



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

2025-2026

PLOCKTON HIGH SCHOOL



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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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We are kind, respectful, resilient and hard-working.

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 218 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 1.5 Depute Head Teachers, five curriculum Faculty Heads, two Principal Teachers of Pupil Support and one Principal Teacher Support for Learning.

More than 85% of pupils use school transport. Of our current pupils, 60-70% 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. Most children achieve appropriate CfE levels in literacy and numeracy.

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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Data relating to our context:

Pupil Numbers	Attendance		Teacher Numbers		
218	89.7%		25		
S1	S2	S3	S4	S5	S6
43	27	40	37	40	31
SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0-10%	10-20%	70-80%	10-20%	0-10%	0-10%
ASN	FSM	EAL	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		
60-70%	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
Most	Most	Most	Most

Level 4

Reading	Writing	Listening and talking	Numeracy
Less than half	Less than half	Less than half	Majority

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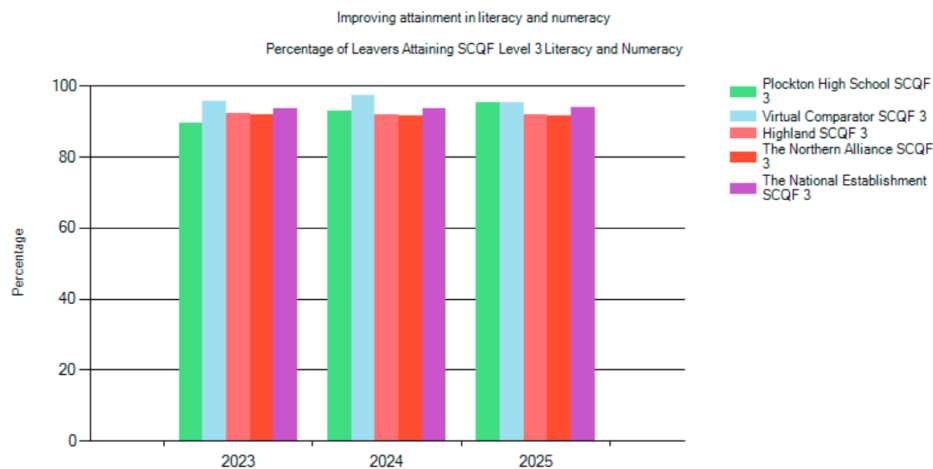
Senior Phase

Almost all senior phase pupils achieve Literacy and Numeracy at Level 4 and most achieve Level 5.

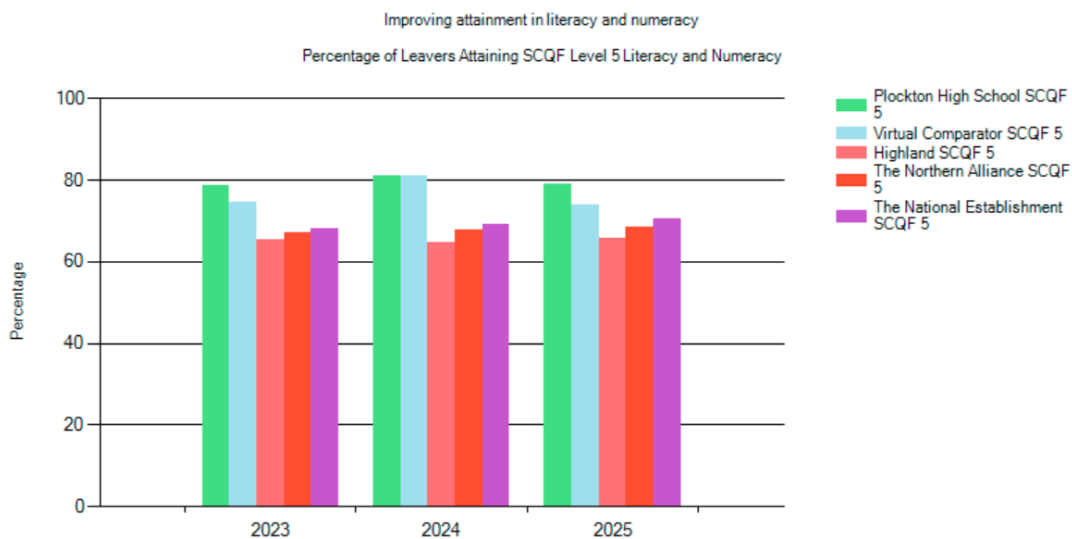
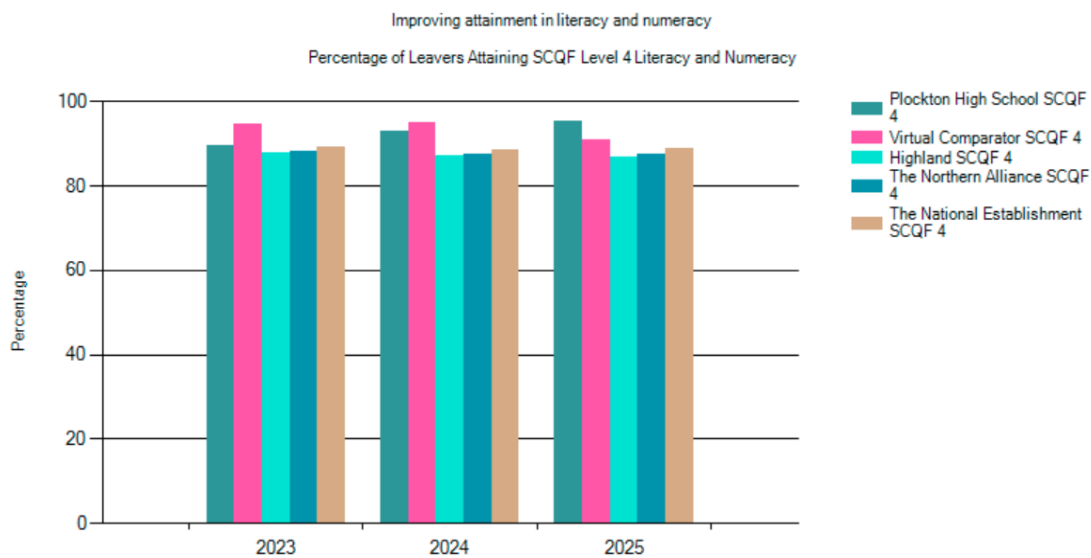


Senior Phase Leavers

Almost all senior phase leavers achieve Level 3 Literacy and Numeracy. The area to work on here is to support pupils on low school attendance to gain Literacy and Numeracy qualifications.

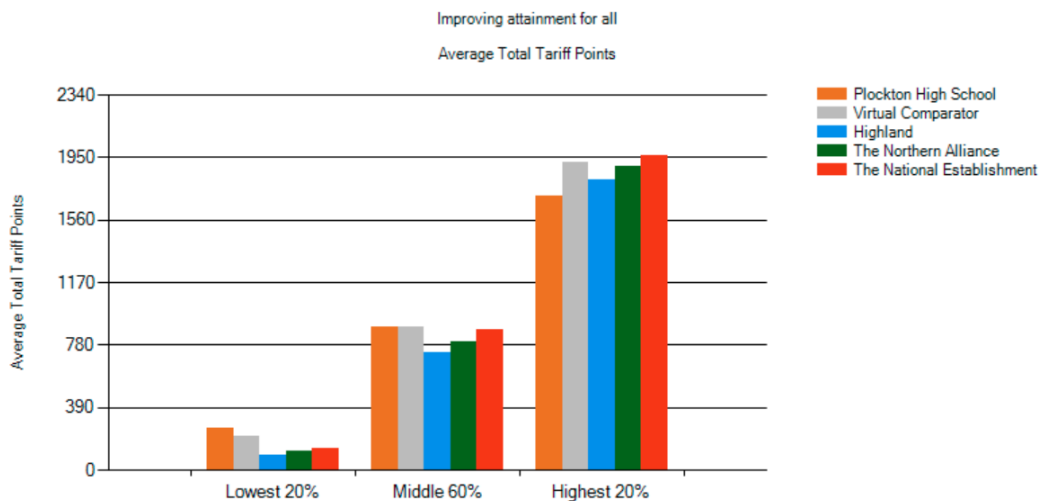


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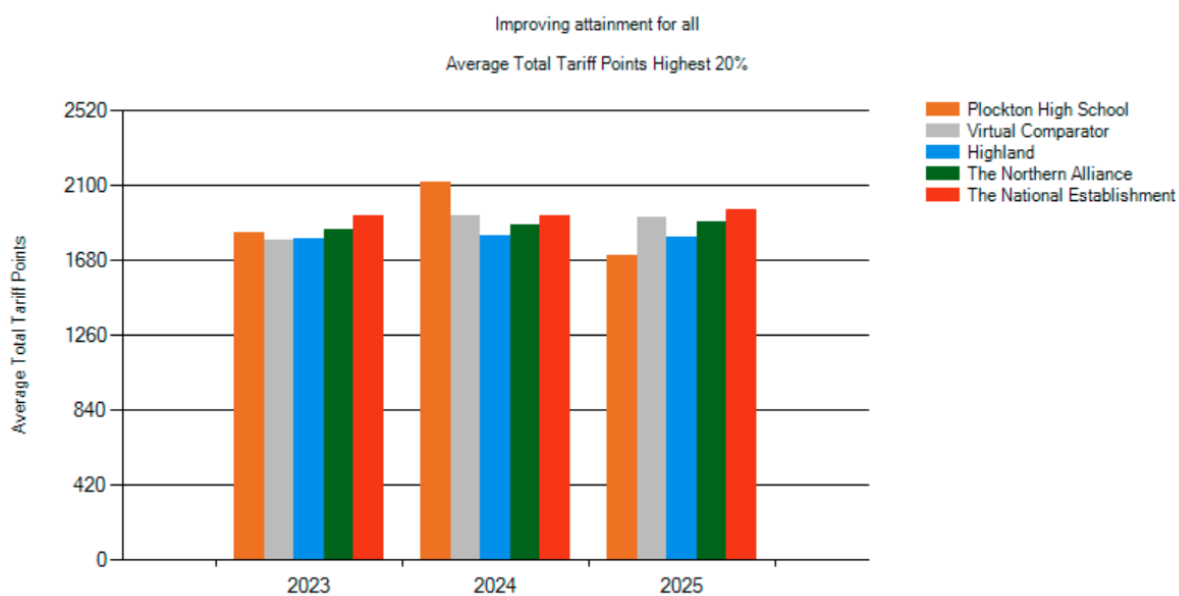
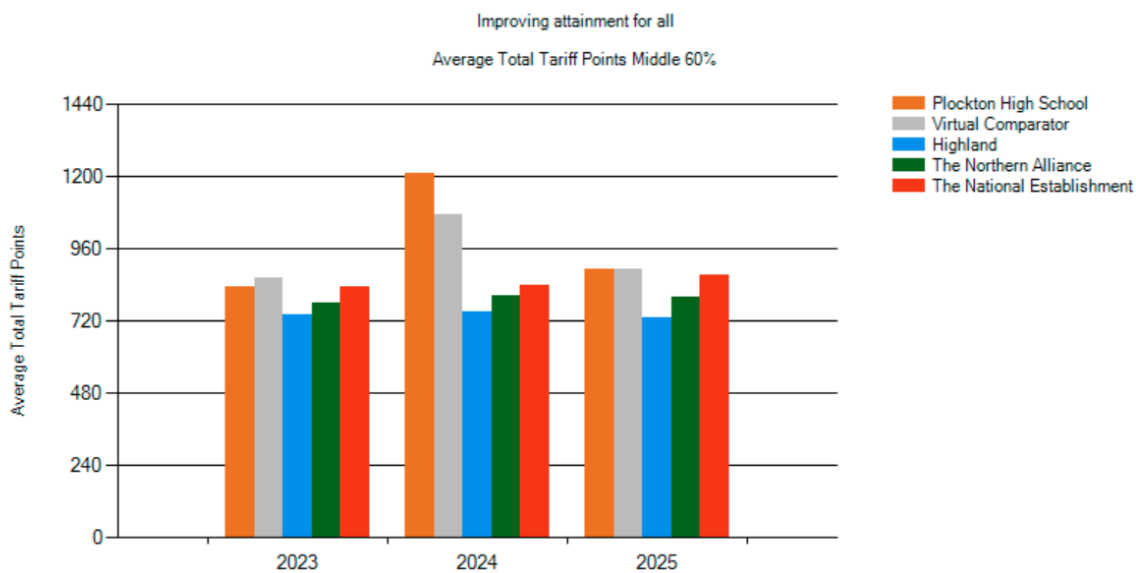
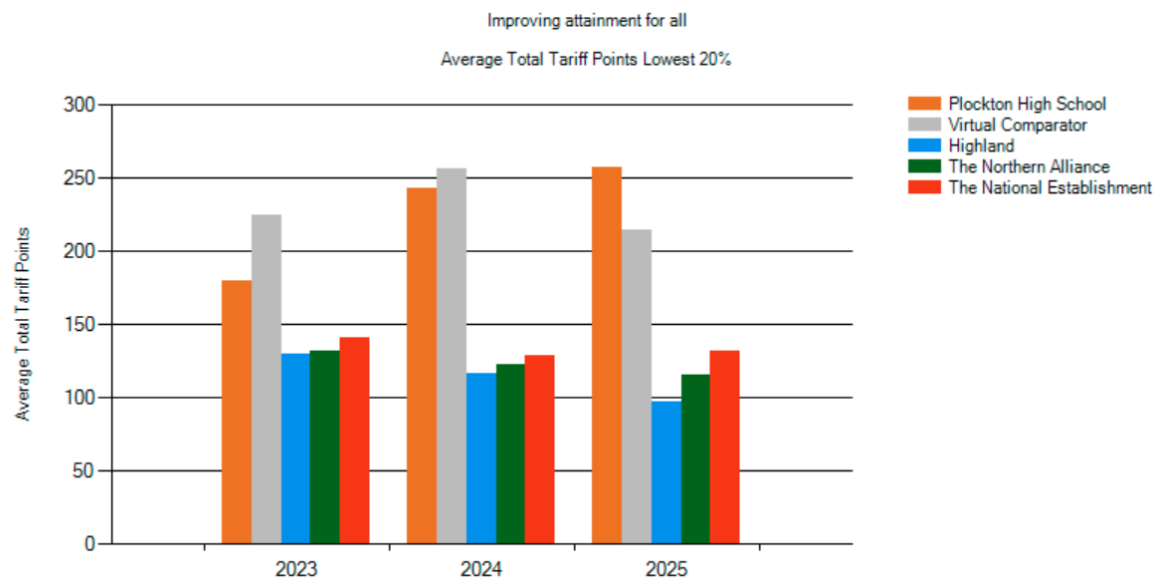


Cohorts – Attainment for All

Maintaining commitment to chosen courses for learners in the senior phase continues to be a focus.



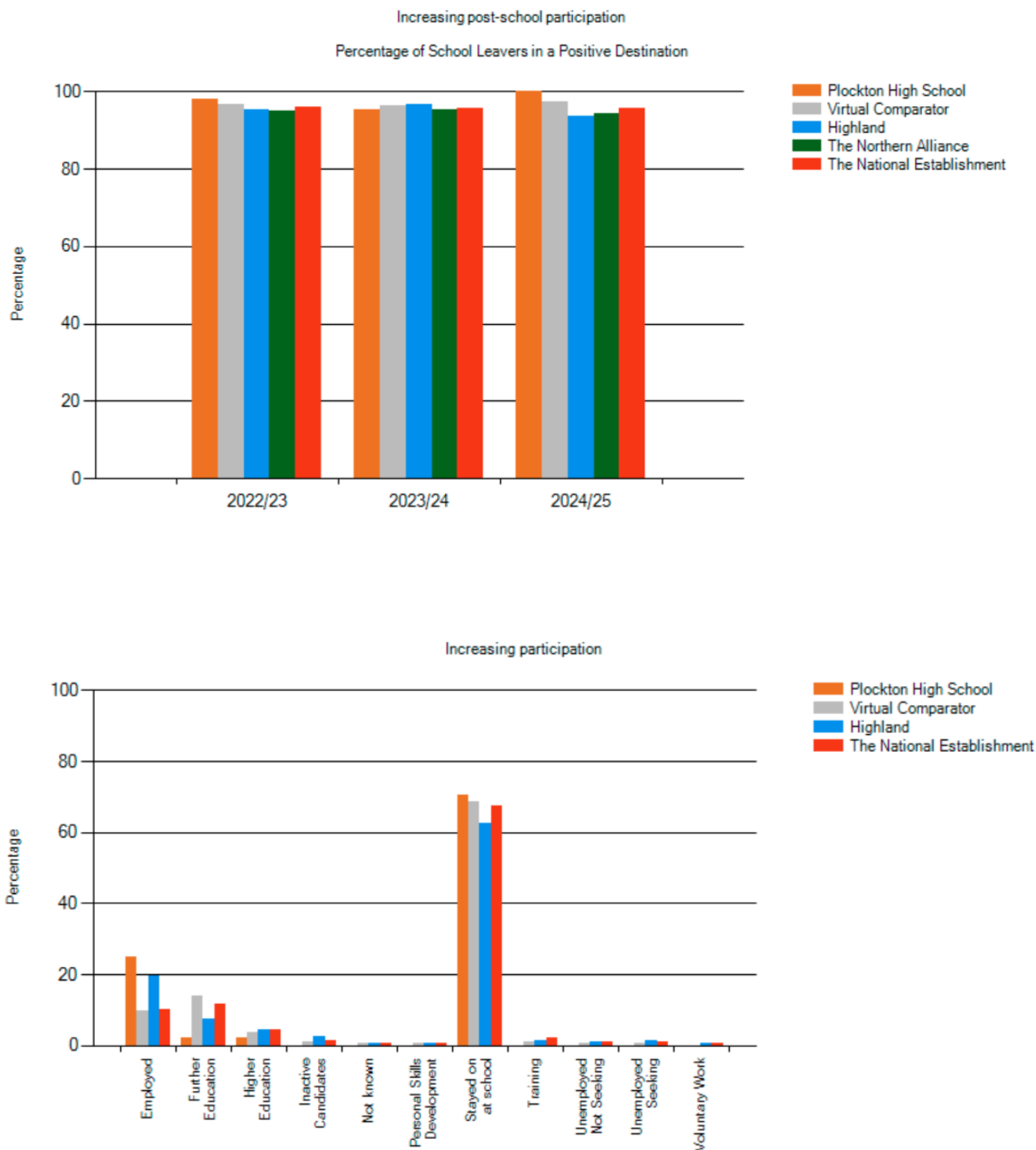
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Destinations of School Leavers

Destination figures for Plockton High School are positive, with almost all our young people in a positive destination. Most of our pupils continue to go into work as their destination and employment opportunities in the area are a key focus of DYW activities in school throughout the year. The relatively small number of pupils going into Further Education reflects the rural challenges of accessing College campuses, including distance to campuses and paucity of local transport options.



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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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, Respectful, Resilient, Hard-working

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 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 Priority 1: Self-Evaluation	
School Improvement Plan Priority 1 (Priority 4 on Plockton 3-18 SIP): In session 2024-5: - All teaching staff contributed to the creation of our Teaching 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. - Draft toolkit was piloted in one Faculty. In session 2025-6 - Embed the toolkit as a working resource with all teaching staff. - Involve pupils in evaluating their learning experiences.	
Summary of progress	Next steps
The Teaching toolkit becomes a working document for self-evaluation to support reflective practice. <i>Some progress has been made with this priority. The Toolkit was created and uploaded alongside links to templates and resources. These were made available to all staff on the splashscreen.</i> <i>In May 2026, the Raising Attainment group conducted a survey on awareness and use of the Toolkit. Approximately half of our teachers responded to the survey. Responses provided evidence of use of the Teaching Toolkit across</i>	To ensure consistency in the use of our Teaching toolkit by: - Including key reflection points for Faculties in our Quality Assurance Calendar - Establishing clearer methods for monitoring and supporting progress - Introducing a clear timeline for reviewing progress

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the four key areas of self-evaluation: Planning, Reflection, Evaluation and Observation.

Teachers identified the following as changes which would support increased engagement:

- *Easy link on Sharepoint*
- *Regular reminders*
- *Hands on support*
- *Printed out templates/proforma*
- *Time to use (within cycle of year)*

Opportunities for professional reflection and collaboration were provided through Working Group sessions and Faculty Time discussions.

In May 2026, meetings involving the School Management Team, Principal Teachers and Faculty Heads were held to reflect on our use of the toolkit and identify next steps required to further this key priority of supporting reflective practice and self-evaluation amongst all colleagues. It was agreed that the Teaching Toolkit, developed through an initial collaborative process involving all teaching staff, should continue to underpin our approach to reflective practice and professional learning.

Colleagues involved in the development of the toolkit reported that the reflective process undertaken during its creation had a significant positive impact on their professional thinking and practice. The agreed aim is that the toolkit creates and supports shared opportunities for similarly powerful reflection; professional dialogue and sharing of practice amongst colleagues.

It was also agreed that, to maximise its impact, the Teaching Toolkit should be an embedded and regularly used resource that supports a shared understanding of high-quality learning and teaching across Plockton High School. Clear implementation timelines, monitoring arrangements and evaluation points are therefore required to support consistent engagement, measure impact and inform next steps.

The links to strategies and resources are used to support learning and teaching.

The Teaching Toolkit has provided colleagues with access to a range of pedagogical strategies and supporting resources designed to enhance learning and teaching. The toolkit has established a clear framework for supporting

- Evaluating impact and sharing outcomes in a planned programme during Collegiate Activity Time
- Enlisting peer support from colleagues to support engagement
- Supporting pupil engagement with learning with an initial focus on feedback as identified in recent learners' evaluations
- Establishing pupil focus groups in addition to surveys to evaluate learning

professional practice and we now need to evaluate the consistency of its use and its impact on learners' experiences and outcomes.

We pilot at least two approaches to involving pupils in evaluating their learning experiences.

Learning questionnaires were completed by all pupils which provided insights into their perceptions of learning. Responses from pupils identified effective feedback as a key factor in supporting their progress and understanding. We recognise that developing learners' skills in self-evaluation is an area for further improvement so our next steps will include strengthening pupil voice and developing their ability to reflect critically on their own learning.

Impact

Engagement with the Toolkit has provided opportunities for reflection and professional dialogue which now need to be developed further to support high-quality learning and teaching.

Colleagues have access to key strategies and high-quality resources to support learning and teaching.

Pupil voice and the priorities identified by pupils have given us the direction for our next steps.

School Priority 2: Raising Attainment

School Improvement Plan Priority 2 (Priority 5 on Plockton 3-18 SIP):

Next steps for 2025-6:

- All Faculty Minutes show reflection on data and detail actions in a staged approach to support pupil progress.
- Review processes for linking within and beyond school regarding pupil progress to support consistency
- Share differentiation/adaptive teaching more consistently within and across all faculties
- Develop a coaching culture in school
- Update attendance procedures

Summary of progress

All Faculty Minutes show reflection on data and detail actions in a staged approach to support pupil progress.

Most faculty minutes provide evidence of regular tracking and monitoring of pupil progress, with clear records of interventions and actions taken to support achievement. This demonstrates a consistent focus on attainment across most faculties. Faculty Heads work collaboratively with classroom teachers to analyse progress data, identify concerns, and implement appropriate support strategies, contributing to a responsive approach to raising attainment. Effective communication systems within faculties support the timely sharing of information, helping to ensure that pupil needs are identified and addressed. Our next steps include making sure that good practice is consistent and that the impact of these processes improves outcomes for learners.

Review processes for linking within and beyond school regarding pupil progress to support consistency

Current processes work effectively within school most of the time. Responses from parental surveys in May 2026 indicate that linking with parents and carers regarding pupil progress is an area to focus on in our next steps. Reflection on the staged approach shows that the procedure for teachers and Faculty Heads to link with Pupil Support and then to parents and carers could be more explicit. This would support more timely interventions and stronger partnerships with parents and carers. There is a necessary focus from Pupil Support teachers on the wellbeing and progress of interrupted learners and pupils on low attendance so next steps should include a further review of systems to ensure that progress concerns for learners with good attendance are addressed quickly.

Next steps

To support consistency in tracking and linking with parents and carers by:

- Interrogating tracking data more thoroughly at existing tracking points
- Improving current links between Faculty updates on progress; Pupil Support input and contact with parents and carers
- making sure that existing good practice is consistent
- monitoring the impact of processes to ensure they improve outcomes for learners.
- a further review of systems to ensure that progress concerns for learners with good attendance are addressed quickly.

Progress is made towards developing a coaching culture in school through colleagues attending coaching training including peer coaching with colleagues in school. <i>Members of the Coaching Working Group attended two days of Coaching Training and engaged in peer coaching with colleagues as part of their skills development. This enhanced their own skills and helped to raise awareness of coaching amongst colleagues. Their positive experiences led to the identification of coaching both as something to support pupils in making progress and as something which would benefit colleagues as they work together to support pupils.</i>	Continue developing a coaching culture in school by: • All teaching and Pupil Support Assistant colleagues to attend whole school coaching training – 14.09.2026 • Links between colleagues trained in coaching and our Educational Psychologist to co-create a model for implementation in school which develops skills and confidence in coaching techniques
Attendance Management systems are supporting an improvement in attendance <i>Attendance Procedures were updated to ensure they are in line with the Highland Council Attendance procedures. Pupil Support (Guidance) and Support for Learning Minutes include standing items on three day absences and pupils under 80% attendance and monthly reports are made to Area Education. A range of Partner agencies are involved in supporting pupils who have complex extended absence issues and they attend regular reviews with school staff.</i>	To monitor attendance more consistently by: • Sharing SEEMiS Business Intelligence data with Faculties and at Pupil Support Meetings • Continuing to follow the Highland Council Attendance procedures • Maintain and develop partner links to support improvements in attendance for interrupted learners • Using school newsletters to reinforce the importance of good attendance, raising awareness and promoting a positive

	attendance culture across the school.
Impact	
Procedures for reviewing pupil progress are working well and there are some strengths in the implementation of strategies to support improved outcomes for pupils. Colleagues developed their skills in coaching through training and undertaking coaching in school. Reviews of attendance are regular and resulting actions are supported by our links with agencies.	

School Priority 3: Ethos and Wellbeing	
School Improvement Plan Priority 3 (Priority 6 on Plockton 3-18 SIP): Next steps 2025-6: • 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 • Build on the S5/6 Induction days which were included to support a purposeful return to school for senior pupils. We are a Planet Youth Partner school 2025-26	
Summary of progress and impact	Next steps
We have two allocated staff members for Rights Respecting Schools and they have attended the RRSA Achieving Silver Award Training Course. Our Pupil Charities Group is now Charities and RRSA and we have updated displays around the school to reflect our Values and promote awareness of rights. Some changes to the End of Session Ceremony have been put in place. This has included more of the pupils and has also readjusted some of the programme roll-out to better reflect the needs of the pupils we have. The House system offered opportunities to celebrate success and we have increased and updated our display boards throughout the school to have a visual representation of what our pupils are achieving. New Senior Induction programme developed and running June 2026. Senior pupils had a meaningful return to school where expectations of the Senior Phase were clearly defined and opportunities for engaging and interesting tasks across the school were provided.	Mapping current practice against the RRSA Silver Award requirements. Staff training during inset days to continue raising awareness of RRSA and our responsibilities as a RRS. Continue to develop the End of Session Ceremony and how we celebrate success by consulting with the pupil body through the Rights Respecting Schools Group, Prefect Team, the Pupil Council and the Parent Council. Survey staff and pupils regarding the Induction Programme by end June 2026 and use findings to inform the programme for 2026/7.

We have worked with Planet Youth to survey our pupils and the results of the survey have been shared with teaching staff and the Parent Council. We have staff representation on the Planet Youth Community Support group and have agreed focus areas based on the survey results.	Use the survey results to support the development of our PSE programme and inform our Mobile Phone policy.
Impact	
Evidence of RRSA Bronze status and UNCRights of the Child visible around the school. Evidence of pupil achievement and celebrating success visible around the school. Increased engagement in House related activities. Key focus areas identified based on feedback from Planet Youth survey, with increased community engagement and support in identifying these, and strategies to support.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF funding has been used this session to support targeted numeracy interventions and enhance attendance and engagement. By focusing on wellbeing and capitalising on pupils' interests, these approaches have supported pupil engagement and participation in learning

The re-opening of the local pool allowed us to include a weekly PEF-funded swimming session for identified BGE pupils. Their attendance has improved on swimming day, suggesting inclusivity and engagement.

Health and wellbeing benchmarks have been met and have supported engagement with hygiene, diet and physical health.

Numeracy – Maths/Numeracy assessments for identified pupils and follow-up links between ASNT and departments have informed teachers' planning and delivery to support progress for pupils.

Embedding numeracy learning within practical activities has helped to motivate pupils and keep them engaged.

The delivery of photography (pupil specific engagement and attendance), outdoor learning and practical cookery have all encouraged pupil engagement and attendance at school.

Wider achievements

Coileanaidhean nas fharsainghe

2025/6 was our tenth year of delivering the Youth and Philanthropy Initiative (YPI) at Plockton High School. The winning teams travelled to the YPI Scotland National Celebration in June and were able to see that their support of charities and participation in YPI is part of a wider picture involving pupils and charities across Scotland.

The Plockton High School and National Centre of Excellence in Traditional Music FilmG entry, marking twenty-five years of the Music School, won the Heritage award at the FilmG awards night.

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Our Reading Schools Pupil Leadership group has been working hard towards our target of achieving Reading Schools accreditation with Book Trust Scotland. A representative from Book Trust Scotland visited in May 2026 and confirmed that we are making good progress.

Senior pupils in our Gaelic Social Enterprise group 'Muir' have had a very successful year with strong sales of a range of tote bags and cards featuring Gaelic expressions and lyrics to promote and celebrate their language and culture.

We continue to participate in Seachdain na Gàidhlig (World Gaelic Week) with 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.

The Local Mòd, Mòd Loch Aillse 2025, returned in October after an absence of some years. The event took place in the school with many of our pupils taking part in competitions and achieving success.

Pupils who are members of the Lochalsh Junior Pipe Band have continued to impress by taking part in school and community events locally, including the Remembrance Commemoration, and piping in The Waverley steamship on her annual visit to the area.

Pipers and drummers also play and compete with the High Life Highland Youth Pipe Band which includes musicians from across Highland. They enjoyed a very successful trip to Belgium in September and achieved first place in their category at the Scottish Schools Pipe Band Championships in March.

Our Active Schools Co-ordinator continues to support pupils in our Associated primary schools and provide leadership opportunities for Plockton High School pupils.

A group of senior pupils are undertaking a volunteering trip abroad to Uganda this summer with the charity Abaana. They have been working with the COOL Scotland youth worker to raise awareness and funds for this important initiative.

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Comments from learners, families, stakeholders and staff

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

Paraphrased comment from Assessment is for Learning survey

'Teachers talk in lessons about what we have done well and what we need to do to improve, and write comments on work. This helps me to learn.'

Rights Respecting Schools Survey

'The school informs us of the rights we have.'

'The school does well in allowing students their freedom in expressing themselves and bringing the best out of the student.'

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:

QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement/Securing children's progress	Satisfactory
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

1. Self-Evaluation (Plockton High School)	HGIOS4: 1.1 Self-Evaluation for Self-	The priorities for 2025-6 were to:
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	Improvement, 1.2 Leadership of Learning, 2.3 Learning, Teaching and Assessment	(i) embed our teaching toolkit as a working resource with all teaching staff (ii) involve pupils in evaluating their learning experiences. The review at the end of the session identified that, although some progress has been made with both these priorities, a clear approach to monitoring and support is required to embed the toolkit. This approach forms the basis of the 2026-7 SIP Priority.
2. Rights Respecting Schools (Plockton High School)	HGIOS4: 1.3 Leadership of Change, 3.1 Ensuring Wellbeing, Equality and Inclusion	Children and young people will demonstrate an increased understanding of the United Nations Convention on the Rights of the Child (UNCRC) and its relevance within school and wider society.
3. Raising Attainment (Plockton High School)	HGIOS4: 3.2 Raising attainment and achievement	• Consistency in tracking progress and linking with parents and carers • A coaching culture in school which supports engagement of senior pupils • Consistent monitoring of attendance • Engagement with the Curriculum Improvement Cycle • Engagement with the Circle Framework to support Inclusion

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: <https://plocktonhighschool.wixsite.com/amploc> or by contacting the school office.

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