happy faces enjoying being active, which was amazing.*

*They were a real credit to Nairn Academy and the community. Please thank them for being such brilliant role models and for helping make the afternoon such a success!*

*Just a wee email to thank you all for coming along to Picnic in the Park and for arranging for the young people to attend to offer help. The young people were fantastic! They were all super helpful, polite and enthusiastic. I hope they all enjoyed themselves as much as we enjoyed having them.*

*They're so adaptable and able to think on their feet. They were great with the kids and the staff all commented on how helpful and polite they were.*

*Thanks so much for organising this*

Sports Leaders community feedback

*What a lovely group of pupils you sent down! I told ~ I would send some pics over to you for the Prefect social media. The children had a lovely day with your young people and they were the topic of conversation all afternoon!*

Primary visits

## 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:

|   | 2024-2025    |
|---|--------------|
| QI 1.3 Leadership of change                       | Good         |
| QI 2.3 Learning, Teaching and Assessment          | Satisfactory |
| QI 3.1 Ensuring Wellbeing, Equality and Inclusion | Good         |
| QI 3.2 Raising attainment and Achievement         | Good         |
| Other QIs reviewed                                |              |

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

School Improvement Priorities 2025-2026

| Improvement Priority Title   |
|--|
| 1. Supporting Positive Relationships   |
| 2. Raising Attainment  |
| 3. Meeting Learner needs (including consistent learning and teaching approaches) |

## Planning ahead

### A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website from the **end of September 2025** 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% |

