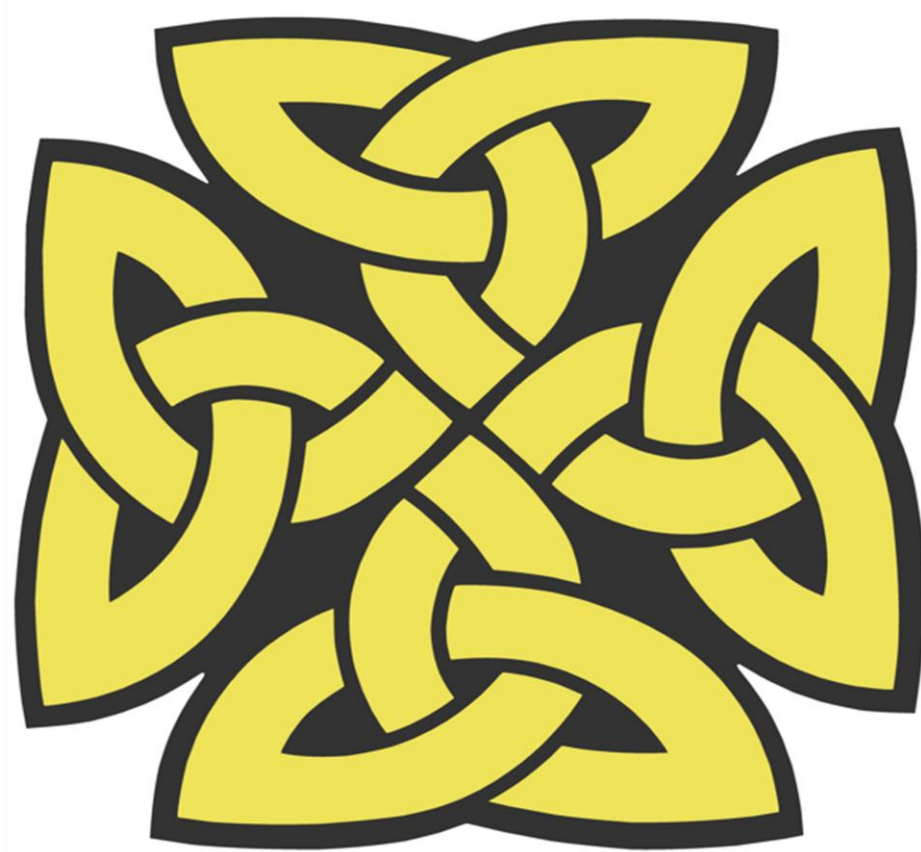


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



PLOCKTON HIGH SCHOOL
HIGHLAND COUNCIL
PLOCKTON, ROSS-SHIRE, IV52 8TU

Kind

Respectful

Resilient

Hard-working

Coibhneil

Urramach

Treun

Dicheallach

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.

Plockton High School is located in the village of Plockton in Wester Ross and serves the local communities in the surrounding area of Lochalsh and south Skye. Pupils join us from eight associated primary schools: Applecross Primary, Auchtertyre Primary, Glenelg Primary, Kyle Primary, Kyleakin Primary, Loch Duich Primary, Lochcarron Primary and Plockton Primary.

There are currently 215 children attending the school. The Head Teacher has overall leadership responsibility for Plockton High School, Plockton Primary School /Bun Sgoil a' Phluic and Sgoil-àraich (GM Nursery). The Head Teacher is supported by two Depute Head Teachers; five curriculum Faculty Heads and three Principal Teachers of Pupil Support & Support for Learning.

More than 85% of pupils use school transport. Of our current pupils, 40-50% have recognised additional support needs and 4.7% are registered for free school meals.

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

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

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.

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Date relating to our context:

Pupil Numbers		Attendance		Teacher Numbers	
215		90%		26	
S1	S2	S3	S4	S5	S6
27	39	36	42	43	27
SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0-10%	10-20%	60-70%	10-20%	0-10%	0-10%
ASN	FSM	EAL	<div>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</div>		
40-50%	0-10%	0-10%			

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

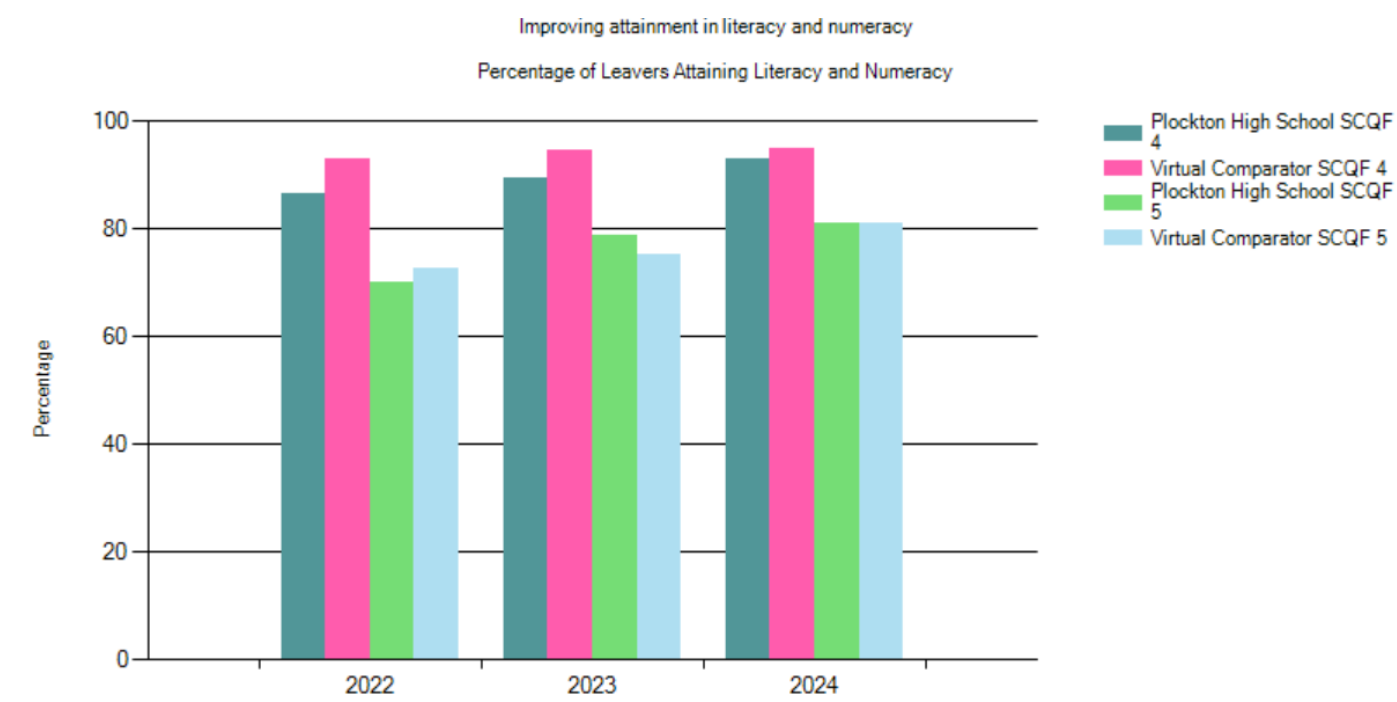
Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

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Coibhneil	Urramach	Treun	Dicheallach

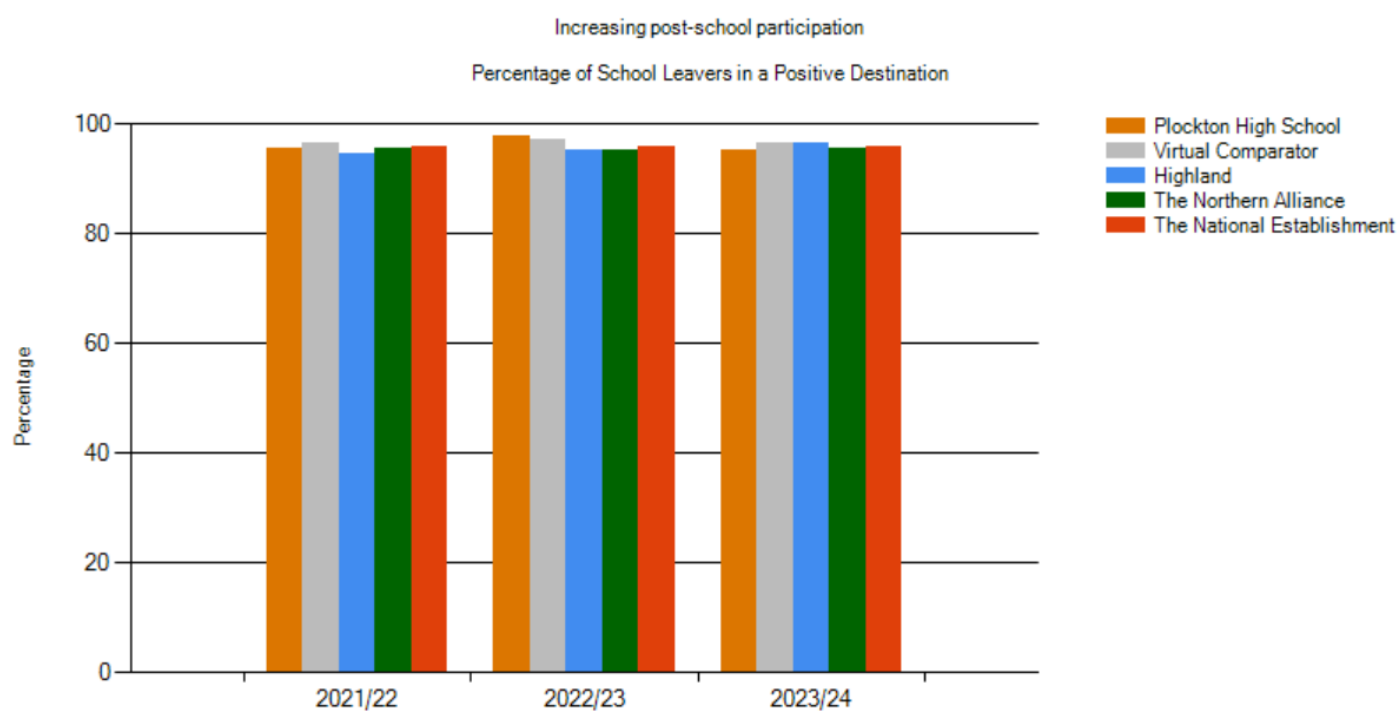
Senior Phase



Literacy/Numeracy in S4, S5 and S6 – Senior Phase

The figures for 2024 show an improvement on 2023 figures for both SCQF Levels 4 and 5. Figures at National 4 continue to improve following a recent focus on supporting the attainment in literacy and numeracy of our interrupted learners.

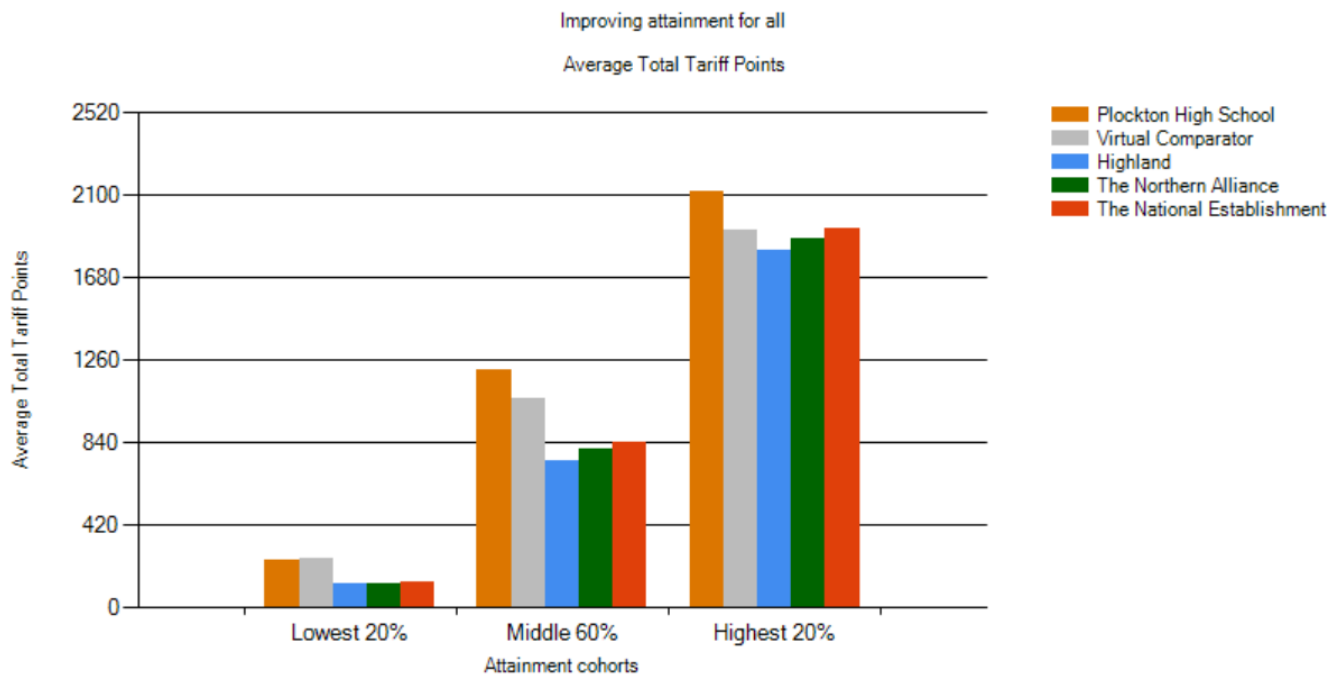
Senior Phase Leavers



Kind	Respectful	Resilient	Hard-working
Coibhneil	Urramach	Treun	Dicheallach

Cohorts – Attainment for All

The selected year is 2024

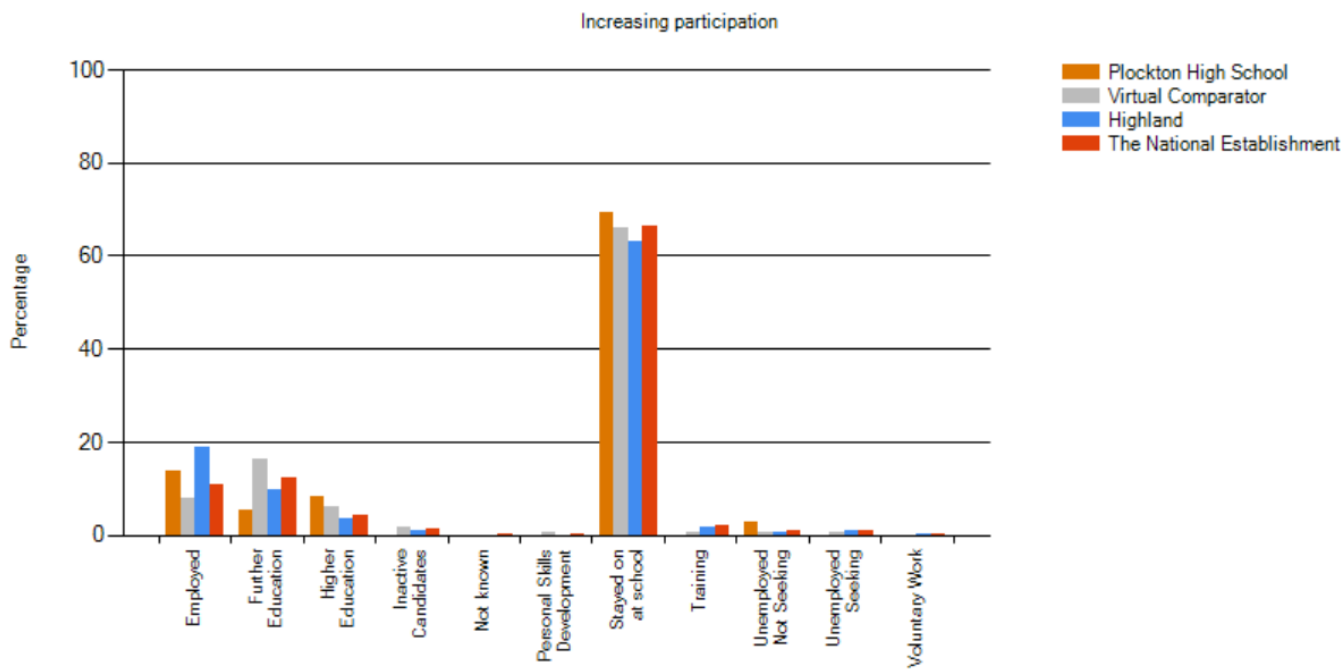


Cohorts

Performance comparisons between Plockton High School, Highland, The Northern Alliance and The National Establishment remain favourable, particularly in relation to the highest 20% on the 2024 data. There has been a focus on coaching for our senior pupils to support resilience in relation to completing chosen courses before learning school.

Destinations of School Leavers

The selected year is 2023/24



Kind	Respectful	Resilient	Hard-working
Coibhneil	Urramach	Treun	Dicheallach

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

During Session 23/24 parents, pupils and staff were consulted on a refresh of the Vision, Values and Aims for Plockton High School, Primary School/Bun Sgoil a' Phluic, and Sgoil Àraich a' Phluic to create a new Vision, Values and Aims for the 3-18 Campus.

Vision

Our learning community encourages enthusiasm and enjoyment of learning. We recognise the unique place Gaelic and Music have and strive to be a learning community where:

- we value learning, ourselves and each other
- we have an ethos of high expectations and ambition
- we have pride in ourselves and our learning community

Values

We are:

Kind: we use our words and actions to help others.

Respectful: of ourselves and of others. We treat others as they want to be treated.

Resilient: we keep going when faced with challenges and ask for help.

Hard-working: we try our best and take responsibility for our actions.

Aims

To achieve our vision our aims are to:

Encourage and support everyone to be the best version of themselves and achieve all that they can.

Celebrate our successes.

Encourage and support engagement in our local languages, culture and community.

Foster an ethos where we look after each other.

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

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Priority 5: Raising Attainment	
Self-evaluation of 3.2 Raising Attainment in 2022-23 identified areas for improvement as: using data and increasing differentiation to support the raising of attainment. In addition, coaching was trialled for S6 pupils in session 2023-24 to maintain pupil engagement in the senior school and we want to develop this in session 2024-25.	
Summary of impact	Next steps
Good progress was made in this area <ul style="list-style-type: none">Most Faculty Minutes show reflection on data and detail actions in a staged approach to support pupil progress.All faculties link regularly with Pupil Support colleagues to support pupil progress	<ul style="list-style-type: none">Aim to make this regular and consistent in all facultiesReview processes for linking within and beyond school regarding progress to support consistency

Kind

Respectful

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<ul style="list-style-type: none"> • Good practice in differentiation was shared in carousel activities during collegiate time to support adaptive teaching • Adaptive teaching approaches were shared within some Faculties • Formal and informal coaching sessions took place for identified senior pupils across the year • 100% attendance of pupils during SQA exam diet following a focus on coaching pupils to maintain focus on chosen courses • Positive destinations in place for almost all pupils leaving school in 2025 	<ul style="list-style-type: none"> • Aim to make sharing of adaptive teaching more consistent within and across all faculties • Audit level of coaching skills amongst staff • Aim to have all staff involved through training in coaching • Engage pupil voice (survey) next session to evaluate progress
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School Improvement Plan Priority 6: Self-Evaluation

Self-evaluation sessions in 2023-24 indicated that a shared understanding of good learning and teaching is required to support more purposeful self-evaluation for all colleagues.

Summary of Impact	Next steps
<ul style="list-style-type: none"> • Good progress was made in this area. • All teaching staff contributed to the creation of the toolkit through a collaboration session on Teaching and Learning approaches in June 2024. • Working Group reviewed responses and developed a draft toolkit which was shared with all staff • One faculty piloted the toolkit and their feedback informed revisions and further developments • In term 4, all faculties were invited to trial the toolkit for one of the four purposes: planning, reflection, evaluation, observation 	<ul style="list-style-type: none"> • Embed the toolkit as a working resource with all teaching staff • Involve pupils in evaluating their learning experiences

School Improvement Plan Priority 7 : Ethos and Wellbeing

Review produced an updated Vision, Values and Aims.

Development of Positive Relationships Policy, including application for Bronze RRSA. Working towards RRSA Silver.

Reintroduction of House System

Summary of impact	Next steps
<ul style="list-style-type: none"> • House system activities promote working together as a school community • Use of merits promotes positive interactions and rewards individual learners in line with school values • Vision, Values and Aims are visible in classrooms and throughout the school • Classroom Code and Mobile Phone Policy are displayed in all classrooms and shared with all parents and carers 	<ul style="list-style-type: none"> • Continue progress towards achieving Rights Respecting Schools Silver Award • Revise both the End of Session Ceremony and how we celebrate successes across the school year

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<ul style="list-style-type: none"> • Rights Respecting Schools lessons incorporated in PSE classes for all year groups • RRS badge included in Fios (daily information) as a visual reminder of progress towards achieving the Silver Award 	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupils engaging in the FreshStart Literacy programme made good progress.

All S1 pupils and some pupils in S2 & S3 use the Lexia Literacy Programme to support improvement in literacy.

ASN Teacher time was used to support Literacy, Numeracy and Health and Wellbeing for pupils identified as requiring additional support. This included working one-to-one with pupils and small group working with a group of S3 pupils who participated in outdoor activities as part of their weekly programme in school. Horse-riding sessions continued to support Health and Wellbeing for pupils involved.

Wider achievements

Coileanaidhean nas fharsainghe

S3 pupils at Plockton High School were the pilot group for the latest Developing the Young Workforce experiential programme supporting pupils to understand the roles, opportunities and employers available in their local area. 'Sea2Me' focuses on the salmon industry and all S3 pupils participated in a full week of site visits and hands-on activities in May.

We had a successful Seachdain na Gàidhlig (World Gaelic Week) in school with primary pupils and pupils in S1 – S3 involved in a varied programme encouraging their use and understanding of Gaelic.

S3 Gaelic learners and fluent speakers took part in adventurous activities delivered by Spòrs Gàidhlig where they focused on learning new skills in the outdoors and on developing their Gaelic language skills.

S2 pupils received Heritage Hero Awards from Archaeology Scotland for their participation in a range of activities culminating in an excursion to Eilean Donan Castle.

Our S2 pupils took part in the Youth and Philanthropy Initiative this session.

S3 History pupils organised VE Day activities for primary school pupils, planning and leading mini-lessons focusing on understanding elements of World War Two.

There is a continuing partnership between Skye Bridge Studios and Plockton High School Drama Group, including regular workshops with actors/performers and involvement of the local community.

Two of our senior pupils gained places on the Tianjin Scholarship programme to study Mandarin for 9 months at Tianjin Normal University in China.

This year, we included a programme of events to welcome our senior pupils back to school following their exams. There was a combination of information sessions and team-building to support the start of the new timetable and pupils also chose from a range of activities where they spent time with teachers in small groups to learn (and teach) new skills.

Kind	Respectful	Resilient	Hard-working
Coibhneil	Urramach	Treun	Dicheallach

We re-launched the House system in June 2024 and continued to develop a range of House events and activities across the year. These included a ‘Ready, Steady, Cook’ event, sports competitions, a mini-Highland Games and the popular and hard-fought end-of-year quiz.

Comments from learners, families, stakeholders and staff

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

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	Good
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:

Choose an item.

Good

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Raising Attainment
2. Self-Evaluation

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Coibhneil	Urramach	Treun	Dicheallach

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 [ADD LINK](#) 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? 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?
Theme 1: Develop a shared vision, values and aims Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
Theme 2: Strategic Planning for continuous improvement Click here to insert text	Click here to insert text	Click here to insert text	
Theme 3: Implementing improvement and change Click here to insert text	Click here to insert text	Click here to insert text	
QI 2.3 Learning, teaching and assessment			
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?
Theme 1: Learning and engagement Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
Theme 2: Quality of teaching Click here to insert text	Click here to insert text	Click here to insert text	
Theme 3: Effective use of assessment Click here to insert text	Click here to insert text	Click here to insert text	
Theme 4: Planning, Tracking and Monitoring Click here to insert text	Click here to insert text	Click here to insert text	
QI 3.1 Ensuring wellbeing, equality and inclusion			
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?
Theme 1: Wellbeing Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.

Kind	Respectful	Resilient	Hard-working
Coibhneil	Urramach	Treun	Dìcheallach

Theme 2: Fulfilment of statutory duties Click here to insert text	Click here to insert text	Click here to insert text	
Theme 3: Inclusion and equality Click here to insert text	Click here to insert text	Click here to insert text	
QI 3.2 Raising attainment and achievement			
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?
Theme 1: Attainment in Literacy and Numeracy Click here to insert text	Click here to enter text.	Click here to enter text.	Choose an item.
Theme 2: Attainment over time Click here to insert text	Click here to insert text	Click here to insert text	
Theme 3: Overall quality of learners' achievement Click here to insert text	Click here to insert text	Click here to insert text	
Theme 4: Equity for all learners Click here to insert text	Click here to insert text	Click here to insert text	
QI 2.2 Curriculum: theme 3 Learning pathways			
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?
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
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?
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.

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Kind	Respectful	Resilient	Hard-working
Coibhneil	Urramach	Treun	Dicheallach