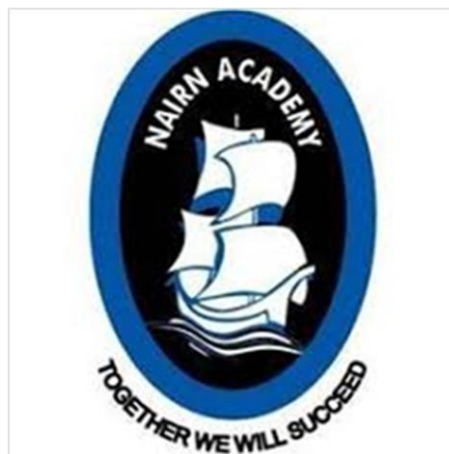


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025/2026



Nairn Academy

HIGHLAND COUNCIL, DUUNCAN DRIVE, NAIRN IV12 4RD

School Profile

Pròifil na Sgoile

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

Nairn Academy

Nairn Academy, situated in the heart of Nairnshire, is a vibrant and inclusive learning community that is deeply committed to supporting young people to achieve their full potential. The school benefits from its strong connections to the local area, fostering a positive sense of belonging and pride among pupils and staff alike. We have a strong focus on high-quality learning and teaching, wellbeing, and partnership working, Nairn Academy provides a supportive and aspirational environment where everyone is encouraged to succeed, develop confidence, and contribute positively to both the school and the wider community.

We have 4 associated Primary schools (Rosebank, Millbank, Auldearn and Cawdor). Our current school roll is 689. As part of our 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 well supported by a number of partners including Highlife Highland, Skills Development Scotland, Children Services Worker, Developing the Young Workforce, Counselling providers, Educational Psychology and Primary Mental Health.

Looking ahead, the move to the new school in October 2026 represents an exciting and transformative step for the whole school community. The new facilities will provide modern, flexible learning environments, enhanced digital provision and improved spaces for collaboration, wellbeing and wider achievements. This development will further strengthen opportunities for innovative teaching, support inclusive practice and ensure all learners benefit from a high quality environment that reflects the ambition and aspirations of Nairn Academy and the wider Nairnshire community.

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%). This year there has been a specific focus on reviewing our attendance data which included surveying pupils and staff. The feedback is helping our review of procedures as well as identify support interventions which ultimately aims 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, 50% have recognised additional support needs and 13% 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.

Date relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
663	86.3%	48.16FTE

S1	S2	S3	S4	S5	S6
109	135	139	132	78	70

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
50%	13%	3%

Glossary:

FTE – Full Time Equivalent
SIMD – Scottish Index of Multiple Deprivation
SIMD1 % pupils living in most deprived areas
SIMD5 – % pupils living in least deprive areas
ASN – Additional Support Needs
EAL – percentage of learners whom English is an Additional Language

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

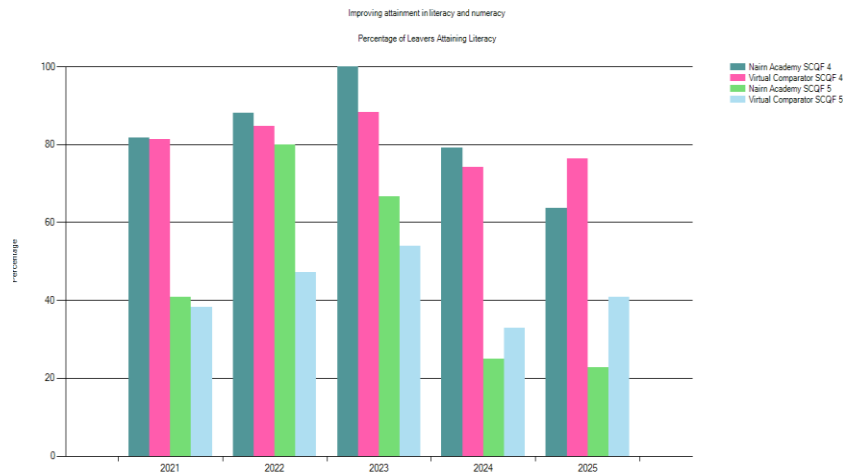
Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

Senior Phase

Literacy attainment L4/5 across S4, S5 and S6

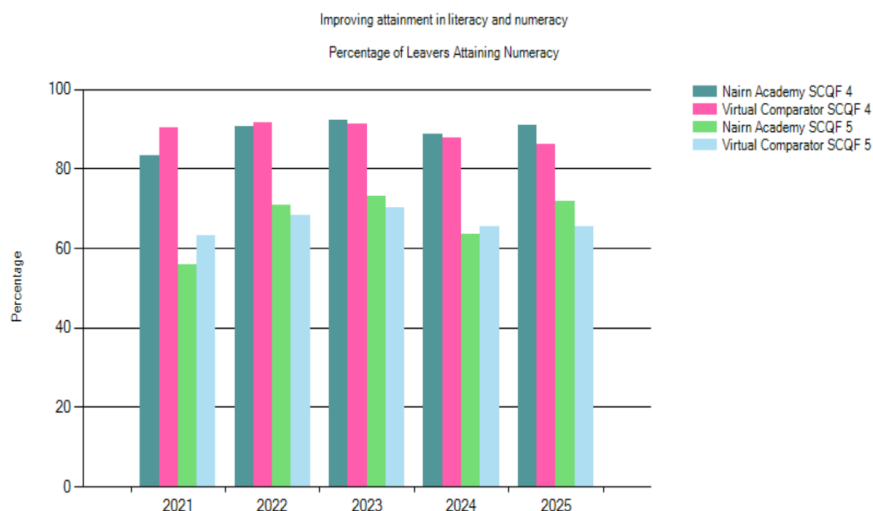


Literacy attainment L4/5 in S4 only

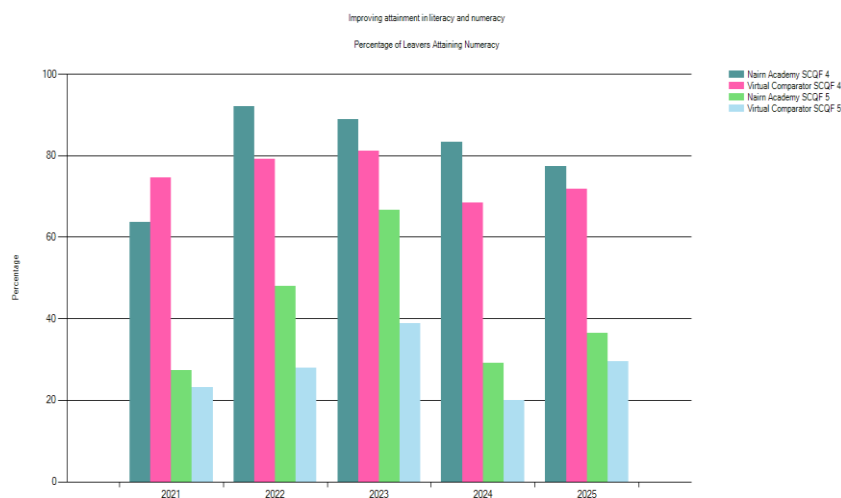


We have experienced some recruitment gaps in English over the last 2 years which has impacted consistent teaching and learning delivery. We continue to look at the curriculum offer to ensure we can support all learners to achieve a literacy qualification.

Numeracy attainment L4/5 across S4, S5 and S6

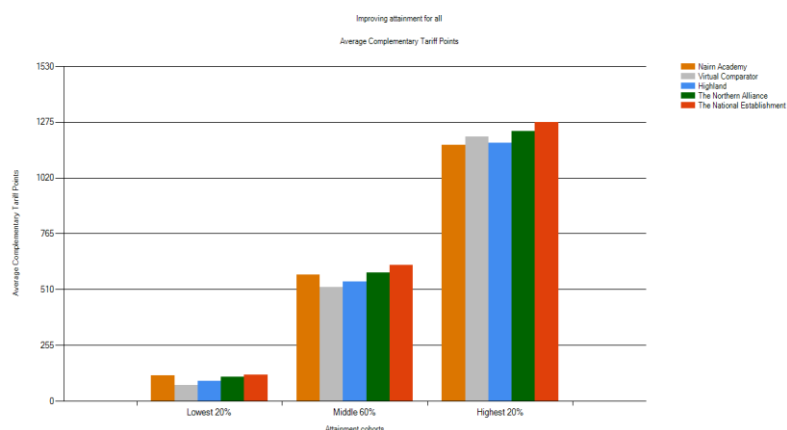


Numeracy attainment L4/5 in S4 only



Consistently strong attainment across L4 and L5 over the last 4 years. Our curriculum offer works to ensure all pupils achieve a numeracy qualification. Tighter and more consistent tracking looking at support interventions and contacting home. Strong pupil uptake at supported study including Easter holidays exam preparation sessions.

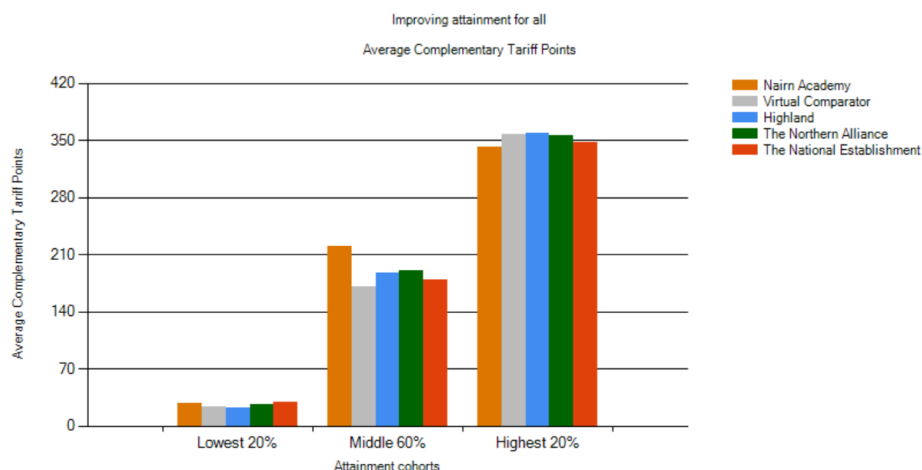
Attainment for all across S4, S5 and S6 (2025)



Our focus on wider accreditation is beginning to show impact across all 3 cohorts. Further developments on this including parental engagements sessions on expectations. Highland Council Presentation policy will be adopted and shared to support a more consistent approach particularly in S6 where attainment is impacted by attendance and pupils requesting to drop subjects midway through the year.

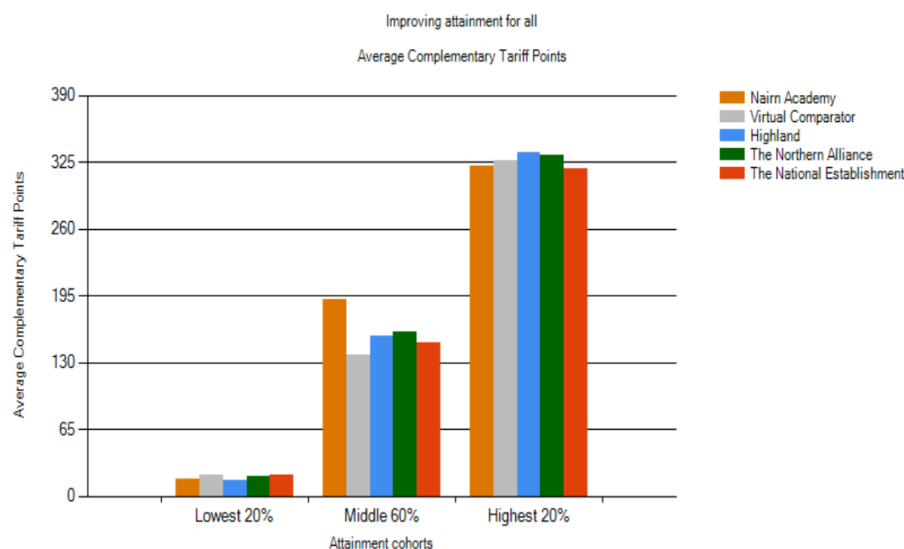
Attainment for all S4 only (2025)

The selected year is 2025

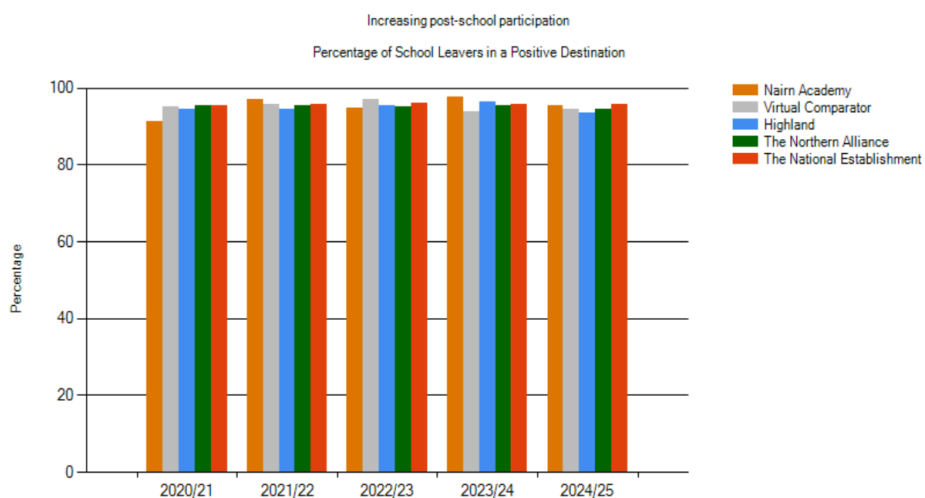


We are above our Virtual comparator for lowest 20% and middle 60% of attainers. We are supporting discussion across departments to ensure that we know which pupils are our highest 20%. Early interventions, including attendance data identified, through the cause for concern process and tracking across the year.

Attainment for all – pupils with ASN S4 only

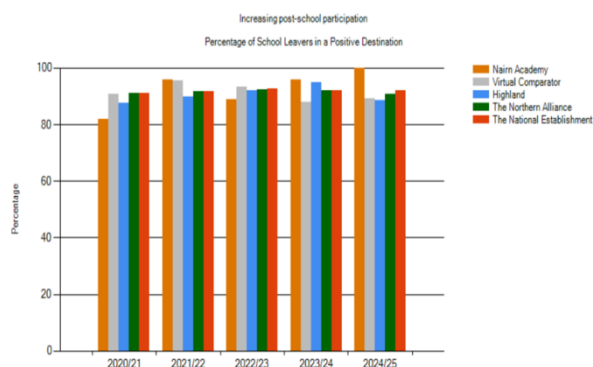


Destinations of School Leavers

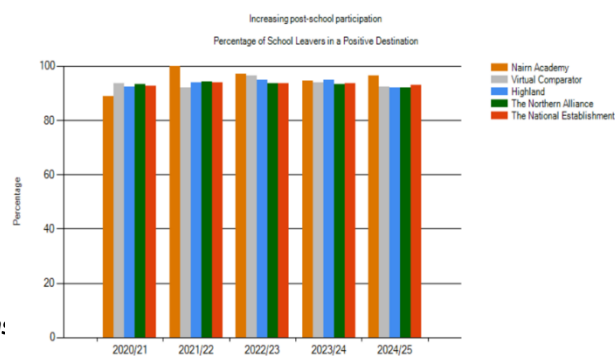


Nairn Academy positive destination figure is 95.45% which is 1.95% higher than Highland and 1.09% higher than VC

S4 – very strong over last 2 years

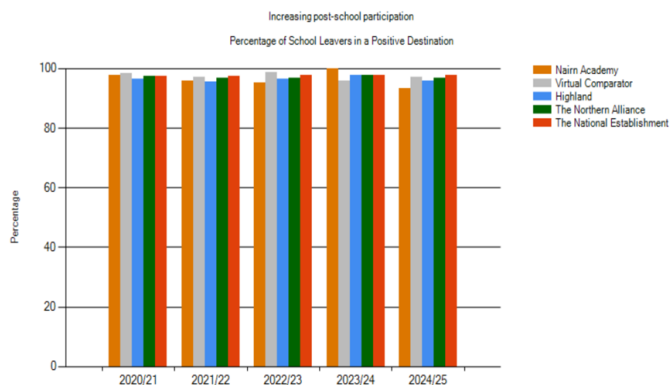


S5 – strong trend in school data



Relation:

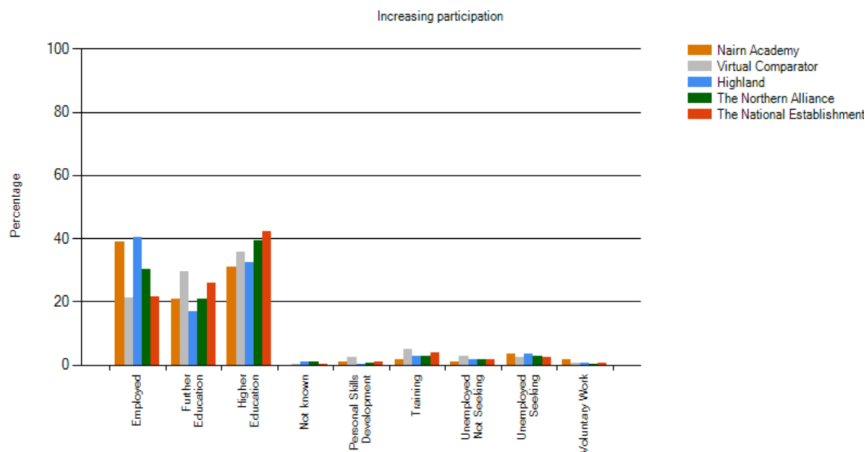
S6



S6 destinations have not been consistent across the last 5 years. This is an area for further work to ensure early identification of those at risk of leaving without a sustained positive destination. We have strong partnerships with Skills Development Scotland and Developing the Workforce. We are tightening up our processes to identify, support and track pupils as they near school leaving age.

Leaver initial destinations S4, S5 and S6

The selected year is 2024/25



95.4% of our leavers went 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. Of the leavers, 39% went into employment (in line with the Highland trend), 20% went into Further Education and 30% onto Higher Education.

We continue to review our curriculum offer to ensure we support pupil options for vocational opportunities. We have an increased number of pupils moving onto employment and/or apprenticeships. There have been positive developments this year linking with Balfour Beatty including visits for our Construction class as well as 5 pupils offered the chance to complete their construction card.

Our least deprived pupils have the lowest positive destination, all others are extremely high and above VC and Highland. ASN compares favourably with VC and Highland.

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 over the last two years 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. We are working to ensure our values are more than a display in classrooms but feature in our day to day work i.e. value recognition/language, merit scheme, and our annual award ceremony celebrating the Spirit of Nairn Values awards. Our vision is to become a values-based school in our new Nairn Academy from the coming session 2026-2027.

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.

School Improvement Plan Priority 1 Supporting Positive Relationships	
Summary of impact	Next steps
Values based leadership Work continues to embed values across the school both visually but also crucially in our interactions. With values core to our community, we are able to see examples of direct links to interventions e.g. we banned mobile devices across the school in January 2025 as they conflicted with our values. We have also been able to use this focus to review our restorative/reflective practices around diversity and equality e.g. addressing racist language Where we have noted a decrease in pupils accessing Re-Connect (reflection space), our exclusion figures this year did increase given a number of pupils displaying dysregulated behaviour which impacted learning and teaching. We are working across partners and families to look at wider supports as well as review our curriculum offer to support pupils who need alternative provision. Relational/restorative practice We continue to develop our staff collegiate 'working with time' as an opportunity to further develop our relational practice. Our new staff have a formal induction programme which includes information around our values-based approach. They are also provided with their own copy of L30 Restorative Practice (M Finnis). Our S6 senior pupils all participate in a 2 day leadership induction including training on our values, relational practice and leadership. We continue to develop support programmes for pupils to develop their relational practice. Examples include Growing2Gether, Turning tables, volunteering and year group buddies. Two members of Senior staff have completed the Education Scotland racial literacy training. This has been shared with staff and sits well with out values in action and focus on positive relationships. Initial input with pupils with a plan to launch This is the early stages as we look to develop this across the school to address issues of discrimination. 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 aiming for a more consistent approach.	Ongoing focus on values to fully embed across the school. This to include references in lessons – both 'looks like' and 'sounds like'. Continue work to celebrate our values in action. Ongoing review on staff induction programme and continue to offer training on restorative practice including refresher sessions for staff Continue to extend the opportunities for leadership training for pupils including across year groups. Working across partners to access support for pupils (and families) where they experience difficulties accessing school. Looking to extend staff participation in this programme as well as develop approaches in working with pupils (links to our school values). Continue to review processes including feedback from parent/carers and pupils We are extending the Nairn One World S1 Learning for Sustainability course to include a Global Citizens course for all S2. This will extend the work on the Global Goals and will include a focus on diversity and equality. We continue to review our school policies to reflect the seclusion expectations.

Vertical registration The initial feedback from staff and pupils was variable. We were aware this was going to take time to embed this approach. It has been encouraging to receive very positive comments about the peer support for P7s during the transition with increased confidence from junior pupils. The registration activities are encouraging class ownership. Themed days provide structure, routine and help develop relationships across year groups. Parent Council supported the termly prize for the winning register class. Parent and Carer Engagement (PACE) Our PACE policy document highlights the 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. Introduced a parent/carers feedback following school meetings e.g. review meetings, Childs plan meetings etc... Continued work with the Parent Council (PC) around ways to increase engagement. Most notable 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.	We are working towards pupil led activities at registration. Looking to increase the reference to our school values. Consider building in the House structure. . 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
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School Improvement Plan Priority 2 Meeting Learners Needs	
Summary of impact	Next steps
Learner and teaching (L&T) Framework Following 'working with time', the Nairn L&T Framework was agreed. This included reference to HGIOS Quality Indicators statements when agreeing the framework. Staffing pressures /vacancies did impact the consistency of approach across the school as well as formal learning visits including gathering pupil views. Teacher Professional learning The extended leadership team (Senior staff and Principal Teachers) met at several points across the year, including 2 developments days in study leave, to progress school improvements. All Faculty PTs are involved in leading Collaborative Improvement Groups (CIG), all of which are related to the school plan. There have been a few changes to the leads from August 2026. Professional learning was provided through school led sessions as well as signposting colleagues to external providers e.g. Education Scotland. School led sessions also utilise the Northern Alliance (NA) Learning and Teaching toolkit with all teachers completing the 'building an understanding' audit well as pace, challenge and differentiation. Colleagues are supported to participate in Council Lead On/Into Headship programmes. Leadership focus areas include attendance tracking/interventions and diversity/equality.	Priority for the new session is developing a schedule for regular pupil voice/views on learner experience as well as peer class visits. Revisit the plans to support staff in 'looking outwards' and visit other schools, especially those cited in positive inspection reports. Continue to use aspects of the NA toolkit around effective and more consistent learning and teaching approaches. We continue to support all staff to participate in professional learning which extends their professional practice. Cooperative learning – research dates for staff training.

Curriculum offer 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. Our Developing the Young Workforce (DYW) partner supports a number events, speakers and trips to enable pupils to see the range of employment opportunities. PSE teachers trialled Unifrog with BGE pupils looking at skills development and employability opportunities. 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. S6 attainment is being supported through wider achievement accreditation at L5/6 e.g. leadership awards, community projects and volunteering. 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. Gaelic language 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. Pupils attended the Film G event In Glasgow in the summer term 2026. Staff and Gaelic pupils look to increase the visibility of galeci8 e.g. articles for the school newsletter as well as signage for the new school. Staff have developed professional networks across schools as well as nationally through Education Scotland.	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. All faculties will include DYW their improvement plan to ensure a focus on employability and skills development. Unifrog will be rolled out across all year groups. The Council Presentation Policy will be used to maximise attendance and course uptake in the senior school. We continue to look at ways to increase the profile of Gaelic especially for the new school in October 2026. Gaelic community plans include intergenerational work as well as into to the Primaries. Staff and pupil conversational clubs are also planned.
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School Improvement Plan Priority 3 Quality Assurance / self evaluation	
Summary of impact	Next steps
Referencing Quality Indicators (QIs) The QIs have been used in 'working with' meetings to help colleagues use the evaluative language in our school improvement work Professional learning Teachers are developing their use of evaluative language to support the sharing of practice in class learning visits. Use of data to support improvements in pupil attainment Our revised presentation policy was reviewed (and shared across other Highland schools). The Highland Council Presentation Policy (March 2026) supports our focus on improved attendance and sustained timetable for senior pupils. This will be central to our course planning process and planning with pupils and parent/carers. X3 Quality assurance (QA) meetings are scheduled across the year between SQA coordinator, HT and PTs. The focus is on results, tracking, presentations, interventions, verification and internal QA processes. Professional learning opportunities are supported with a few colleagues involved in SQA marking.	Look to extend the use and understanding of QIs through Faculty DMs. Increase use of evaluative language in areas of school improvement 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. Review the use of the school QA calendar - referenced at key points in the year through DMs, staff meetings and QA meetings.

All teachers attend an annual Insight data analysis session. This ensures all have a clear understanding on the school attainment data against Highland and our virtual comparator school and the associated actions/next steps.	Ensure Insight analysis feeds into our curriculum offer, tracking/monitoring and SQA presentation processes.
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Progress and impact of Pupil Equity Fund (PEF)

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF support this session was 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, non-attenders and pupils with emotional based school avoidance.

Support also includes input from our partners –

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

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

PEF support included short term targeted interventions to support BGE pupils at risk of exclusion and non-attendance. Targeted intervention involves accreditation at L3-L5 Maths/numeracy and L3-5 English/literacy. The Connect classroom is also a space where pupils (identified through Pupil Support staff) can meet socially.

Growing Together

This a weekly programme for a small group (6-8) S3 pupils. The group worked with a local nursery. The group were supported by our Youth Worker who has a role to support pupils who are a risk of poor attendance.

Breakfast club

Our PEF role also supports our daily breakfast club. 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. An average of 45 pupils/day attending each morning for breakfast (supported by Tesco

Attendance

- 15 pupils on 0% attendance began to attend PEF teacher led sessions exclusively. Only 2 pupils (0.3%) did not attend at all.
- 27 pupils (4.7%) had attendance lower than 50%. Of these pupils, 21 (78%) engaged with PEF teacher and attendance improved.
- Multiple pupils supported while working at home through visits, work provided and assessments given.

Attainment

6 N3 Awards achieved in Maths Apps (3 others with units completed)

5 N4 Awards in Maths Apps

1 N4 Award in Maths

3 N3 Awards in English (3 with units achieved)

2 N4 Awards in English (4 with units achieved)

1 pupil achieved 3 N3s in other subjects

7 pupils achieved N3/4 units in other subjects and have remaining time to complete the full Awards if they attend school.

BGE early intervention support provided for approximately 20 pupils

Wider achievements

Coileanaidhean nas fharsainghe

We are very appreciative of the support of staff, a wide range of partners and volunteers who work with the school to extend the pupil opportunities for wider achievement. These help to develop the four capacities i.e. as well as developing our young people as successful learners, we look to provide opportunities to develop them as **confident individuals, effective contributors and responsible citizens**.

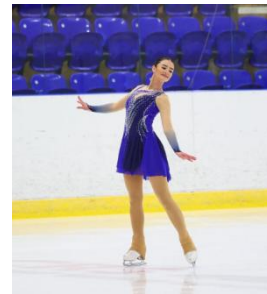
Some examples this year include :

** National level

Sport

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

- Football – girls and boys events
- Swimming
- Rugby
- Golf
- Disability sports
- Taekwondo **
- Squash **
- Tennis **
- Ice skating **
- Orienteering
- Boxing
- Lifeguard training



Activities

- Kartway
- MFR charity events including Mission Christmas
- S1/2 Enterprise activities / fayre
- Nairn Book and Arts inc Young Musician winner
- Taste of Nairn
- Rotary Master Chef
- Maths Challenge
- Register class trip
- Film G (Gaelic) – pupils through the final in Glasgow in June 2029



S1-S3 Activities Days (May 2026)

A range of activities over the 2 days giving pupils an opportunity to take part in a range of events all free of charge (many out of school)

paddleboarding, river walk, silk painting, rowing, disc golf, bowling, sandcastle building, music festival, Japanese culture, cooking and chess

Leadership opportunities

- Sports leaders / Sport Ambassadors
- Prefects
- Buddies (across year groups)
- Subject Ambassadors
- Community Ambassadors e.g. litter picks and visits to local Care homes
- Leading assemblies



Trips

- Castle Huntly visit (Criminology class)
- Rotary cooking competition
- Public speaking and debating ** notable that for the 3rd time Nairn Academy pupils won the Scottish Law Society (Donald Dewar) Debating competition. Two senior pupils are defending the title again in June 2026
- S6 Prom and end of year/school trip to Landmark
- 2 days Activities in May 2026 S1-S3 (range of activities including paddleboarding, river walk, silk painting, rowing, disc golf, sandcastle building, music festival, Japanese culture, cooking and chess)
- Black Isle farm visit
- Duke of Edinburgh Bronze and Silver Award
- Newcastle football trip
- Ski Trip to France (PE)
- Berlin trip (History)

Fieldwork

Geography, Science and Biology

Groupwork

- Growing2gether
- Turning tables
- MCR Pathways groupwork

Developing the Young Workforce

- Pat Munro
- West Fraser STEM
- Balfour Beatty (Construction class)
- WM Donald Construction
- Insight into Engineering
- Fort George
- PCR Masterclass at Newton rooms
- Aspire North
- Masterchef UHI
- Taste of Nairn
- Greenhive
- Inverness airport visit - Travel and Tourism class

Kayla MacRae won the Foundation Apprenticeship of the Year Award!

Former Nairn Academy pupil, Kayla completed her Foundation Apprenticeship in Creative Digital Media (Level 6) with Highland Learning Academy. This achievement opened the door to employment with the Academy, where she now works as a Learning & Development Apprentice while studying towards a Digital Marketing Modern Apprenticeship.

Comments from learners, families, stakeholders and staff

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

I feel it's important to acknowledge the brilliant work that ~ has put in towards supporting ~ since the start of a new term. ~ has ensured that ~ has found a very manageable timetable to suit their interests, goals and capabilities, communication with us as parents has been outstanding and reassured us that this will continuously be reviewed as and when ~ needs change. ~ has gone out of their way to understand ~ needs - this has been noticed by us all as a family.

Parent/Carer

I personally felt the night was a roaring success and I wanted to say thank you to you and your exceptional team who have such a hard job to do. The night was run really well and we managed to make all of our appointments despite me worrying about the busy schedule before hand.

*~ the team in there were fantastic (as always!)
~ passionate and excited about what they are teaching and I personally think this class sounds exciting and extremely beneficial for ~
~ seems to have the right amount humour and discipline that will help ~ to thrive.
~ had an immensely caring approach which meant you could see they wanted ~ to succeed.
~ put us at ease that he wanted to build ~ up as a person. This means a lot as ~ doesn't show it at all but he struggles with confidence sometimes.
All in all thank you as the head for doing your best and continuing to strive to make Nairn academy a great place think people can be so quick to contact you with issues I really wanted to contact you with some positive feedback.
Please share this with the team there if possible.*

Parent/Carer Progress meeting feedback

Let me take this chance to wish you and your colleagues a very happy Christmas and New Year, and thank you as ever for the truly valued work that you all do. We are fortunate to have a school such as Nairn Academy in our area.

Parent/Carer

We would say on behalf of the hotel, that year on year the school prom has shown the pupils in an excellent light. The pupils are a credit to themselves and the school and we are delighted to host this event annually. It is clear the pupils will all go on to good things with the positive attitude shown by all.

Hotel Manager



I just wanted to commend the young leaders who came out to help with our Sports Day today. They were all brilliant at supporting and encouraging the children and were proactive and used their own initiative. The staff also commented on how polite and helpful they all were. It was

Kindness Respect Relationships Achievement Integrity

great to see our former pupils ~~~. Please pass on our heartfelt thanks to them all – we couldn't have done it without them!

Primary HT

It is so important for young people to feel recognised, acknowledged and rewarded for their hard work, both academically, but also for other contributions to school life. I particularly enjoyed the importance and emphasis on school values and the Spirit of Nairn awards. The citations read out were inspiring and I know it certainly had an impact and motivational effect on ~

Feedback from Annual Awards event.

The Activity Days were pure joy!! The pupils were really lovely, and were really receptive and engaged with the activities of Relaxation and Painting...wonderful.

Activity provider

teachers are supportive and encourage us to do our best

supportive teachers, Guidance and senior staff -they care and get to know you

respectful banter but also ensure we work

amazing teachers

teamwork – all work well together

Team Nairn – hear it continuously, any pupil can talk to teachers relationships in the building, teachers

Senior pupil / leavers

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	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 2026-2027

All improvement priorities centre on raising attainment consistently across the school

Improvement Priority Title
1. Learning, teaching and assessment (meeting learner needs)
2. Curriculum offer
3. Use of data for Improvement
4. Health and Wellbeing

Planning ahead

A' planadh air adhart

Full details of the school's 2026/2027 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website from the **end of September 2026** 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%

