2024/25

Striving for Excellence

READY, RESPONSIBLE, RESPECTFUL, RESILIENT

Tony Breen (Portree High School)

READY, RESPONSIBLE, RESPECTFUL, RESILIENT

Portree High School is a school with a roll of 500 pupils and 40 teaching staff. It serves Skye and Raasay (with the exception of Kyleakin Primary pupils) and has 11 Associate Primaries - Portree, Bun-sgoil Phort-righ, Broadford, Sleat, Raasay, Carbost, MacDiarmid, Staffin, Kilmuir, Edinbane and Dunvegan (Elgol, Struan and Knockbreck are currently mothballed due to low pupil number). We also have a school residence with 38 pupils. The headteacher is supported by 2 Depute Head Teachers and 7 curriculum principal teacher(s) and 4 principal teachers Pupil support/Support for learning.

We have a House system with one House for our Gaelic Medium pupils. Our Gaelic ethos is strong. We celebrate the rich linguistic heritage of the area by providing education through the medium of Gaelic for fluent speakers and Gaelic classes for learners. Our provision in Gaelic and Gaelic Medium Education remains one of our key duties to our pupils and is a priority which has parity with English Medium Education. Pupils have a great pride in their school, and we celebrate success at every opportunity. As the only secondary school on Skye, we welcome pupils from all parts of the island, and we are fully inclusive, including a significant number with additional support needs.

We have very strong links throughout the community. They support us to provide a range of activities to enhance pupils' learning experiences. Portree High School is a Public Private Partnership (PPP) Community School sharing facilities such as our swimming pool, library and sports facilities with the local community. Both through the school and the local community, our pupils can take advantage of a wide range of activities and leadership opportunities.

As part of the school, we have an Enhanced Provision facility, for learners with complex learning needs, run by our Support for Learning Department. This year we were able to appoint one full-time teacher to run this group, who is supported by 7 PSAs. At the moment, the numbers of EP pupils are increasing, so there will be a bigger demand on resources in the forthcoming year.

Overall, attainment across the school in literacy and English is very good; attainment across the school in 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 of our children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

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Data relating to our context: census point last September (from parentzone), or from today.

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
489 (April 2025)	88.6%	10	41.6

S1numbers	S2numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
96	95	93	101	57	47

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
0%	12%	24.6%	12.37%	0%	18%

Overall ASN	Free School Meal	EAL	Glossary:
39%	5%	1.8%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

Attainment

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

Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3
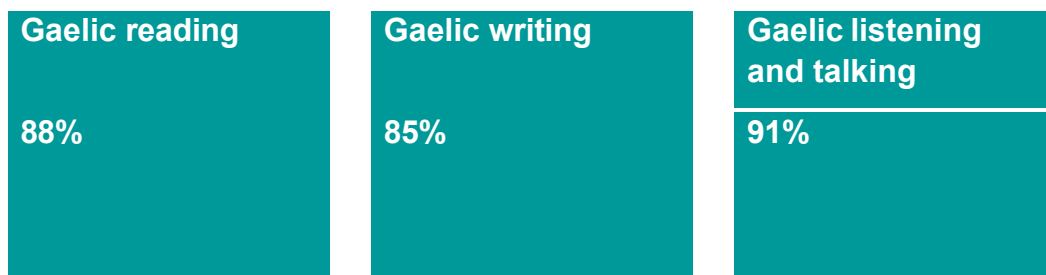
Reading	Writing	Listening and talking	Numeracy
92%	91.2%	91	65%

Level 4

Reading	Writing	Listening and talking	Numeracy
21%	16%	22%	21%

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Gaelic Medium 2023/2024 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3 –
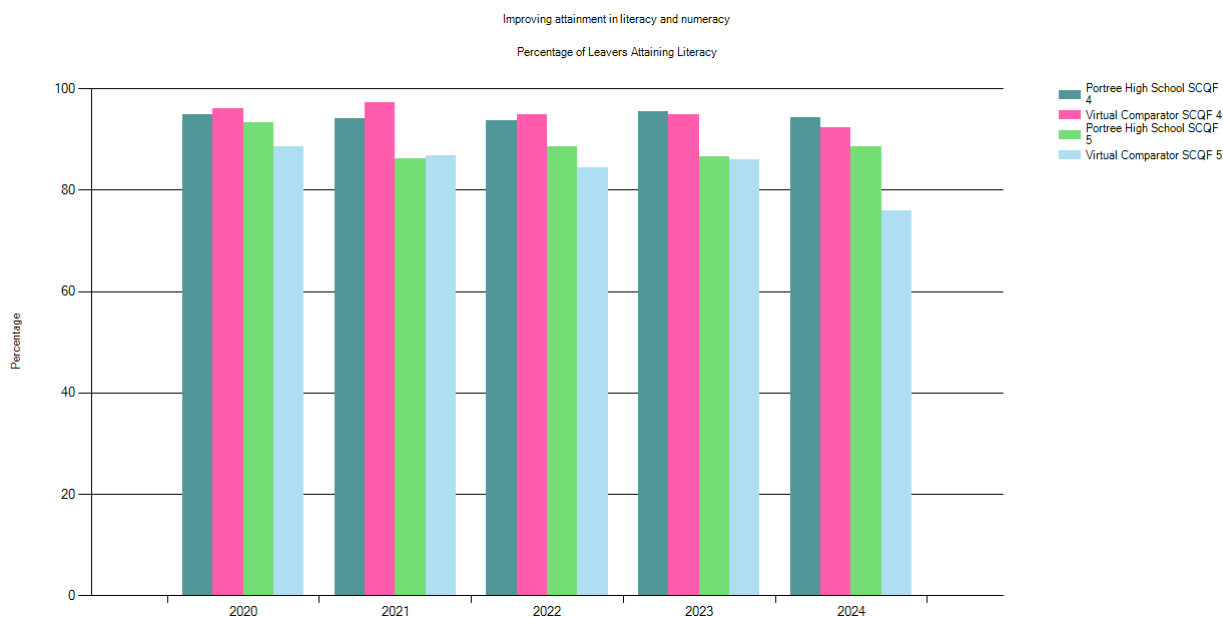
Level 3

Gaelic reading	Gaelic writing	Gaelic listening and talking
88%	85%	91%

Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
3%	3%	3%

Senior Phase

Literacy at Level 4/5/6 above our Virtual comparator school
Numeracy at Level 4, 5 and 6 above or equivalent to our Virtual comparator school in S4/5/6
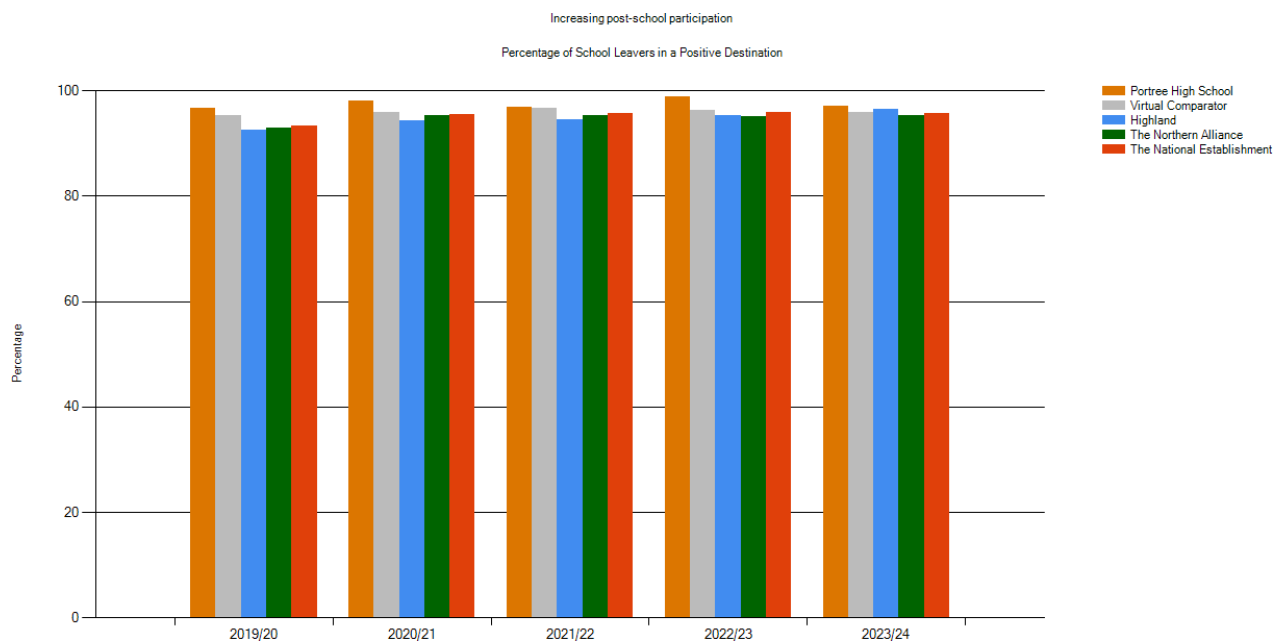
Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy

Legend:
- Portree High School SCQF 4
- Virtual Comparator SCQF 4
- Portree High School SCQF 5
- Virtual Comparator SCQF 5

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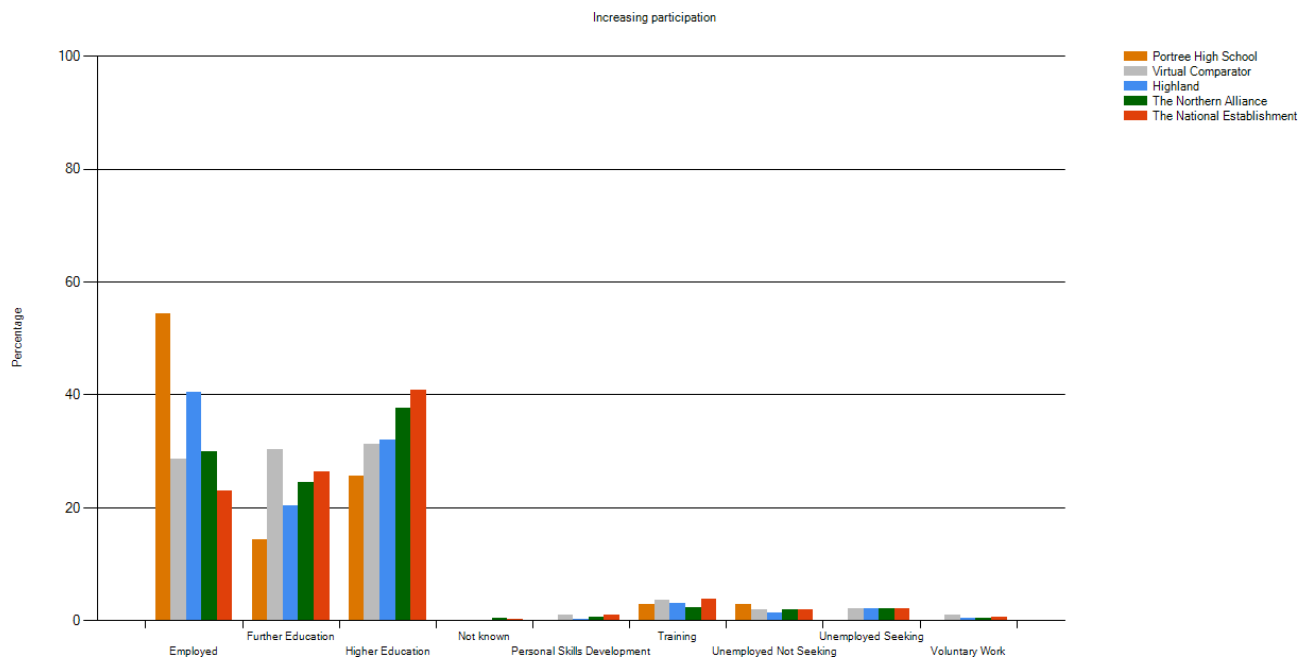
Percentage of Leavers Attaining Numeracy

Destinations of School Leavers

Virtually all our young people go onto positive destinations, with 55% going into employment and training, 14% into Further Education and 27% into Higher Education.

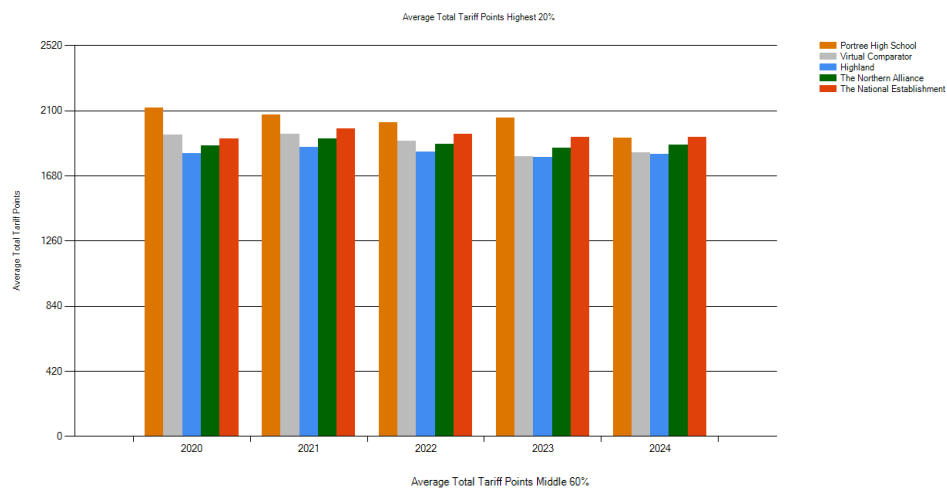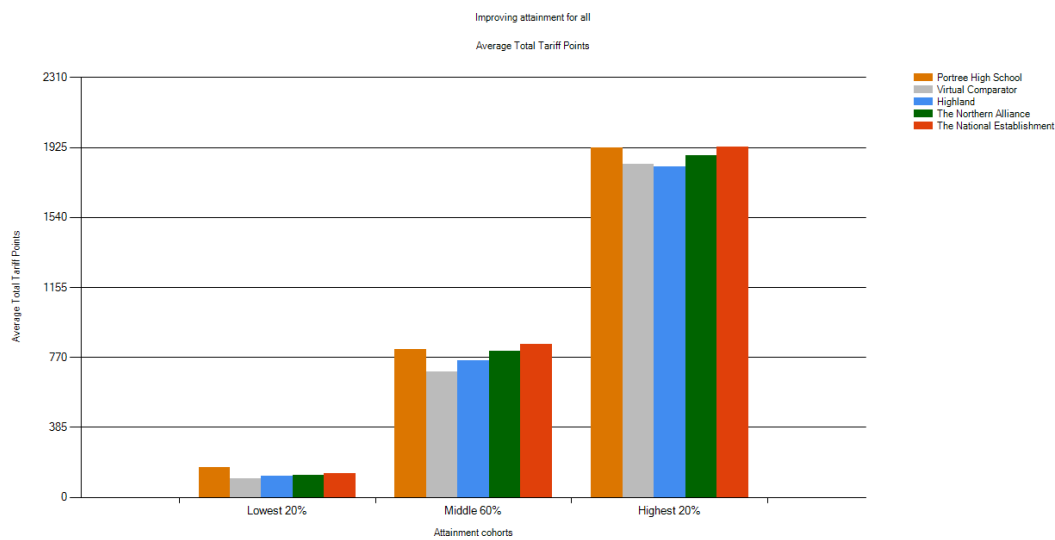Many of our young people opt to take a gap year, before moving onto Higher/Further Education.

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

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Increasing participation

Cohorts

Attainment for our middle 60 % and highest 20% consistently above our Comparator schools.

Improving attainment for all

Average Total Tariff Points

Average Total Tariff Points Highest 20%

Average Total Tariff Points Middle 60%

School vision, values and aims
Lèirsinn, luachan agus amasan na sgoile

Our vision is to strive for excellence and to empower our young people to succeed in learning, life and work.

Values

We place our values of Ready, Responsible, Respectful & Resilient at the core of the school life, and work with our staff, pupils and community partners to ensure that these are embedded in our activities.

Aims

- To enable our young people to be confident individuals, successful learners, responsible citizens and effective contributors
- To celebrate the distinctive culture of our island community and to value and promote the Gaelic language
- To foster an excellent relationship between the school and the wider community
- To ensure that our young people aspire to reach positive destinations by responding to the changing needs of society, including developing our young workforce and learning for sustainability
- To promote health and well-being ensuring our young people are safe, healthy, achieving, nurtured, active, respected, responsible, and included
- To promote high quality learning and teaching, striving to raise levels of attainment and achievement for all
- Working in collaboration with parents, the Residence staff and our partners to promote excellence

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 Plan Priority 1 *Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs*	
Summary of impact	Next steps
✓ 40 staff members noted an improvement in the engagement of young people following Teaching Sprints work. ✓ Staff able to share good practice, recorded in Shared folder, for other staff to use to enhance their practice. ✓ An increase in pupil engagement with active learning in a range of learning activities, noted through classroom observations and pupil voice. ✓ Improved learner and staff engagement with school values in staff-pupil dialogue.	Further embedding of Active learning in classroom activities Peer observations of staff to enable sharing of good practice to be embedded in next session.

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✓ Use of Lexia and My Maths workout has increased in current S1 course as part of homework tasks. ✓ Development of new courses in Criminology, Fashion & Textiles and Rural Skills, enabling a number of young people to engage in a greater range of non-traditional work courses. ✓ Support for non-attenders to achieve a range of SCQF Level 3/4/5 qualifications through MFMS, College courses and rural skills allowed young people to gainadditional qualifications ✓ Supported study provided for each subject to maximise time for young people to gain exam practice, taken up by approximately 100 individuals.	Coaching opportunities to support developing staff pedagogy. Development of Rural skills course and support of non-attenders through ASN Teacher Continued development of rural skill course as in the first year of development. Introduction of a N4 People and Culture Award.

School Improvement Plan Priority 2 *To improve the culture of respect – further development of pupil voice in classes, in school, in community*	
Summary of impact	Next steps
✓ School values are known by all pupils. 4Rs of PHS are placed at the centre of Staff/pupil interactions and restorative conversations. ✓ Rights Respecting articles becoming embedded in all Tutor time classes and in most Social Subjects classes, as evidenced in lesson visits throughout the year. Pupil-led Steering Group designing curricular content for tutor time and other curricular areas. ✓ 75% of our Young people surveyed reported that RRS Articles have helped them develop their understanding of wider issues. ✓ Introduction of Equally safe at school program during tutor time, including the development of a steering group. Outside speakers on "lad culture" for S2/3 pupils reported to be a positive factor in reflecting on behaviour. ✓ Weekly engagement of 8 of our young people in allotment project, leading to increased attendance and engagement for 6 of the young people. ✓ Increased attendance in our Senior phase parental engagement evening to review their child's senior options. S3 Parent information evening allowed parents to engage with the SCQF framework and develop better understanding of progression into the senior phase. ✓ Engagement with Columba 1400 leadership academy for 14 S3 pupils lead to the receiving a Young Leaders certification. ✓ School positive relationship strategy evident in school Management system, with clear routine of procedure established. Development of Praise and Concern management, allowing pupils to receive Aim Skye High Awards for following 4Rs of PHS. Pupils know the strategy and how it works. ✓ An increase in Gaelic-immersive events for both GM & EM pupils in the junior school lead to more engagement of the Gaelic culture. 2 new traditional music groups in performing in the school, ana a trip to N Ireland took place in October 24. ✓ 24 S2 pupils achieving an SCQF level 5 award in Leadership, through participation at Loch Eil Outward bound.	Further improvements required to ensure that the UNCRC become embedded in all subjects. Further development of a culture of respect in ALL pupils at all years. To work with all staff, young people and partners on the "equally safe at schools" programme to look at appropriate language and respect for all. Development of a reporting system for pupils to report any misogynistic behaviour. Increase voluntary opportunities in breakfast club, to enable senior pupils to gain an SQA Leadership qualification.

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✓ Successful breakfast club is organised by the Youth Development officer with support from some staff. This is now also supported by some of our Young people on a voluntary basis. ✓ Leadership opportunities for those lower in the school, such as school ambassadors, which allow young people to demonstrate respect for those around them. ✓ Pupil voice indicated the need to provide more leadership opportunities for students in Senior phase, and the introduction of S5 prefects were made in June 2024. ✓ Improved support in school by S6 prefects, serving as models of good behaviour for those in junior school wishing to aspire. ✓ Review of school mobile phone policy completed, after consultation with young people and carers, and new policy successfully introduced. Pupils are positive about this, and the level of disruption due to use of mobile phones in the class has dramatically reduced. 80% of the school reported that they understand the need for the policy and that they have significantly reduced their phone us in school time, with 69% agreeing that students need a break from phone use in school. Whilst only 40% agreed that there was a reduction in online bullying, Guidance staff are reporting significantly reduced numbers of students speaking to them about online bullying behaviour.	Continue to monitor and refresh new version of Mobile phone policy

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Progress and impact of Pupil Equity Fund
Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund (PEF) of £26000 has played a crucial role in supporting numeracy interventions across different year groups. By providing targeted assistance, PEF has helped students consolidate their mathematical understanding, improve confidence, and catch up on missed content.

Intervention Overview

Numeracy interventions were implemented across multiple year groups, focusing on small-group sessions, homework support, and catch-up programs. The interventions were designed to address gaps in learning and provide students with additional support outside regular classroom instruction.

S1 (First Year)

- **Number of students:** 9
- **Intervention:** Weekly small-group sessions (groups of 2, 3, or 4) over 7 weeks.
- **Impact:** Students provided positive feedback, expressing enjoyment of the sessions. The intervention helped consolidate their knowledge and strategies.

S2 (Second Year)

- **Number of students:** 12
- **Intervention:** Weekly small-group sessions (groups of 2, 3, or 4) over 7 weeks.
- **Impact:** Increased confidence among students. The small-group setting allowed them to ask questions and reinforce their understanding of classroom material.

S3 (Third Year)

- **Number of students:** 5
- **Intervention:** Weekly small-group sessions (groups of 2 or 3) over 7 weeks.
- **Additional Support:** Homework assistance and catch-up sessions.
- **Impact:** Provided essential support for students struggling with numeracy concepts, ensuring they remained engaged with their coursework.

S4 (Fourth Year)

- **Number of students:** 33 (priority focus during Jan/Feb)
- **Intervention:** Support provided during timetabled S4 maths lessons, enabling teachers to run an extra classroom focused on re-engaging students who had missed content due to attendance issues.
- **Additional Support:** Catch-up space outside regular maths lessons (accessible during PE/RE sessions). Tutor time was available as a drop-in option, though it was less utilized than structured lesson-time interventions.
- **Impact:**
  - **National 3 Achievements:** 13 students.
  - **National 4 Numeracy Achievements:** 11 students (potentially 13 if pending assessments are successful).
  - **Completion of All National 4 Units:** 4 students (potentially 8 if pending assessments are successful).
  - **Target National 5:** 9 students.

Conclusion

The PEF-funded numeracy interventions have significantly contributed to student progress across multiple year groups. Small-group sessions have fostered confidence and understanding, while targeted support for S4 students has helped them catch up on missed content and achieve key qualifications. The structured approach to intervention has ensured that students receive the necessary support to improve their numeracy skills, ultimately enhancing their academic outcomes.

Wider achievements
Coileanaidhean nas fharsainge

20 Young people completed D of E Bronze award
24 Young people completed Outward bound SCQF level 5 in Leadership

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13 groups actively participated in the Youth Philanthropy Initiative, resulting in a £3000 donation for Alzheimer Scotland. Our teams also fundraised for an additional 12 local charities, who benefited from over £1000. This is the 10th year of taking part, thus over £30000 raised for local charities in the last decade.

Further charity initiatives, such as fundraising for our Partner school in Zambia and completing over 1200 boxes for Blythswood shoebox appeal.

30 of our young people attended a drama excursion to London in June 2024, and another 37 young people achieved a Snowsports qualification at the Aosta Valley Trip, Dec 2025. 9 of our young people were part of a USA Shinty Camp in summer 2024.

2 of our S6 took part in the lessons from Auschwitz visit, then took assemblies and classroom presentations as part of Holocaust week.

Our GM debating team were champions in the National schools Gaelic debate at the Scottish parliament.

We have had successful performance and drama evenings in the local theatre in February 2025.

The development of our Allotment projects in Portree and Broadford have been progressing well, allowing us to develop and run a successful SQA Rural Skills course for the first time. 10 of our young people were also involved in the "My Future My Success" programme, achieving a range of Level 4 qualifications in Employability and enterprise. Our Youth Development officer has supported 116 different awards this session, from Saltire awards, Youth achievement, Dynamic Youth, NPLQ, Fireskills, and Leadership awards.

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

Parental comments from Survey (APRIL 2024):

"I am delighted with the level of support my son receives in PHS and with the school as a whole. His teachers all encourage him to do his best and I find all staff approachable and supportive. I feel the school has strong community links and appreciate all that you do for my son"

"I am very happy with how my child is getting on at school and with her teachers."

"I think the school is a very pleasant, encouraging and nurturing environment."

"My daughter has had an extremely positive last two years of learning at Portree. She has some wonderfully enthusiastic female teachers who have really encouraged the best out of her particularly in English lit and creative arts. I want to emphasise that my daughter has thrived in Portree High and I am very appreciative to the individual teachers who have shown a genuine interest and understanding of her strengths and weaknesses etc."

"Our daughter has had a very positive first year at PHS and we feel she is thriving."

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"I would like to say how fantastic the Gaelic ethos is in the school as a whole. Suas leis a' Ghàidhlig agus mòran taing airson ur cuid saothair."

"The staff have been really empathetic and supportive, and her father and I both feel very empowered to seek out more support for her when we feel she needs it."

- 60% of our parents agree / strongly agree that their child receives the support to do well. 25% are neutral.
- 67% of our parents agree/ strongly agree that their child is making good progress. 23% are neutral.
- 57% of our parents agree / strongly agree that they are satisfied with the quality of learning.

PUPIL COMMENTS FROM SURVEY: *What is working well in the school?*
"Everyone is treated equally"
"Teachers are helpful, Most pupils are well behaved"
"Extra help is almost always available. Pupils are given loads of opportunities to do events in school."
"Good teacher communication"
"Lots of education opportunities are advertised on daily information, which provides choice for students"
"I feel that teaching methods are working well and there is plenty of support available for pupils when needed."
"Plenty of support given by teachers"
"Making sure everyone knows there rights"
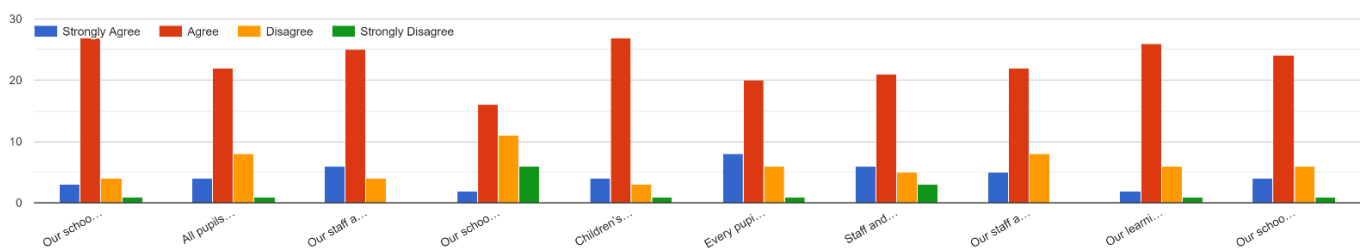"Teachers giving us advice"
"Good opportunity to learn"
"The teachers usually give equal treatment to all the students and everyone is given equal opportunities to learn"
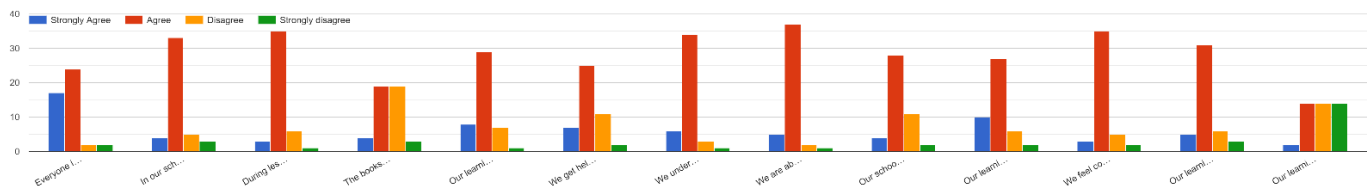"How different age groups interact with each other."
"Many students demonstrate the school's values and set a good example through their actions"

Our Relationships

Our Learning and Teaching

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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: Back it up. Have evidence. Digital evidence for each QI

	2023-2024
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

Add here Cut and paste from SIP

Improvement Priority Title
1.   Quality of Learning, teaching and assessment- Continuing to improve learning and teaching to ensure all young people experience consistently high-quality experiences which meet their needs
2.   Developing a culture of respect across the school, community and world- To improve the culture of respect – further development of pupil voice in classes, in school, in community
3.   Raising attainment and achievement across the curriculum Continue to improve the attainment for all, including those in the lowest SIMD and   lowest attaining 30% of our pupils
GAELIC MEDIUM EDUCATION PRIORITIES -to immerse pupils in Gàidhlig to the greatest degree possible throughout their learning by developing and enhancing the Gàidhlig provision in our school.

Planning ahead
A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office

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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 VISION The 4Rs of PHS are embodied through lessons and extracurricular activities- All students can give examples of what the 4Rs mean both in school and their community Our pupils are welcomed to the school each day and the majority our staff have developed a climate for learning where they model the 4Rs of PHS themselves. Our Prefect and Senior prefect team make active contributions to building this vision, by engaging in duties as part of the school day, developing their own leadership skills and in sharing of feedback through regular meetings with SLT.	Pupil Surveys and conversations with pupils in Pupil council. The majority of pupils report that they understand why 4Rs are required and how they demonstrate the 4Rs Learning walks by SLT/ELT, Class observations Focus groups by HT Senior prefect meeting minutes Parent survey and Parent council:	Working on Equally safe at school with the BGE in tutor time and PSE to highlight issues identified by staff and pupils with regards to name-calling/misogynistic talk out of school Continue to develop a culture of respect by providing staff CPD to support them in delivering lessons that support our young people. We wish to try to reduce the number of perceived bullying incidents. (As recorded on SEEMIS) We need to raise the profile of Pupil Council to develop a regular timetabled	Satisfactory

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RRSA embedded into weekly tutor time activities ensure that most of our young people are aware of a number of issues that affect the wider world	66% of parents report that the school encourages YP to treat others with respect	meeting to enable greater opportunities for pupils to give feedback to the SLT.	
Collegiate activity times where staff members contribute and reflect on the SIP	School council meeting minutes		
School council meeting to reflect on how our vision is shared, with pupils contributing to developing the vision	Meeting notes with Columba 1400 partnership (planning for leadership academy to support our young people who are not engaged)		
Working with partners to ensure that our vision is also clear and reflected in the work they do (HLH, SDS, DYW, NHS, Columba 1400)			
Theme 2: Strategic Planning for continuous improvement Self-Evaluation Calander in place for 24-25 to support staff in planning their time and maximise opportunities to improve practice. Support for staff improvement, through strategies to support individuals- mentoring/peer lesson observation/ reciprocal school visits/coaching conversations.	Staff Bulletin each week to highlight agenda items/Collegiate activities/Working groups, etc. Learning walks by SLT/ELT, Class observations Feedback from Staff Focus groups with DHT	Termly calendar with all dates on one page (parents evenings/Collegiate activities/HGIOS 4 SIP Priorities for the week) to provide more clarity for staff. An increase in recording of learning walks, highlighting examples of active learning; sharing with colleagues. An increase in pupil engagement during classes, as recorded by staff and pupils.	

Development of Teaching sprints for teachers to improve quality of T& L in the classroom. All teachers involved and work in groups to ensure opportunities in classrooms to practice different strategies and gain feedback from colleagues. Pupils have reported that their learning is varied with different styles of teaching to support them. The use of mobile phones is affecting relationships in our school, and by strengthening our policy, we want to improve our outcomes for pupils so that the remain safe Need identified for supporting pupils in BGE with appropriate use of language/being respectful to each other. Development of RRS lesson planning in classes. Support in Numeracy through mymaths/maths ninjas to improve numeracy engagement in the BGE.	Senior prefect meeting minutes Pupil Surveys and conversations with pupils in Pupil council. Parent survey and Parent council: Unanimous support within parent council and over 65% of parents would prefer no phones out over the school day. 80% of pupils agreeing that a reduction in school mobile phone policy has been beneficial to learning. Staff engaged through RRSA via tutor time, Collegiate session, shared with parents at information evening and with all pupils at start of session.	Parental survey to look at positive increases in learning in the class. Consistency in roll out of mobile phone policy by all staff. Working in PSE/Tutor time to support our young people to identify the risks and issues with inappropriate mobile phone usage. Collegiate activity session identified for all staff next session to help staff embed RRSA in their day to day learning plans (sharing good practice from Social subjects)	
Theme 3: Implementing improvement and change Working with staff to be a school with good levels of support at all level, from classroom teacher, PT and SLT. Development of CPD which allows staff to be aware of strategies to work with our pupils who have ACES (trauma informed practice, nurture techniques, inclusive practice for ASN pupils. A small but significant number of our pupils each year are school refusers, often reduced attendance by S4, so we have been banking units in S3.	CPD has been provided for all staff in trauma informed practice to support staff in dealing with complex behavioural needs. Number of pupils in the lowest 20% who are achieving a qualification in numeracy/literacy in the senior phase is	Continue to provide CPD opportunities for all, specifically on supporting teachers engage in Equally safe in school resources. Other departments across the school are encouraged to use this policy to enable our young people to achieve a range of qualifications.	

Ongoing process in Rights Respecting School strategy, with more lessons able to link their themes to one of the UNCRC. Not all staff have been able to identify these within lessons.	improving following implementation of banking units in S3. RRS represented in tutor time and in Social subjects, with pupils being able to talk about some of the UNCRCs.	Further embed the RRS in the curriculum, particularly in BGE, with Wider achievement classes looking at some of the issues. "Equally safe at School" identified as a suitable resource to supplement the RRS, with staff to have CPD on resources available.	

QI 2.3 Learning, teaching and assessment FAB

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 Range of courses available that allow learners of all abilities to be engaged. New courses in Criminology (12 S5/6 opted for this) Level 4 social subjects (introduction in 24/25, with 11 pupils) ,Textiles (8 pupils opted for this), Practical metal work 18 pupils opted), Photography NPA (7 pupils), Engagement with partners- UHI Northwest- to allow a number of our pupils opportunities in a range of alternative curricular options (28 current S4 pupils)	Pupils voice/uptake/engagement reported by teachers. Pupil tracking data in Sept/Feb show engagement in learning. Weekly DM and Praise and Concern notes. Partnership engagement spreadsheet Liaison meeting with UHI West Highland	Development of Textiles into senior Phase and introduction of RMPS N5- look to see improvement in numbers opting for subjects. Further Development of Tracking system to enable Pupils to recognise their strengths in learning. Development of opportunities for pupils to provide effective feedback to	Satisfactory

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Positive relationships: in most classes, there is a climate where pupils are engaged in contributing to classroom discussion/questioning. Often, the balance of those answering questions is skewed to a handful. Aifl Strategies seen in questioning and feedback in around half of lessons observed.	Pupil survey/ Lesson Observations and learning walks.	individual departments, to enable improvements in L&T.	
Clear expectation of staff to use LI and SC to be used in lessons, but evidenced in around half of lessons observed. Where seen, the pupils are clear in their expectations for each lesson with an understanding of what they need to do to be successful.	Lesson Observations/learning walks. Questioning of pupils during observations. Pupil Council discussion. Pupil survey	Further development of learning walks Peer observation for staff to see examples of good practice.	
Use of Digital technology is evidenced in a range of lessons and is relevant and useful in learning. Homework on google classroom in the majority of classrooms allow pupils to access homework and for parents to monitor.	Google classroom engagement, parental surveys,	Teaching sprints to continue next session to support teachers to see and measure improvements in AiFl strategies.	
	Pupils do annual reflective tasks in PSE and with Guidance staff when making new course options. They are able to make informed decisions (with support) based on their engagement, success, progress and enjoyment of subjects.	Homework to also be written in planners so parents are better able to support their children. Digital skills in S1/2 to be included as part of Wider achievement to upskill our young people in use of Chromebook and office applications.	
Theme 2: Quality of teaching	Learning Walks Lesson observations by PT/SLT	In some cases, evidence shows that pupils are not always active and are	

Examples of Good Learning and Teaching environments recognised by pupils.	Peer observation by colleagues	learning through passive means in some classes.	
Pupils are engaged in their learning in almost all of their classes.	Feedback from parents and pupils	Development of Collegiate activities to support active learning in the classroom.	
Pupils are provided opportunities to be active in the classroom in many lessons. In too many lessons, pupils are too passive, with teacher-led activities from the front.	HMIE maths visit feedback.	Continuation of teaching sprints through DMs to support ongoing staff development.	
Lesson notes/information shared on Google classroom to help support pupils learning.	Google classroom viewing to identify opportunities for learning.	Development of opportunities for pupils to provide effective feedback to individual departments, to enable improvements in L&T.	
Assessment opportunities allow candidates to show success in all subjects.	DM Minutes/Praise and Concerns Prelim analysis		
Staff are able to use questioning effectively in some lessons, but a number of teachers noted in using closed questions in lessons.	Learning Walks/classroom observations	Use of "what is a good lesson" for teaching staff to ensure that LI and SC are used and revisited throughout the lesson to ensure pupils are active, engaged and aware of the expectations in learning through each lesson.	
Examples of questioning used in checking for understanding in a number of lessons.			
		WTA for 25-26 will include more CPD meets for staff which are directly linked to SIP.	
Learning Intentions (LI) and success criteria (SC) are provided at start of lessons in over half of lessons and in a some lessons where LI and SC are used throughout the lesson to check for understanding and therefore provide effective feedback. In questioning, most pupils were clear in what they were meant to be learning from their lessons.	Learning Walks/classroom observations/ pupil conversations		

Theme 3: Effective use of assessment Use of regular assessment opportunities in many specific subjects (Block tests in maths and Science) Assessment in English/Languages and social subjects through classwork, with opportunities provided for effective feedback Senior phase use of End of unit Assessments used in some subjects, but often at similar times of year (eg, Maths and sciences always last week of term). Pupils report over assessments on these particular weeks. Most departments have a good understanding of what the benchmarks are and based their assessment for BGE against these. Pupil progress in BGE recorded on SEEMIS Progress and Achievement. Pupils are given opportunity to be presented for levels in the senior phase based on progress and advice given to parents and pupils early on in which level is suited to the individual. Letters send out with recommendations at start of each term, with level recommendations after prelim results. Most departments complete moderation activities as part of their department planning/meetings. Cross-section approach used to sample pupils work.	Department minutes/praise and concern notes/ moderation within faculties Pupil survey/ pupil council Tracking data updated regularly to reflect assessment opportunities (department spreadsheets and whole school tracking data) SEEMIS P&A/T&M discussions in DMs Parental letters attached onto SEEMIS records. DMs/moderation forms/SQA moderation for specific subject.	Calander used within school to identify times of assessment, to try to balance timings for students, particularly in the Senior Phase. Pupils could be made more aware of the benchmarks they are working on in classes and also the level they are working towards at more regular intervals during the session. Some departments need to make better use of pre-verified assessments on SQA	

Moderation activities between schools of single subjects also completed yearly (eg, Drama).	Verification selections by SQA have demonstrated a robust IV approach in school.	Secure when assessing pupils. Humanities this year will be looking to have their units verified by SQA to share on Secure site and for quality assurance purposes.	
Theme 4: Planning, Tracking and Monitoring

Tracking and monitoring system used in school with opportunities for pupils to reflect on their learning.

Reporting to all parents and carers twice (Nov and March) for senior phase and parents evening.

Each department has their own internal data recording system for pupils, with praise and concerns recorded fortnightly and shared with guidance staff for contacting home when required.

Letters sent to parents of those at risk of underachievement (October, December, February).

Improvement in self-evaluation calendar with clear dates for staff to complete tracking and monitoring. Interventions put in place for those not performing (S5/6 mentor programme and Pupil support conversations) | Tracking data updated regularly to reflect assessment opportunities (department spreadsheets and whole school tracking data) | New Tracking sheets included in this years planner, with allocated times to set targets then reflect on tracking throughout the year.

Praise and Concern development linked to improved awareness of those not on target to achieve. Conversations with pupils to identify issues and support required to help them succeed. | |
| **QI 3.1 Ensuring wellbeing, equality and inclusion JMAC** | | | |
| **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			
Pupil Survey:		Focus on building more robust, transparent	
1. Pupils feel their rights are important in the school and that they contribute to shaping the vision, values and aims of the school.	66% of pupils surveyed Agreed.	restorative practice throughout the school	
2. Stakeholder promote a climate where children and young people feel safe and secure	61% of pupils surveyed Agreed	to ensure pupil feel school deals effectively with negative behaviours so that relationships can be restored and remain positive.	
Nurture Updates:		We are continuing on the journey of being a Rights Respecting School and hope to further increase our positive and inclusive culture at all levels. We hope to achieve a silver award by the end of 2024.	Satisfactory
28 pupils engaging in Nurture and progress monitored by Boxall Profiles.	Measuring impact through Boxall Profiles and monthly mentoring updates.	Look at establishing a drop in facility in mornings for Nurture.	
School counsellors:		School nurse had set up a drop in facility at break and lunchtime one day a week, however, due to absence this will be	
Uptake is consistently growing as they have worked with 33 pupils from Jan to May 2025. There are 5 on the waiting list. We now have a third part time counsellor, working exclusively with post-16 pupils.	Increasing number of referrals. New forms make it easier for self-referral or via guidance staff.	Continue to work with School counsellors to improve system when pupils are absent so that they can work through their waiting list.	

Theme 2: Fulfilment of statutory duties New EP pupil transitioned in Aug 23 with CSP	Transition from 1 morning to 4 mornings.	This pupil's transition has been used as a model by another local school who have visited to see how this has been done for our EP pupil.	
Attendance highlighted for all the school through Assemblies, Pupil Notices, Aim High Skye competition with a focus on attendance and merits.	Regular attendance figures allows staff to track lower attendance and involve parents in promoting attendance.		
Followed the Highland Council Attendance Protocol with 4 Pupils.	Met with parents and pupils and created plan but pupils didn't engage.	Continue to work with partners and Education managers on how to progress this when at stage 6. Continue to look at partnerships with the school to help create a positive learning experience for all.	
We support our young people who, for a variety of reasons, need a more flexible timetable, and work with our partners to ensure adequate support is available.	We have a number of pupils who have struggled to attend school due to MHWB needs and have worked with them to create flexible learning plans and adapted time tables along with adivce from partners through Solution focused meetings.	Build in DYW input to the planning meetings with SDS as this has not been	

Partnership working with Skills Development Scotland (SDS) also ensures our young people secure a positive destination on leaving school.	Small group tutorials and HTS working for those who are school refusers.	as effective as possible due to working hours.	
	Excellent links with MFMS this year resulted in 11 young people at risk of not attaining qualifications gaining an SQA Employability award/units.		
	SDS Advisor attends monthly Pupil support Meetings but also meets monthly with Pupil support DHT who shares 16+ data to better inform all parties of pupils at risk of not achieving a positive destination.		
Theme 3: Inclusion and equality EP pupils participating in Mainstream classes with Peers and achieving.	4 EP Pupils achieved N2/3s in a range of subjects and key skills. ASN pupils are achieving in-line with other pupils in S4 but broadly have lower tariff points in S5. 2 EP pupils have participated in Photography NPA. Pupils participated in College day with virtual tutorials from three tutors who focused on Employability. From the 9 pupils that began this course 7 remained engaged and are now in employments	SFL department have created a tracker to improve qualifications/awards for EP pupils by formally recognising wider achievement by tracking; Independent Living skills, Info & Communication technologies, Social subjects, Music, Number skills, Performance Arts, practical craft skills, RME, Science & the environment.	

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My future My success Pupils achieving employability Award and positive destinations. MFMS co-ordinator employed to work with S1 small group of boys with ADHD, ASD to improve social skills and emotional regulation.	116 different awards have been completed through work with our Youth development team; 62 Saltire Awards , 15 leadership awards, 12 DYA , 19 Bronze YAA, 2 Silver YAA, 12 NPLQ L3, 8 Fireskills L4 awards	MFMS co-ordinator and school evaluated success of the Tuesday college day and will be changing it to a mix of social enterprise/work experience/employability award. Depending on funding(PEF) if we have capacity to continue this project.	

QI 3.2 Raising attainment and achievement TB			
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 As a school, we try to ensure that all pupils achieve a numeracy award at the end of S4. Initiate banking of units in S3 for those we feel may struggle. PEF funding used for Numeracy support (PSA and Part time teacher) Literacy support in English ensures that good progression is made in BGE and Senior phase, in allowing almost all of our learners to achieve a Literacy	3 /12 pupils targeted achieved Level 3 Numeracy 9/12 targeted achieved N4 numeracy 3 non-attenders achieved a L3 numeracy unit (banked at start of year) • 9 S1 students received small group Numeracy intervention. Max group size of 4. • 1 S1 student received 1:1 Numeracy intervention • 1 student received online tuition • 4 S3 students benefited from support on a 1:1 or 2:1 basis.	Continuation of PSA support in Maths to target those identified to ensure a positive outcome in Numeracy in S4. Lexia support for a further 2 years. Dyslexia support within English department to be developed and enhanced.	Good

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award. N4/5 levels at the end of S4 above our VC levels. Provision of ASN support in literacy through one to one and small group tutorials. Lexia provided in S1/2 and supported by English department, showing virtually all learners accessing Lexia and making improvements in Literacy over time.	• 12 S4 students received support with revision/to prepare for assessments. This included consolidation of both strategy and knowledge. • During times where targeted students could not be extracted from timetabled lessons, there was capacity to support in some S1 Maths classes.		
Theme 2: Attainment over time Attainment since pre-covid shows progress for the majority of all learners in Senior Phase. Specific subjects highlighted as having success, and those who are not achieving are discussed with PTs at annual reviews after SQA Mentors for S5 students to support our pupils develop revision patterns/support/ time management	INSIGHT DATA We have developed an automated method for extracting insight data for all subjects and levels. This approach greatly reduces the amount of time staff are required to manual extract data from insight. Our approach also helps analyse average pupil tariff scores over multiple years to provide an overall measure of attainment trends. Tariff scores are also grouped by stage to provide further attainment information. To provide context for comparisons Virtual Comparators provided my INSIGHT are used. SQA Departmental analysis SQA department analysis is currently conducted via automated and manual methods.	Continue to iteratively improve our data process to identify and support pupil's achievement. Develop a more data aware school community to help drive improvements in pupil achievement. Provide data workshops for all faculty heads to re-examine historical and current pupil data.	

	SQA results are interrogated at subject and presentation levels. Average component marks are also compared to national averages to highlight areas of assessment requiring improvement.	
	All subjects analyse their attainment data, looking for trends based on Year Group, ASN, Gender and SIMD.	
Theme 3: Overall quality of learners' achievement Pupils in S4 are entered for up to 8 N5 awards S5/6 up to 5 H/AH awards each year. Targeted Pupil support to enable students to opt for a wide range of subjects. Developments in Computing Science, Practical Metalwork, Fashion and Textiles, Sport and rec, Criminology, RMPS, Travel and tourism, Photography over the last 5 years. Links with WHC/HVA to enhance curriculum in Day release courses, HVA H/AH courses and WHC psychology/Business courses/	Pupil surveys Pupil Council Uptake continues to improve in WHC courses showing greater success for our Young people. SQA results INSIGHT DATA ANALYSIS	To develop additional courses and support those newly introduced subjects in the senior phase. Introduction of SQA courses in Fashion and textiles, Musical theatre and Photography next session.
Theme 4: Equity for all learners All learners are provided opportunities to have success, with Enhanced Provision pupils achieving L1/2 qualification in Communication.	SQA results 4 EP pupils achieved N3 In Computing Science and Practical Cookery and L2 Communication.	Develop a more cohesive strategy for EP pupil's achieving in the Senior phase. Provide insight into best strategy for increasing total tariff points. Achieve a balance between maximising points and providing breadth of experiences.

Support for pupils through ASN support/Literacy/numeracy PSAs/Teachers in small group tutorials. Range of subjects supported from L3-L7, including college opportunities.	INSIGHT Examining Average Total Tariff Points highlights that in some years the lowest 20% of attainment is lower than the Virtual comparator. ASN Pupils are achieving in-line with other pupils in S4 but broadly have lower total tariff points in S5.		

QI 2.2 Curriculum: theme 3 Learning pathways JMACL

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?
After receiving feedback from Pupils and Parents we have tried to broaden our curriculum offering in school and with external partners to help improve attainment for all and improve skills for learning, life and work.	We have had significant uptake in new courses i.e. NPA Photography, Textiles, Musical Theatre, social subjects N3/4, Rural Skills, NPA Criminology, Practical Metalwork, NPA Musical theatre. Our pupil applications for Virtual Courses and Courses provided by External Providers (Our Main external provider is	Continue to forge positive relationships with External partners by inviting them in to parents' information evenings. Work on developing work experience opportunities with DYW co-ordinator. Look at courses that would encourage our learners into pathways needed by the	Satisfactory

	North West Highland College & Sabhal Mor Ostaig) has risen from 37 applicants in May 2023 to 44 applicants in May 2024.	community i.e. social care, local industry. 98% of our Leavers from Session 23-24 have a positive destination.	

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?
Our School Nurse is now visiting the school weekly and making positive impacts for our pupils who regularly see her. Very Effective working relationship with our SDS advisor as she has been key to monitoring and organising positive destinations for our school leavers in S4 and S5. Organised an My World of Work Workshop on Drones In Construction. This was greatly enjoyed by all S2 pupils.	Pupil focus group feedback on how helpful her sessions have been and a positive response to her proposal for a drop in opportunity on the day she visits. Through one to one interviews and classroom visits she has been a key person in identifying pupils needs for when they leave school and communicating this to the Pupil Support Team. S1 pupils evaluation forms from the Drone workshop and observing the engagement during the workshop.	Establish a drop in opportunity weekly for pupils. SDS advisor will be working with DYW co-ordinator to improve opportunities for work experience with S4 pupils. Book more Live workshops for pupils to experience. DYW co-ordinator will also meet monthly with DHT and SDS advisor to co-ordinate	Satisfactory

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DYW co-ordinator has worked well with the Pupil Support Principal teacher to organise multiple Employer visits around the island throughout the year.	The pupil uptake for the visits has been positive in terms of numbers and opening opportunities for our young people. At least 3 pupils have developed work experience opportunities with different Employers visited. The number of employer visits to school and to work places in the community has increased from the year before. HT & DHT attended West Coast Vision conference organised by Lochaber Chamber of Commerce which has helped highlight careers for future economic growth.	more work experience opportunities.	
MFMS has been more popular with pupils asking to be referred to the project. 12 pupils engaged with a weekly course at level 4 & 5 in a number of subjects.		The increasing figures are a testament to the ongoing need for the MFMS programme. Although DHT meets with co-ordinator fortnightly they plan to also arrange monthly/termly meet with SDS/DYW/HLH Youth co-ordinator.	
North West Highland College(NWHC) & Sabhal Mor Ostaig(SMO) continues to be a vital partner in providing a positive impact on learners by helping to broaden the courses offered to our pupils.	12 pupils taking part in the MFMS initiative in session 24-25. 8 have stayed on the project until the end of session with all going on to positive destinations and 1 still enrolled in school. Insight Partnership Course Summary for session 22-23 records 39 presented and 37 passes for presentations made by NWHC & SMO.	Continue to support the application process for College courses and help ongoing engagement for every pupil throughout the session. The youth co-ordinator has been working collaboratively with our Support For	

HLH Youth Development officer continues offer alternative provision for our learners in a positive and beneficial way.		Learning PT and PSA to help implement a Rural Skills course level 4 in the coming session with a focus on Crofting skills.
	Helped establish and fund partnership with Portree Allotments and pupils from main stream and Enhanced Provision visiting and working on allotments A large number of our young people achieved Youth Achievement, Saltire and HLH leadership awards. 8 students also achieved Fireskills L4 and Employability award.	HLH Youth Development officers have scheduled weekly meets with Senior students in study classes to engage them in Employability and Dynamic Youth Awards in session 25-265.
	Ed psych's attendance at monthly Solution focused meetings was very informative and productive. He also attended SFMs arranged between school, pupil and parents and helped to improve engagement with individual pupils.	
	Author visits to school's English department was greatly enjoyed by pupils and staff.	Hoping to use Archive to engage specific pupils who have not been attending school.
		HLH Librarian is hoping to continue the arts club in the library. Archivist is hoping

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Skye and Lochalsh Archive Centre and their Archivist have been a great partnership for our learners as they have created Learning opportunities by funding Visiting Author visit and establishing the Tir nan Og Arts club after school. Columba 1400 ran a Leadership course for 16 S3 pupils that was very successful. It provided the opportunity for these young people to have the time and space to work on what is important to them and how they can make a difference in their own lives.	Pupil evaluations from the end of the second phase (5 days at Columba Centre in Staffin) were overwhelmingly positive and you could observe the growth in confidence and engagement.	to get funding to invite Author for more workshops. . School will book another week for learners in the coming session.	