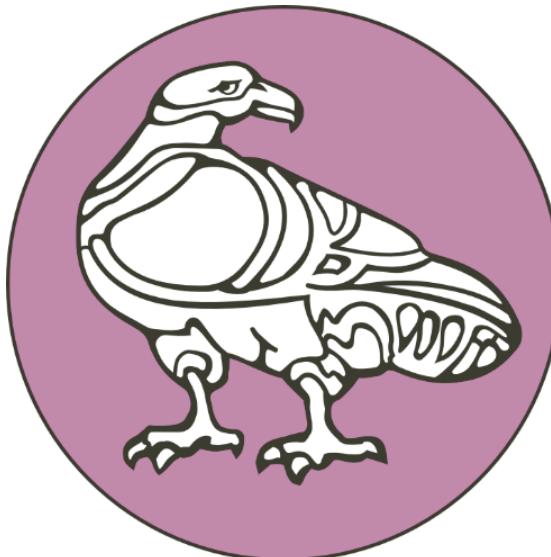


STANDARDS AND QUALITY REPORT

AITHISG INBHEAN IS CÀILEACHD

THURSO HIGH SCHOOL

2024/25



Thurso High School

HIGHLAND COUNCIL Thurso High School, Ormlie Road, Thurso, Caithness KW14 7DS

Teamwork Respect Achievement Commitment Kindness

School Profile

Pròfil 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.

Thurso High School, built in 1958, is the most northerly secondary school on the Scottish mainland serving the coastal town of Thurso and the west of Caithness. We educate around 740 young people in a truly comprehensive environment and are proud of the social diversity of our catchment. The headteacher is supported by three Depute Headteachers, seven Curriculum Faculty Heads, four Pupil Support teachers and a Faculty Head of Learning Support.

We have seven associated primary schools covering a wide geographic area. More than 50% of pupils use school transport with some pupils travelling up to twenty miles. Of our current pupils, 38.7% have recognised additional support needs and 10.02% are registered for free school meals. Our demographic is changing slightly due to changes in the major local employer of Dounreay and the increase in families moving into the area.

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. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Staffing can present a challenge due to our geographical remoteness and there is continual work required in being creative in this area to meet pupils' curricular needs. Despite this we work hard to offer as broad a curriculum as possible, with a strong partnership with our close geographical neighbour North Highland College and use of online provision from the Highland Digital School and E-sGoil digital learning. We have very good numbers of pupils, 95.7%, moving into positive post-school destinations.

Inclusion is a strong feature of our school with all pupils welcomed and valued equally. We have an Enhanced Provision base for pupils with severe and complex physical and learning difficulties and can offer pupils, where appropriate, an individualised blend of mainstream and Enhanced Provision learning. We aim for all pupils to be supported in appropriate and inclusive settings and pride ourselves on our provision for pupils to proactively address any barriers to learning with a Nurture programme that includes a Softstart Base, a Children's Service Worker base with excellent support for pupils, in school Youth Development Officer support and safe space provision and varied further opportunities for pupil support such as an extensive in-school mentoring programme. Our experienced and extremely hard-working Pupil Support team provide excellent pastoral support to pupils. We aim to personalise what we offer wherever possible to ensure achievement and wellbeing for all pupils.

We have been a Gaelic Medium school since 2020-21, with one feeder primary school, Mountpleasant Primary School, and a total of 15 pupils in session 2024-25.

We have good behaviour across the school in general, with staff and pupils working together on agreed and consistently upheld whole school and classroom procedures. Where pupils have greater social, emotional or behavioural needs we work very hard with them, and parents or carers and other partners supporting them, to adapt arrangements that allow them to cope and to support them as fully as possible with this. Attendance concerns in the previous few sessions initiated concentrated efforts to support pupils where required leading to an increase in overall attendance from 86.7% in May 2024 to 89% in May 2025.

Visitors to the school consistently find the pupils of Thurso High School to be polite and helpful, with a warm, friendly atmosphere in the school. We also consistently receive excellent reports of the conduct of our pupils when away from school on trips or outings. We have good parental support through Parent Council.

All our staff, teaching and non-teaching, are valued members of our community and all are highly committed to providing the best for the pupils, who in turn contribute to the school in many ways including through our Prefect and House system which promotes our core values of Teamwork, Respect, Attainment, Commitment and Kindness.

Data relating to our context (census point Sept 2024)

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
723	89%	3.5%	51.6

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
135	130	128	141	113	76

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0%	19%	41%	40%	0%	0%

Overall ASN 38.7%	Free School Meals 10.02%	EAL 2.5%	Glossary: 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
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Attainment

Literacy and Numeracy in S1-S3 Broad General Education

2024/2025 percentage of pupils achieving Curriculum for Excellence levels by the end of S3
Level 3+

Reading	Writing	Listening and talking	Numeracy
91.47%	91.3%	91.47%	91.47%

Reading	Writing	Listening and talking	Numeracy
60.47%	60.2%	60.47%	72.87%

Gaelic Medium 2024/2025 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3.

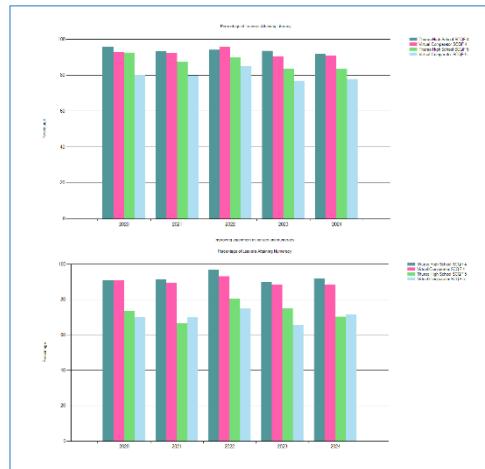
Thurso High School is a Gaelic Medium school but given the small numbers involved it would not be appropriate to report these numbers.

Years – Insight data

S4 Literacy: above VC at L4 and 5
 S4 Numeracy: above VC at L4 and 5

S5 Literacy: above VC at L4, L5 and L6
 S5 Numeracy: above VC at L4, L5 and L6

S6 Literacy: L4 in line with VC, L5 and 6 above VC
 S6 Numeracy: above VC at L5, below VC at L4 and L6

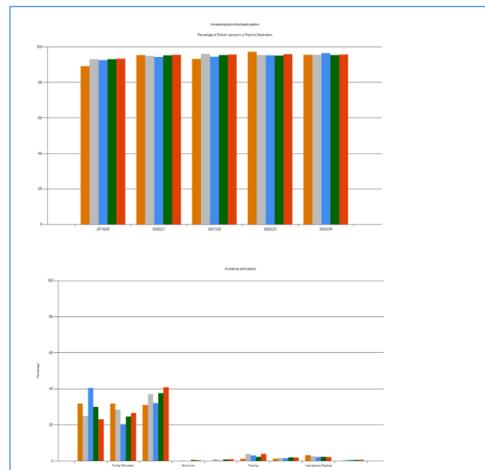


Destinations of School Leavers

S4 above all comparators, S5 and S6 slightly below

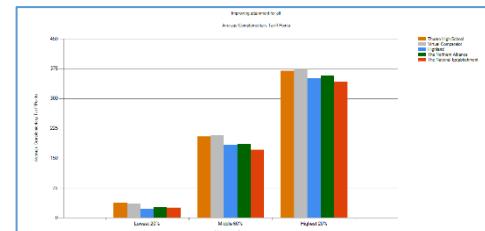
31.65% - Employment
 31.65% - Further Education
 31.01% - Higher education

Higher percentage accessing Further education than comparators and lower percentage accessing Higher education, due to geographical factors.

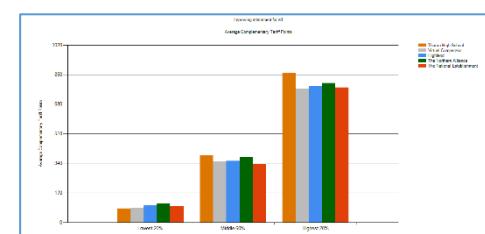


Cohorts - Attainment for all

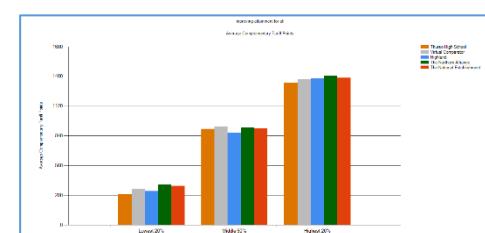
S4 Lowest 20% well above all comparators
 S4 Middle 60% in line with VC above other comparators
 S4 Highest 20% in line with VC above other comparators



S5 Lowest 20% in line with VC, below other comparators
 S5 Middle 60% above all comparators
 S5 Highest 20% well above all comparators



S6 Lowest 20% below all comparators -49TP
 S6 Middle 60% below VC –33TP, in line with other comparators
 S6 Highest 20% below all comparators, VC -32TP



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

For every pupil to achieve their potential in a safe, happy and caring environment in which all pupils feel valued and accepted.

Values

Teamwork, Respect, Achievement, Commitment and Kindness (TRACK)

Aims

To create an ethos of kindness and respect so all pupils feel included, supported, resilient and valued

To set high expectations for attainment, achievement, behaviour, attendance and punctuality

To provide quality learning and teaching experiences for all

To provide an engaging, challenging and creative curriculum for all learners

To ensure all pupils leave Thurso High School to a positive and sustained destination

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

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Improvement Plan Priority 1 Health and wellbeing (To create an ethos of kindness and respect so all pupils feel included, supported, resilient and valued)	
Summary of impact	Next steps
<p>Vision, Values and Aims</p> <p>Work on increasing staff, pupil, parent and partner awareness of our Vision, Values and Aims results in a calm and well-ordered ethos within the school where most pupils feel safe in school and that staff treat them fairly and with respect and almost all pupils feel that the school helps them to understand and respect others.</p> <p>Almost all staff feel that the school's Vision, Values and Aims underpin their work; all SIP Improvement Priorities, in particular work on inclusive classrooms, align strongly with our school aims.</p> <p>Most parents report that they are familiar with the school's Vision, Values and Aims and the majority that the work done by the school aligns with these; most parents report that staff treat their children fairly and with respect, that their child feels safe in school and that the school helps their child to feel confident.</p> <p>CLO visits May 2024 and Dec 2024 reported a positive ethos and staff/pupil relationships with a strong ethos existing across the school to minimise barriers to learning for all pupils.</p> <p>House leads/Ethos leads have supported the Pupil Leadership Team to make TRACK more visible through the planned termly House Assemblies.</p> <p>House Captains' improvement in House Assembly delivery through public speaking training, and the themes across the session that were clearly tied to our Track values and the in addition this session to the school Aims, was evident through Prefect Team feedback. Prefects stated that our House Assemblies 'are good and are informative'. Furthermore, they emphasised that 'over the past year [House Assemblies have] definitely improved with the different topics for each assembly'.</p> <p><i>(THS Teaching Staff Survey Sept 2024; THS PSA staff survey May 2025; Pupil Subject Surveys Nov 2024, THS Parent Survey May 2025; THS Pupil survey May 2025; GMWP survey Sept 2024; CLO visit feedback Nov/Dec 2024; Leadership Team Feedback Form Responses 2024-25; S3 Junior House Captain - Feedback May 2025)</i></p>	<p>Create a visual school display of the school Vision and Track values.</p> <p>Continued emphasis on our shared values to work towards a greater sense of belonging to the school community for pupils and adherence to these will make for an improved learning environment; setting the standards with our values makes expectations of all clearer.</p> <p>Involve pupils more closely through Pupil working groups or committees in aspects of school improvement aligned to the school aims.</p>
<p>Creating a Classroom Culture – inclusive classrooms</p> <p>As a result of continued professional learning around <i>Creating a Classroom Culture</i> to achieve further consistency across the school almost all pupils feel that behaviour in classrooms allows them to learn and achieve and that they are encouraged by staff to do the best they can. Almost all report that they follow the school rules and feel motivated to work hard and do well in class.</p>	<p>Refresh the School and class procedures more frequently against these values. Start work on moving towards a no phones in school policy.</p> <p>Refresh and revisit staff training in understanding ACEs and trauma informed practice; teaching and learning CPD next session to focus</p>

Teamwork Respect Achievement Commitment Kindness

<p>Almost all staff feel that pupils are well behaved and that they treat young people fairly and with respect; most staff report that they use information including data to identify and reduce inequalities for pupils; most staff think that the school has effective strategies to support pupils with learning including those with ASN.</p> <p>Pupils feel that the school and class procedures are clear and that they are adhered to by staff but also that some refreshing of these over the year would be beneficial.</p> <p>In survey, almost all pupils felt that in most classes everyone in the class behaves in a way that lets pupils learn which is a significant improvement on the previous year (91.3% cf.82.2%).</p> <p>Pupils reported through House Council that overall there is good communication with teachers, options to ask questions are available and classrooms are welcoming.</p> <p><i>(GWB Oct 24; THS Pupil Survey May 2025; House Council minutes 2024-25; THS Teaching Staff Survey Sept 2024; Pupil Subject Surveys Nov 2024; CLO visit feedback Dec 2024; House Council Reps & Meeting Docs 24-25)</i></p>	<p>on supporting every learner through support and challenge in teaching practice, consideration of all ASN, making classrooms as inclusive as possible, etc.</p> <p>While teachers are aware of the additional needs of pupils there is a need to ensure that adaptation to teaching to take account of these needs is happening consistently in all classes.</p>
<p>Support for pupils with additional needs – inclusive classrooms</p> <p>As a result of continued professional learning around <i>Creating a Classroom Culture</i> to increase the focus on how inclusive our classrooms are for all, CLO visits in Dec and Nov 2024 reported that teachers were provided with comprehensive information about the pupils with ASN and strategies to support them and that all teachers demonstrated that they were aware of the needs of the learners in their class.</p> <p>There was effective use of support staff in most classes with strong staff relationships and embedded strategies to support learners. Differentiation was evident in most classes. Behaviour in all classes was very good, allowing pupils to learn in a calm environment. In a few classes the type of differentiation needed to be more carefully considered and at times in the Enhanced Provision pupils should be allowed to be more independent.</p> <p>However, while a strong ethos existed across the school to minimise barriers to learning for all pupils, in a small number of classes, while teachers were aware of the additional needs of some pupils there wasn't evidence of any adaptation to teaching to take account of these needs.</p> <p>Almost all teachers feel well informed about pupils who have potential barriers to learning such as ASN, CEYP, FSM, etc. and as a result feel that most or almost all of the time they make well-judged adaptations to their learning, teaching and assessment as a result of this information. Almost all pupils feel that the behaviour in classes allows them to learn.</p> <p>Most parents report that their child receives the help he/she needs to do well.</p> <p><i>(THS Parent Survey May 2025; CLO visits Nov/Dec 2024; Pupil Subject surveys Dec 2024; Teaching staff evaluation Q1 2.3 June 2025; class observations; Staff review of information sharing around pupil additional support needs May 2024 – actions; THS Research Informed Teaching CPD Feedback March 2025)</i></p>	<p>Whole school Research informed CPD focus on supporting the needs of every learner in the class.</p> <p>Actions from the <i>Review of information sharing around pupil additional support needs May 2024</i> need to be taken forward including continue to update Seemis recording of all pupil groups – FSM, ASN, CEYP, YC, Medical, EAL, etc. with continued staff feedback on this.</p> <p>Work on Personal Learning Plans for pupils with ASN, Child's Plans and CSPs is planned and in initial stages.</p> <p>Regular survey of pupils with additional needs and parents of pupils with additional needs regarding the effectiveness of the support they receive.</p> <p>Finalise the teaching and PSA staff collaborative work on developing best practice in collaborative classroom working to best support ASN pupils in classrooms.</p> <p>Ensure that we are meeting statutory requirements for pupils with regard to CSPs.</p> <p>Implement the planned work on Personal Learning Plans for pupils with ASN.</p>
<p>Pupil evaluation of wellbeing</p>	<p>Following the second survey of the session and analysis highlight priorities for the school and consider appropriate interventions</p>

<p>Introduction of the Glasgow Motivation and Wellbeing profiling as a whole school survey helped with the early identification of pupils who may be struggling before they reach crisis point. 94 young people were identified as requiring support – interventions have been implemented for these pupils. Later session re-survey has shown early signs of improvement in many areas.</p>	<p>under the headings of Affiliation, Agency, Autonomy, Healthy & Safe. Provide feedback to pupils and staff.</p>
<p>School Ethos and staff/pupil leadership</p> <p>Almost all pupils involved in leadership opportunities for the younger pupils with the introduction of S3 Junior House Captains reported that they found the experience to be positive or very positive. The impact of the experience for the pupils involved was significant with all pupils reporting that they received good support for their leadership role, that the role helped to develop their communication, increase their confidence and the majority felt it developed their ability to assume responsibility. All of those involved reported back that they would recommend the experience to future year groups.</p> <p>Comments included, 'It has given me more confidence to speak in front of people', 'It helped with working as a team', 'It has shown me that I can stand up and present work in front of a class' and 'This role has benefited me personally as it has given me more confidence in putting my ideas forward and creating a solution'.</p> <p>Senior House Captain pupil assembly delivery was strengthened with planned themes throughout the year, clearly tied to key aspects of the Vision, Values and Aims. The pupils were also supported with their presentation skills. 94% of the Prefect Team gave feedback that input from a visiting speaker on 'Presenting with Confidence' was very effective or quite effective. Comments included 'She was helpful, she highlighted things which I personally tried to work on throughout the year', 'Gave us all a proper insight into how to speak in front of a crowd, after the talk I feel like all of us got more confident in speaking'. 100% of those who completed the feedback survey reported that the role helped to develop their confidence speaking in public. In terms of the link to our school values, Prefects provided feedback to say that 'I think that all the assemblies are very diverse, but one issue would be the repetition of TRACK however it is an important subject to the school' and 'I feel they are slightly repetitive but over the past year it has definitely improved with the different topics for each assembly'.</p> <p>Feedback from pupils about their experience as Prefects included 'I love having that extra responsibility around the school, felt like we were helping out in some way even if it was just small. Also having the prefect room for studies was good as it was that little extra bit of quiet to study, but also showed we were trusted enough around the school'.</p> <p>In the P7/S1 transition process, S1 pupil reps said they felt Thurso High School was a welcoming community. Pupils have reported that House council meetings are helpful and that House Assemblies help pupils feel included and build a sense of community, as does our Dress Code and extracurricular clubs within school.</p> <p>Feedback from all the Prefect Leadership Team at termly meetings with SMT was very positive about the events in the School Ethos Calendar. All said that they had found the experience enjoyable and that the various experiences had helped them to develop their own skills.</p> <p><i>(Head pupil/House Captain/leadership Team feedback 2024-25; House Council Reps & Meeting Docs 24-25; S3 Junior House Captain - Feedback May 2025; P7/S1 Transition survey Sept 2024)</i></p>	<p>The Junior House Captain programme to be built upon this year including introducing more joint working with the Senior Prefect Team and building on their 'school improvement' projects to provide more opportunities for responsibility in the junior phase and to contribute positively to our school ethos.</p> <p>Pupil feedback showed that students would like more ownership over assembly topics so assembly topics will be reviewed this year and Ethos staff will work in conjunction with pupils to create assemblies that link to our school values and aims and cover topics that pupils feel are significant to address.</p> <p>Having team building exercises across all year groups within house groups would improve a sense of belonging within the school. More local competitions between sports teams. More mixed gender and non-sporting opportunities clubs or after school activities.</p>
<p>Closing the activity gap</p>	

<p>The newly appointed Ethos Lead with responsibility for S3 Leadership and Wider Attainment across all pupils has worked on gathering information on a regular basis and identifying pupils who have no activities outside of school.</p> <p>Wider achievement forms have identified that a majority of pupils are involved in extracurricular interests in or out with school. Junior phase pupils who have no current extra-curricular interests identified were discussed by PTPSS and the Ethos Lead Wider Achievement and activities of potential interests suggested to those pupils.</p> <p>Additional extra-curricular opportunities were also discussed and will be progressed next session. The impact will be an increase in the number of pupils engaging in extracurricular activities or interests which is a known protective factor against risk taking behaviours. Pupils will also have the opportunity, through an increased engagement with extra-curricular activities, to have additional achievements and successes celebrated.</p>	<p>Wider achievement data collected in registration at set times across the year; reviewed with Ethos Leads, Guidance and SMT and used to identify gaps in support or extra-curricular opportunities.</p> <p>Pupil awareness of extra-curricular and wider achievement opportunities to be strengthened measured by numbers of pupils attending.</p> <p>Support pupils to understand how these achievements are helping them develop knowledge and skills for life, learning and work.</p> <p>Feedback from a pupil focus group.</p> <p>Engagement with National Profiling Tool for all pupils to create a personal overview of their strengths, achievements and goals including extra-curricular activities.</p>
<p>Proactive follow up of the termly House Council reports means that pupils feel the House Council processes have improved. A majority of Prefects feedback that the House Council meetings were effective or very effective in raising pupils' views of any areas of concern.</p> <p>All partners agreed or strongly agreed that partnership working with the school works well, that the school values the input from their service and most reported that roles and responsibilities are clearly defined in our partnership working.</p> <p>One partner commented in their feedback that Thurso High School have great partnership working and have been committed to providing the best support for the young people.</p>	<p>Continue to improve links with staff House Leads so that they are more actively involved throughout year to review Ethos system and to foster and promote an improved sense of school and House belonging for pupils, awareness of values, etc, teamwork in their Houses, opportunities for wider achievement through House comps.</p> <p>Continue the introduction of refreshed PSE programmes with S3 and S4 and the introduction of specific DYW classes.</p>

School Improvement Plan Priority 2 Developing the Young Workforce <i>(To ensure all pupils leave Thurso High School to a positive and sustained destination)</i>	
Summary of impact:	Next steps
<p>Developing our DYW curriculum</p> <p>Meetings were calendared this year between the DYW coordinator and DHT link for DYW on a termly basis. Weekly meetings were also held to review event plans and support for different subjects and levels. All DYW and DHT meetings aimed to coordinate a well considered approach to careers education which supports young people into sustained and positive destinations.</p> <p>From events held, pupil feedback was positive. From a mock interview event held for all S4 pupils, 97% of pupils stated they felt more prepared for future interviews. Students commented that the interviews 'Went quite well, helped me learn and understand what employers would ask in interviews and what to expect' and 'I think the interview went well, I successfully answered all the questions and got good feedback' (Mock interview pupil feedback December 2024). Feedback from a Careers in Health Fair for S3/4 pupils showed that 93% of pupils agreed a good range of professionals visited from the Health and Wellbeing sector. Pupil comments included 'It was useful for finding ideas for jobs', 'I thought it was useful to see if I would have an interest in any of the careers and see what qualifications I would need' and 'it opened my eyes to a whole</p>	<p>Following the delivery of a new DYW curriculum in S5, a pupil focus group will be held, comprised of Senior Phase pupils, to discuss the content and consider any other forms of support they feel would be of benefit. In addition, further pupil feedback will be sought on amendments made to the DYW S1- S4 curriculum following previous pupil input.</p>

<p>new world of opportunities'. (Health Event Pupil Survey 2024-25). Numbers for 'Meet the Employer' events throughout the session remain variable so will be a focus for next session in regards to using 16+ aspirational pathways data gathered from pupils and considering methods of advertising events to pupils. DYW school coordinator feedback on pupil participation and engagement in events has been positive overall.</p> <p>Continued DYW coordinator contact with Faculty Heads and teaching staff has led to a range of subject input. Feedback from faculties at department/ faculty meetings has been positive including that events held last session have had good pupil engagement, that DYW input allows pupils to explore different career options and that faculties would like to continue to build DYW input within their curriculum this session.</p> <p>Developing the Young Workforce transition links were established at the beginning of the session with ASG primary schools which involved a visit to feeder P7 classes to discuss DYW support from S1 upwards in Thurso High School. Engagement from primary pupils during the visit was good and feedback given verbally by the DYW coordinator was positive. She felt that the pupils were all familiar with DYW and her role as the DYW coordinator upon entering S1.</p>	<p>Introduce National Profiling as part of the DYW curriculum for all pupils from S1-6 to support them to consider strengths, skills and achievements.</p> <p>Continue progress with building our Developing the Young Workforce input within faculties by organising meetings between Faculty Heads/ subjects teachers and the school DYW link/ DYW Coordinator to speak with staff about their current input from employers or other links and where they would like to progress over the next academic session.</p> <p>In addition, subject speaker input will be recorded and reviewed by link DHT/ DYW coordinator to ensure DYW support is being offered across all subject areas and at a variety of stages in BGE and Senior Phase. This will include reviewing whole year group input and ensuring a spread of career fairs in a variety of industries.</p>
<p>Supporting effective use of online resources through partner working</p> <p>Pupil survey feedback on class visits from the school DYW coordinator in PSE time this session indicated that 86.8% found the input beneficial in informing them about the school DYW programme and what it involves and reminding Senior Phase pupils about work experience opportunities and how to access these. 91% of pupils reported that class visits from Skills Development Scotland staff were beneficial in supporting them with important information about skills for future careers. The number of pupils who have engaged with work experience opportunities as evident with the number of applications through the Hi Hope system has increased slightly this year. House Council feedback about DYW support this session included 'pupils who have attended the 'Meet the Employer' events held and enjoyed them, such as the army talk', 'Pupils expressed an enjoyment for the health fair when a range of different healthcare professionals visited' and 'Pupils have expressed an enjoyment with the college taster event as it shows them that they can access a wide range of options available' [Pupil House Council Minutes June 2025].</p>	<p>To explore and implement accreditation options for work experience opportunities; resources to be developed to support this.</p>
<p>Planning to ensure all pupils are supported into positive, sustained destinations</p> <p>Leaver's destination data for last session has remained positive overall with Thurso High School's 'Employed' and 'Further Education' numbers above our virtual comparator and National figures. Thurso High School has no unknown for this session which is under the figures for both the virtual comparator and Highland. Our % of 'Unemployed Not Seeking' is under the virtual comparator figures and Highland however is above the figure from the previous session so will be looked at carefully in the upcoming academic session. A slight decrease in our SLDR from 97.22% – 95.58% from last session's destination figures was noted. Of the 7 pupils not in positive destinations, positive destinations had been discussed and identified at their time of leaving but were not sustained. This will be taken into account when planning 16+ meetings and partner support this session.</p>	<p>To continue with termly 16+ meetings, held with a range of partners, with particular focus on targeted groups of pupils who are potentially more vulnerable. Planning meetings will be held in advance with PTPSs to ensure all pupils and their pathways have been considered.</p>

Establishment	Year	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	Number in Cohort
Thurso High School	2023/24	31.65	31.65	31.01			1.27	1.27	3.16		158
Virtual Comparator	2023/24	24.87	28.42	37.03	0.19	0.89	3.86	1.71	2.59	0.44	1580
Highland	2023/24	40.4	20.39	32.07		0.19	3.04	1.45	2.05	0.42	2629
The Northern Alliance	2023/24	29.96	24.55	37.56	0.5	0.7	2.23	1.91	2.19	0.39	9950
The National Establishment	2023/24	23.08	26.43	40.8	0.27	0.93	3.89	1.86	2.16	0.58	55961
Thurso High School	2022/23	29.63	32.41	33.33		1.85			2.78		108
Virtual Comparator	2022/23	28.24	26.48	35.56	0.56	1.11	3.43	1.76	2.22	0.65	1080
Highland	2022/23	39.09	20.53	33.06	0.16	0.16	1.9	1.62	2.95	0.53	2474
The Northern Alliance	2022/23	30.2	24.83	37.02	0.64	0.61	1.98	1.85	2.43	0.45	9690
The National Establishment	2022/23	24.35	26.61	40.3	0.32	0.75	3.35	1.57	2.24	0.52	54719

Termly 16+ meetings with a range of partners to ensure that all pupils are supported into positive destinations and that support is put in place in a timely manner. Targeted groups of pupils have been specifically flagged in 16+ meetings to ensure that those who required additional support and arrangements have received this. Feedback from partners included: 'Thurso high school have great partnership working with our team have been committed to providing the best support for the young people together'. Feedback from the Pupil Support Principal Teachers on the success of link meetings held throughout the session was positive; meetings were informative and very beneficial to maintain good links with a variety of partners.

School Improvement Plan Priority 3 Raising attainment (<i>To set high expectations for attainment; to provide quality learning and teaching experiences for all; to provide an engaging and challenging curriculum for all learners</i>)	
Summary of impact	Next steps
<p>Improve pedagogy across the school</p> <p>Almost all staff feel that the collaborative work we are undertaking in our Research Informed CPD is improving teaching and learning, enabling them to reflect on and improve practice and to use research to identify evidence of success, all or some of the time.</p> <p>Feedback from two CLO visits and Teaching Improvement Group observation days identified three 'lesson essentials' as an area of focus this session; namely, sharing the purpose of the lesson, deliberate practice and revisiting 'checking for understanding'. Most staff felt supported through whole school CPD to make improvements in the first area and almost all staff in the other two.</p> <p>In survey, almost all pupils reported that they understood what the teacher expected them to learn and gave them work at the right level of challenge. Most pupils felt that teachers asked them lots of questions and almost all pupils stated that the questions helped them to think hard about learning.</p> <p>Further areas for improvement identified through observation were the revisiting of the lesson purpose, consistency of plenaries, the development of the pupils' meta skills through working together, more higher order questioning and ensuring pupil engagement rather than compliance.</p>	<p>Review the <i>Lesson Evaluation Toolkit</i> and adjust if required.</p> <p>Plan further <i>Teaching Improvement Group</i> led observation days across the session to review the progress of improvements in light of the recent CLO visit, inviting an external observer where possible.</p> <p>CPD focus for next session to be on supporting the needs of <i>every</i> learner in our classes.</p>

<p>Almost all staff think that the teaching framework, the <i>Lesson Evaluation Toolkit</i>, is supporting them to foster more consistency in well-planned and structured lessons, some or all of the time and to target personal learning aims more effectively through the Personal Learning Plan structure of PRD</p> <p>Introduction of the <i>Professional Review and Development</i> process with a review of each teacher's Professional Learning Plan in November was completed with almost all staff reporting that this has been helpful in supporting their professional development in improving classroom practice.</p> <p>(THS Research informed Teaching CPD feedback March 2025; RIT CPD Staff feedback March 2025; Pupil Subject surveys Dec 2024; CLO visit 26.11.24; CLO visit 02.12.24)</p>	
<p>Continue to improve attainment in Literacy and Numeracy</p> <p>The following actions have allowed for individual interventions to support pupils:</p> <ul style="list-style-type: none"> - regular calendared meetings held to discuss all pupils' progress in Literacy and Numeracy attainment with targeting of potential literacy/numeracy non attainers even earlier in the session and 'front loading' qualifications from whatever stage is appropriate where pupils have been identified as at risk of missing out; - careful monitoring of all pupils' attendance with a view to supporting attainment where possible; - close contact with other agencies involved in delivering these awards maintained (Airport House, Digital delivery) to ensure all pupils are monitored; - exposure to N5 level Maths and Numeracy for wider banding of pupils in S3/4 Maths classes; - exposure to L6 Numeracy for top 20% in S3 and S4. <p>This has led to:</p> <p>Literacy</p> <p>Maintained percentages at S3 ACEL Literacy level 3+ with improvement at level 4; in Senior Phase sustained or improved percentages in Literacy attainment for S4 and S5 pupils.</p> <p>Numeracy</p> <p>Improved percentages for S3 ACEL Numeracy level 4, slight drop at level 3; sustained or improved percentages for S4 and S5 pupils at levels 3, 4 and 6.</p> <p>Refined Numeracy pathways in Maths have allowed approx. 92 S3 pupils to gain Level 5+ Numeracy awards, with 55 of these pupils gaining Level 6 Numeracy.</p> <p>(SQA Numeracy and Literacy attainment over time; Whole school Literacy and Numeracy Progression data sheet; Insight Review results 2024; THS Faculty tracking data)</p>	<p>Specific and regular review of total SQA presentations to monitor Breadth and Depth as well as Attainment for all projections.</p> <p>Include a focus on S6 pupils' literacy and numeracy attainment for those pupils who do not continue with Maths or English from S4 or S5.</p> <p>focus now required on S6 pupils' Literacy attainment, building on the Communication Award opportunity to achieve a Level 6 Literacy award; this session 3 pupils achieved this.</p> <p>focus now required on S6 pupils' Numeracy attainment</p>
<p>Improve attainment in the Broad General Education (BGE)</p> <p>Review of homework in the BGE has ensured that it is well-planned, consistent, related to learning, achievable by all pupils, has appropriate timings and is supporting pupils to become independent and self-motivated learners.</p> <p>Most BGE pupils now report that their homework helps them to learn.</p> <p>Most parents report that their child finds their learning activities provide appropriate challenge, that they are satisfied with the quality of teaching in the school and almost all parents report that their child is making good progress at the school.</p>	<p>Improve formal processes for the whole school analysis of BGE data and share findings allowing teachers to identify pupils who are under achieving and to set appropriate targets and pathways for all pupils into Senior Phase.</p>

<p>(Pupil Subject surveys Nov 2024; THS Parent survey May 2025)</p>	<p>Through analysis of BGE data identify and improve pupils' awareness at a younger age of what their future attainment targets may be.</p>
<p>Tracking and Monitoring</p> <p>Through focus across the school on encouraging ambitious course choices for pupils the top 20% cohort are almost all now choosing 5 Highers. Progress meetings/ learner conversations implemented to support pupils at tracking points across the year will lead to improvement in SQA results.</p>	<p>Extend ambitious coursing across all cohorts and implement learner conversations/ interventions for all, paying close attention to those who are not reaching targeted expectations.</p> <p>Move our target setting and tracking 1 forward to give more time to address problems and allow for meaningful interventions.</p>
<p>Improve attainment in the Senior Phase</p> <p>New awards in N5 Computing, Classical Studies, Gaelic Medium/Learners and Level 6 Excellence in Sport and Team sports have meant that 80 pupils have had the opportunity to study for a new award that better suited their needs.</p> <p>Improvements to our Options processes and sharing of subject information both in school through options interviews and through the introduction of a dedicated website for pupils and parents and through Parent/Pupil Subject Information Evenings have led to more informed option decisions for pupils; the impact specifically can be seen regarding subject choices and levels through the improvement attainment of S4 pupils studying 3 or more L5 awards of +5% and 5 or more L5 awards +10%. A similar increase in S5 of pupils studying 1 Level 6 award of +9% and 3 or more L6 awards of +5%. In S6 there has been an increase in pupils studying 1 Level 7 award of +8% and 3 Level 7 awards of +1.5%.</p> <p>Despite improvements already implemented, less than half of pupils currently feel fully informed about their options and pathways and less than half of parents feel confident to inform children at home. Therefore further development and promotion of the Options website to ensure it is more widely used by pupils and parents, and further work with pupils prior to options occurring to ensure they feel fully informed around their choices is planned.</p> <p>Following strengthened curricular planning, enhanced provision pupils are gaining SQA awards appropriate to their level and individualised to each child with a minimum of 15 and a maximum of 32 completed units. In most subjects across the curriculum, all EP students are achieving qualifications at N1 or above. Most have achieved at least one unit at N3.</p>	<p>Continue to consider new courses at appropriate levels to enable progression at all levels with more pupils accessing N3/N4, e.g. Science & Health NPA, Award in Religion Beliefs and Values, Employability Award, NPA Cyber Security.</p> <p>Extend professional learning around ambition focused pedagogy and learner motivation.</p> <p>Continue to improve the information provided on the website to ensure it is pupil friendly – include more information on pathways. – aim for Majority/All pupils feeling informed and confident about subject choices.</p> <p>Offer a more formal information evening for parents who would like more guidance about options and how the National qualifications work.</p> <p>Inclusive classrooms – challenge low expectations – by modelling ambition and growth mindset through teacher feedback and quality learner conversations.</p> <p>Strengthen early interventions and evaluate impact of those interventions.</p>

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

- Of the 42 identified S1-S3 pupils all felt that having a mentor in school improved their school experience and wellbeing in different ways.
- S1 Literacy development programme has led to a 4% average class-wide growth across all skills.
- Significant quantitative Improvements made in relationship building and overall happiness measured through *Goodman's Strengths and Weaknesses* questionnaire for the majority of Softstart pupils.
- 73.8% are very confident or confident in their ability to study independently after receiving lessons in PSE, an increase of 17.7% from before the lessons.
- The Numeracy development programme has effected an average increase in numeracy age for S1 pupils of 1.92 years and for S2 pupils of 0.94 years.
- The Direct Instruction programme for a group of 17 identified S2 pupils - all pupils feel more confident and successful in Maths than they did previously; and for 10 selected S1 pupils - all pupils' numeracy age increased with an average numeracy age increase from 6.97 years to 9.69 years
- 56% felt that the Youth Development Officer 'safe space' at break and lunch made coming to school easier; 89% felt more confident as a result.

Wider achievements Coileanaidhean nas fharsainge

- Groups of our BGE pupils engage in FireSkills programmes at points throughout the academic year to build resilience and self-confidence and key skills including communication, teamwork and problem solving. Of the 20 pupils who engaged in the initiative this session 100% reported feeling more confident after completing the course; 100% completed a Dynamic Youth Award as well as their Fire Skills award.
- Growing2Gether is offered to 16 targeted pupils in our S3 cohort on a yearly basis to build confidence and key skills such as communication, showing initiative and working effectively with other.
- Youth Development projects have been offered throughout the academic session to a number of young people in our BGE and Senior Phases. Activities this session included a four day residential trip to Loch Insh in February 2025 in which ten young people took part in activities such as skiing, ice skating, hillwalking, archery, ice hockey, tubing, stargazing, bushcraft, while spending an extended period of time in a group setting learning to work together as part of a team. All ten young people completed Dynamic Youth Awards for their time away on this trip.

Teamwork Respect Achievement Commitment Kindness

- Throughout their time in Thurso High School, our pupils take part in a range of wider achievement opportunities including the Youth Philanthropy Initiative which involves pupils communicating with the wider community and drawing a focus to charitable supports available for a wide range of needs. Approximately 130 pupils take part in the initiative with around 20 pupils presenting in the annual finals.
- Currently Thurso High School offers 25 extracurricular lunchtime or after school activities for pupils across the school community. This session, from a pupil survey on wider achievement, a majority (63%), reported that they engaged with school extracurricular opportunities offered. Most pupils reported that their school offered them the opportunity to take part in activities in school beyond the classroom and timetabled day, such as clubs, etc.

Comments from learners, families, stakeholders and staff

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

‘Thurso high is a very good school with some excellent teachers who are obviously dedicated and passionate about teaching and helping the children progress successfully in life.’ (Parent comment – survey 2025)

‘My faculty are the most amazing people! I’m so lucky to be in such a great faculty, I am very appreciative of all of them.’ (New teaching staff member)

‘Thurso High School have great partnership working with our team and have been committed to providing the best support for the young people together with us.’ (MFMS leader)

‘Was a really good day! It gave me experience of working in a team and prepared me for the future. I was never really friends with a lot of the other prefects but it broke the awkwardness between everyone.’ (Prefect writing about the Team building day)

‘I love having that extra responsibility around the school, felt like we were helping out in some way even if it was just small.’ (Prefect feedback 2024/25)

‘I have thoroughly enjoyed my first year in Thurso High School. All of the staff have been very welcoming and there is a supportive culture throughout the school at all levels.’ (New teaching staff member)

‘We feel as a team at Thor, we are completely supported by the staff at Thurso High School and so are our young people. The young people are put at the forefront, with timetables tailored to them etc. The staff are also extremely kind and supportive to the young people and they have mentioned this to us. Our young people continue to thrive and achieve and this is down to the consistent care and support that Thurso High School provides.’ (Feedback from Thor House, Care Home)

‘We are extremely grateful to all who have worked with our son. His time at school is a shining example of the National Practice Model at work, everyone has worked very hard to get it right for [him].’ (Parent of a school leaver)

'His confidence in himself has grown enormously and it is so lovely to see him flourish. His attendance has improved and he is really keen to do well in assessments.' (Guidance teacher feedback on a pupil following Growing2gether)

'Being in the classroom made me feel happy and the program has given me a lot more confidence.' (Pupil taking part in 'Growing2gether')

'I have just been to support the choir at the music festival and I wanted to let you know what a brilliant performance they did. From walking on, smartly dressed to an absolutely beautiful performance, they are a credit to the school.' (Email from Caithness Music festival goer)

'This role has benefited me personally as it has given me more confidence in putting my ideas forward and creating a solution.' (S3 House Captain)

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:

HGIOS4 Quality Indicator/theme	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
QI 2.2 Curriculum: theme 3 Learning pathways	Good
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)	Satisfactory
QI 3.3 Increasing Creativity and Employability: theme 4 Increasing employability skills	Good

Our overall evaluation of our capacity for improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning 2025-26

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Health and Wellbeing
2. Raising attainment
3. Developing the Young Workforce
4. Pupil Equity Fund planning

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://thursohighschool.org.uk/> from Sept 2025 or by contacting the school office.

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions

QI 1.3 Leadership of change

<p>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)</p>	<p>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?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>Evaluation of this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Develop a shared vision, values and aims As a school we have worked hard to embed our recently reviewed and refreshed vision, aims and values of Teamwork, Respect, Attainment, Commitment and Kindness in all aspects of school life and wider achievement through our merit and House system.</p> <p>As examples, House leads/Ethos leads have supported the Pupil Leadership Team to make TRACK more visible through the planned termly House Assemblies themed against our TRACK values and referencing school aims and the school merit reward system is linked to our values and pupils' work to achieve merits supports their progress.</p> <p>Improvement is evident in this area through Prefect Team feedback stating that House Assemblies 'are good and are informative' and 'over the past year [House Assemblies have] definitely improved with the different topics for each assembly'.</p>	<p>CLO visits May 2024 and Dec 2024 reported a positive ethos and staff/pupil relationships with a strong ethos existing across the school to minimise barriers to learning for all pupils.</p> <p>In survey: almost all staff feel that the school's vision and values underpin their work; Most parents report that they are familiar with the school's Vision, Values and Aims and the majority that the work done by the school aligns with these; almost all staff report that children and YP are well behaved; almost all pupils feel that behaviour in classrooms allows them to learn and achieve;</p>	<p>Ensure that all school improvement actions are aligned with the Vision, values and aims of the school; work to further translate our school values into clear day to day expectations for staff and pupils through defining specific behaviours reflecting our TRACK values; ensuring</p>	<p>Good</p>

Teamwork Respect Achievement Commitment Kindness

<p>As a result there is a calm and well-ordered ethos within the school where most pupils feel that staff treat them fairly and with respect and almost all pupils feel that the school helps them to understand and respect others.</p> <p>The school improvement work on inclusive classrooms aligns strongly with our school aims. CLO visits reported a positive ethos and staff/pupil relationships. Almost all staff feel that they have a good understanding of the social and economic context of the school and that the school's vision and values underpins their work and that the school is well led and managed.</p> <p>Most parents report that they are familiar with the school's Vision, Values and Aims and the majority that the work done by the school aligns with these; most parents report that staff treat their children fairly and with respect, that their child feels safe in school and that the school helps their child to feel confident.</p> <p>The school is focusing appropriately on improvement plans, in line with Highland and National priorities, to meet our school aims of ensuring we have inclusive classrooms where learning can happen for all pupils, to raise attainment and ensure positive outcomes for all our young people. We have embedded a structured process for evaluation across the school community to inform this improvement agenda.</p>	<p>almost all pupils feel that they are encouraged by staff to do the best they can, all or some of the time.</p> <p>almost all staff feel that pupils are treated fairly and with respect and are encouraged to treat each other in the same way and that colleagues treat each other with respect;</p> <p>almost all pupils feel staff treat them fairly and with respect and that the school helps them to understand and respect others;</p> <p>most parents report that staff treat their children fairly and with respect, that their child feels safe in school and that the school helps their child to feel confident;</p> <p>almost all staff feel that they have a good understanding of the social and economic context of the school;</p> <p>most staff and the majority of parents feel that the school is well led and managed; most parents are satisfied with the school overall;</p> <p>almost all of the S6 Pupil Leadership Team felt that their experience on the Team developed their team ethos, confidence in public speaking, their teamwork skills and the majority reported that it developed their ability to take responsibilities;</p> <p>almost all of the S3 Leadership Team felt positive about their experience and that their confidence and communication skills had increased;</p> <p>most pupil report that they feel safe in school.</p> <p><i>(THS Teaching Staff Survey Sept 2024; THS PSA staff survey May 2025; Pupils Subject Surveys Nov 2024, THS Parent Survey May 2025; THS Pupil survey May 2025; GMWP survey Sept 2025; CLO visit feedback Nov/Dec 2024; Leadership Team Feedback Form Responses 2024-25)</i></p>	<p>expectations of meeting the values are simple, explicit and easy to follow; communicating these expectations consistently through daily interactions, assemblies, classroom discussions, school policies and parental engagements.</p> <p>Develop work on inclusive practice within our Classroom Culture.</p> <p>Develop the use of the United Nations Convention on the Rights of the Child (UNCRC) to support this work through engaging with the Rights Respecting Schools awards.</p>
<p>Theme 2: Strategic planning for continuous improvement</p> <p>Our school improvement priorities reflect national and local priorities and faculty improvement planning is linked to the school's plan. All improvement planning is based on self-evaluation at whole school, Faculty or individual level.</p>	<p>Evidence:</p> <p><i>Faculty HGIOS4 evaluation documents; Faculty Improvement plans; examples of teaching staff Personal Learning plans and support staff ERD plans; THS Evaluation Calendar; THS Faculty Head Calendar; Senior Management remits; Link meeting minutes.</i></p>	<p>FHs to be challenged and supported to produce improvement plans with measurable outcomes for</p>

<p>Senior management follow a clear calendar of evaluation processes; Faculty Heads follow a calendar of strategic planning and evaluation and collaboration with SMT.</p> <p>DHTs have clear remits that they work within to develop strategic areas of improvement across the school. They provide strong, effective support to their link Faculties through a calendar of Link Meetings with clear agendas which is helping to support staff to work collaboratively to drive forward improvements. As a result, middle management feel more supported and empowered to lead change within their faculties.</p> <p>All FHs engage collaboratively in the evaluation process using the key QIs. This informs Faculty Improvement planning.</p> <p>The quality of Faculty improvement plans is not entirely consistent and FHs will be supported to produce a plan with measurable outcomes for young people and clear indication of how progress will be evaluated. This should ensure a sharper focus on pupil progress with more targeted interventions and improved outcomes for learners.</p> <p>Staff engage fully with PRD through their Personal Learning Plans involving self-evaluation of teaching practice and identified areas for improvement based on the school's learning and teaching framework, the <i>THS Lesson Evaluation Toolkit</i>. This has deepened professional reflection and is contributing to more consistent, high-quality learning experiences for pupils.</p> <p>We are implementing better practice in ERD review for non-teaching staff which, alongside PSA survey feedback, is informing a programme of improvement in supporting PSAs in various areas, including better induction and training. This is fostering a more inclusive and supportive working environment for support staff and equipping PSAs with the skills and confidence to contribute more effectively to pupil support.</p> <p>The range of evaluative processes ensure a coherent and strategic approach to school development promoting a culture of continuous improvement and giving a clarity of direction to all.</p> <p>We have a well-designed Pupil Equity Fund plan with measurable outcomes for identified pupils. Improvements have been identified in all areas covered in the plan to reduce the attainment gap.</p> <p>While most pupils felt that the school listened to their views, only a majority feel that that they are considered; we need to work on further engaging pupils in the wider aspect of school improvement through leadership roles for young people to support to shape and support the SIP.</p>	<p>In survey:</p> <p>most staff say that they have the opportunity to undertake leadership roles and feel actively involved in school evaluation process;</p> <p>the majority of PSA staff feel that the school works together to improve the service we offer and that they are able to access the right learning and development;</p> <p>almost all staff are aware of and involved in the school's strategies for raising attainment;</p> <p>most pupils feel that the school listens to their views, the majority feel that that they are considered;</p> <p>most parents feel comfortable approaching the school with questions, suggestions and/or a problem, however less than half feel that the school takes their views into account when making changes.</p> <p>All aspects of the Nurture programme are effecting improvements in pupils wellbeing – <i>Pef Plan 2024-25 review</i>.</p> <p>(<i>THS Teaching Staff Survey Sept 2024; S6 Leadership Team feedback 24-25 session; S3 Pupil Leadership feedback May 2025; THS Pupil survey May 2025; THS PSA staff survey May 2025; Pef Plan 2024-25 review; THS Evaluation calendar; Teacher/PSA PLPs /ERDs examples and ensuing actions</i>)</p>	<p>young people and clear indication of how progress will be evaluated.</p> <p>More feedback required from the wider school on the impact of the Pupil Leadership Teams.</p> <p>Further work on engaging pupils, parents, staff and partners in the school improvement process to shape and support the SIP.</p> <p>Involve Parent Council on a more pre-planned and systematic basis.</p> <p>Ensure that actions taken following pupil feedback are more effectively communicated.</p>	
<p>Theme 3: Implementing improvement and change</p>	<p>In survey:</p>	<p>Senior and Middle leaders to exercise</p>	

<p>There are clear strategies in place, grounded in up-to-date research, for improving learning and teaching which include a defined teacher led CPD programme based around the school's <i>Lesson Evaluation Toolkit</i> framework for good teaching practice and an established <i>Personal Learning Plan</i> process for all teaching staff. This CPD programme is informed by visiting Collaborative Lead Officer and teacher observation, staff feedback and by some pupil feedback through survey and focus groups. This has improved children's learning experiences across the school.</p> <p>Senior and Middle leaders now need to exercise more challenge and, if required, support for all staff in effecting further improvements within this framework. More monitoring of progress is needed in some areas.</p> <p>A minority of staff (outside of middle and senior management) across the school have taken on leadership roles to progress aspects of school improvement, and support for colleagues or wider achievement opportunities for children and young people. For example a Pupil Support Assistants lead the school initiative <i>Fashion, Dress Code and Sports Swap</i> to help mitigate the Cost of the School Day and act as Attendance Lead to support pupils struggling to be in school. In addition leadership roles are in place to progress improvement in Research Informed Teaching and Learning, Ethos, Nurture and House Leads. An additional Leadership role was created this session to support pupil leadership in S3 and wider achievement across the school.</p> <p>Children and young people have some opportunities to engage in relevant and challenging leadership opportunities. These opportunities help them to contribute to areas of school improvement. For example, the S6 pupils have many opportunities for leadership through the Pupil Leadership team, S6 Opportunities programme and the S6 Committees which oversee fundraising and social events, among other things. Recently established S3 House Captains have leadership opportunities through the projects for school improvement that they lead. Both groups felt that these experiences had developed their skills in confidence and communication. House Council representation also offers leadership opportunities.</p> <p>Young people in senior classes also lead sporting activities and coaching for children from the primary stages, which increases Senior pupils' confidence, enhances the primary curriculum and contributes to a positive P7 to S1 transition process.</p> <p>Staff have a good understanding of the socio-economic context of the school. The increasing focus on inclusivity in the classroom and wider school is leading to improved understanding of the challenges faced by certain groups of pupils. Pastoral care staff know their families extremely well and are aware of the challenges they face. Opportunities are created wherever possible to share this information with the wider staff.</p> <p>Individuals and groups of children and young people affected by additional challenges such as poverty, care experience or caring responsibilities are clearly identified and the school has started</p>	<p>Almost all staff feel that the collaborative work we undertake in all aspects of RIT CPD is taking forward improvement in learning and teaching and enabling them to reflect on and improve their practice.</p> <p>Almost all staff feel supported to engage in professional learning and that this professional learning helps them to reflect on and improve their practice.</p> <p>The majority of staff feel that they have opportunities to undertake leadership roles if they wish to.</p> <p>Most staff feel that they are actively involved in the school's ongoing self-evaluation.</p> <p>Most staff feel that they use information including data to identify and reduce inequalities in CYP's outcomes.</p> <p>Pupil Subject surveys show improvements in all areas of teaching and learning surveyed.</p> <p>Almost all staff feel that they have a good understanding of the social and economic context of the school.</p> <p><i>(THS Teaching Staff Survey Sept 2024; THS PSA staff survey May 2025; Pupils Subject Surveys Nov 2024, THS Parent Survey May 2025; THS Pupil survey May 2025; Pef Plan 2024-25 review)</i></p> <p><i>Insight data:</i> Positive destination figures are in line with comparator.</p> <p>Examples of staff leadership opportunities: PSA</p> <ul style="list-style-type: none"> - Fashion, Dresscode, Sports Swap - Growing2gether - Attendance Lead <p>Teaching staff</p> <ul style="list-style-type: none"> - Mentoring probationers/students - Health and Wellbeing working group - Mobile phone policy working group - Ethos, Research and Nurture Leads - ASNTs with ASN pupil learning conversations - School Newsletter - MVP lead - Reading Ladder programme 	<p>more challenge and if required support for all staff in effecting the improvements within this T&L framework.</p> <p>More monitoring of progress is needed in some areas.</p> <p>Create opportunities for Middle and Senior Management to work collaboratively to clarify policies/procedures for identified areas in the FH remit.</p> <p>Create more opportunities to share relevant information on CYP and formal close monitoring at Faculty and SMT level of the progress of identified pupil groups and to work on the support and interventions already in place in some subjects to maximise the attainment of all individuals.</p>
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<p>the process of a more formal close monitoring of their progress, with each SMT member having a responsibility for assigned groups.</p> <p>Work at Faculty level is now also required to monitor these pupils' progress more closely at subject level and to work on the support and interventions already in place in some subjects to maximise the attainment of individuals.</p> <p>The Pupil Equity Fund (PEF) has been used well to improve attendance rates and the attainment of targeted learners.</p> <p>The school leadership team work effectively with partners to meet the needs of young people. SDS and DYW staff work very closely with senior leaders to monitor pupil forward plans from S3 onwards and to create career information and opportunities for all learners.</p> <p>SMT and Guidance engage very effectively with all partners such as Airport House, Home to Highland, Employability, Primary Mental Health, etc. at all opportunities to support CEYP who are at risk of not attaining or attending.</p> <p>All of this partnership work has led to positive destinations for almost all of our leavers.</p>		<p>S3 House Captains to visit P7 classes prior to transition.</p>	
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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?	Evaluation of this QI using the HGIOS 4 six-point scale?
<p>Theme 1: Learning and engagement</p> <p>The school has proactively created a, now well established, Classroom Culture based on clear expectations and careful teaching and reinforcement of these. This, alongside a structured school Ethos system, encourages a positive and caring ethos. Strong routines and the school TRACK values underpin this ethos.</p> <p>This means that relationships across the school are largely positive. Almost all teachers make appropriate and effective use of praise to build young people's self-esteem and confidence almost all or most of the time and almost all pupils feel that everyone behaves in a way that allows them to learn and achieve.</p> <p>Continuing school CPD, now focussing more specifically on what makes our classrooms inclusive environments where all pupils can learn effectively, linked to the school vision and aims, supports this.</p> <p>Engagement/motivation</p> <p>In most lessons, young people engage well in their tasks and activities. Almost all young people report that they are well motivated to achieve. Teachers need to build on this to ensure that all</p>	<p><i>In survey:</i></p> <p>Almost all staff feel that the school's vision, values and aims underpin their work.</p> <p>Almost all pupils feel that they are encouraged by staff to do the best they can, all or some of the time.</p> <p>Almost all staff feel that they treat CYP and colleagues with respect and encourage CYP to treat others with respect.</p> <p>Almost all teachers think that children are well behaved; almost all staff have high expectations of behaviour; almost all pupils feel that everyone behaves in a way that allows them to learn and achieve.</p> <p>Most staff report that CYP are engaged in their learning. Almost all pupils report that the pace and variety of tasks in lessons keeps them engaged and focussed</p> <p>CLO visit reported a majority of lessons had good pace and good pupil engagement.</p>	<p>Teachers need to ensure that all young people are actively engaged in the learning process more regularly and this will be taken forward through the CPD programme.</p> <p>Improvement in some areas on how staff meet the identified ASN needs effectively.</p>	<p>Good</p>

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<p>young people are actively engaged in the learning process more regularly and this can be taken forward through the CPD programme. In most lessons, staff are aware of potential barriers to young people's learning. CPD in how staff can now most effectively improve support to pupils where this is needed is the current focus to be taken forward into next session.</p> <p>Learners' experiences well matched and appropriately challenging</p> <p>Most teachers plan activities which provide appropriate challenge and support for learners. This has been a focus of the school's carefully planned CPD programme on Research Informed Teaching and will continue to be so as part of the ongoing work on inclusive classrooms. Further work is needed to make this more consistent. Teachers need to continue to develop their approach to differentiation in line with school CPD to ensure they consistently challenge the most able as well as support where required.</p> <p>Learners exercise choice, including the appropriate use of digital technology</p> <p>Almost all pupils feel that teachers make good use of technology to organise resources so that they can find what they need. Almost all pupils feel that the use of ICT helps them with their learning. The majority of teachers report that they use technology to support learning and in some cases to enhance learning.</p> <p>Understand purpose of learning and opportunities to lead</p> <p>Almost all young people are clear about the purpose of their learning. In most lessons, learning intentions are clear and relate well to the intended learning. In most lessons teachers support this in a variety of ways, including sharing what is to be learned at the start of lessons or a series of lessons and making explicit links with prior and future learning.</p> <p>Know views are sought, valued, acted upon</p> <p>Pupils have opportunities to give their views through the House Council system, surveys and focus groups. Pupils reported through House Council feedback that they feel 'House Council meetings are helpful' and the 'House system makes us feel included'. A majority of Prefects feedback that the House Council meetings were effective or very effective in raising pupils' views of any areas of concern. Most young people feel that their views are sought and the majority feel that these views are acted upon.</p> <p>Pupils need more involvement in evaluating teaching and learning in the school and more opportunities to discuss their views with SMT.</p>	<p>Almost all pupils feel that teachers make good use of technology to organise resources so that they can find what they need.</p> <p>Almost all pupils feel that the use of ICT helps them with their learning.</p> <p>Almost all young people understand what the teacher expects them to learn in the lesson.</p> <p>In most lessons, learning intentions are clear and relate well to the intended learning.</p> <p>The majority of pupils report that teachers tell them what they are good at.</p> <p>Most pupils report that they work hard in school and almost all feel that their work is at the right level of challenge; almost all feel confident and successful in class and almost all feel motivated to work hard and do well.</p> <p>Pupil focus groups report that most lessons begin with a clear starter activity.</p> <p>While most pupils felt that the school listened to their views, only the majority feel that that they are taken into account.</p> <p><i>(GWWP survey Sept 2024; Pupil subject surveys Nov 2024; Teaching Staff survey Sept 2024, CLO visit summary Nov 2024; Teacher evaluation of QI 2.3 June 2025; S6 Leadership Team feedback 24-25 session; S3 Pupil Leadership feedback May 2025; House Council Reps & Meeting Docs 24-25; S3 Student Focus Group Report for Faculty heads May 2025; Teacher evaluation QI 2.3 with quantitative statements June 2025)</i></p>	<p>Teachers need to continue to develop their approach to differentiation to ensure they consistently challenge the most able.</p> <p>Consistency in sharing of the purpose of learning and success criteria is needed.</p> <p>Support FHs with support and challenge for teaching staff.</p> <p>Ensure more pupil focus group feedback as well as survey on learning experiences.</p> <p>Investigate the Digital Skills Award</p>
<p>Theme 2: Quality of teaching</p> <p>Our teaching is underpinned by our shared school vision and values.</p>	<p><i>In survey:</i></p> <p>Almost all teachers feel that the school's vision and values underpin their work.</p>	<p>Build on some of the highly effective examples from a minority of</p>

<p>All of our school aims are addressed in our improvement plan with priorities of inclusive classrooms, improving attainment for all through good quality teaching and learning and an appropriate curriculum for all pupils with a strong DYW plan and focus to strive for positive destinations for all. Our classroom practice is working towards meeting our school aims through CPD around inclusive practice.</p> <p>The school has prioritised developing teachers' shared understanding of effective pedagogy with an agreed framework for a good lesson, the '<i>Lesson Evaluation Toolkit</i>' which each Faculty has customised to a degree to suit the nature of their subject. All teachers are aware of the elements of this and dedicated CPD time supports teachers to learn about and implement best practice in different areas. This means there is greater consistency across most classes of high quality learning and teaching which improves outcomes for pupils.</p> <p>Wide range of learning environments and creative teaching approaches</p> <p>Teachers use a well-planned range of activities to motivate and engage pupils, including lesson starters, digital learning apps, YouTube clips, field trips, discussion, Blooket, partner working, choral response, real world examples, carousel activities, etc.</p> <p>Most lessons are well structured with, for example, starter activities to help young people recall previous learning, shared purpose of the lesson, descriptions provided of what learners need to do to show that they have completed the learning successfully, guided practice and good checking for understanding. Most starter activities are linked to retrieval practice to revisit prior learning.</p> <p>In most lessons, teachers' explanations and instructions are very clear. In the majority of lessons, teachers share examples of successful learning.</p> <p>Learning enriched and supported by effective use of digital resources</p> <p>The majority of teachers use digital technology to effectively support learning. In some classes quality of learning is enriched by the use of these technologies. The school is now in a position to build on some of the highly effective examples from a minority of teachers using technology creatively to promote motivating learning experiences.</p> <p>Explanations and instructions clear; questioning</p> <p>Pupils feel that in almost all classes lessons are paced appropriately with explanations in clear steps, examples modelled and structured with appropriate scaffolding.</p> <p>In most lessons, teachers effectively support pupils in their learning through good use of questioning with a range of techniques to check for understanding and to challenge pupils to use higher order thinking skills.</p> <p>Observe learners to inform appropriate and well timed interventions</p> <p>Most teachers make use of assessment evidence to adjust their teaching when required.</p>	<p>Almost all pupils are happy with the quality of teaching in the school.</p> <p>Most parents report that their child receives the help he/she needs to do well and are satisfied with the quality of teaching in the school.</p> <p>Almost all staff feel that the collaborative work we undertake in aspects of RIT CPD is taking forward improvement all or some of the time and that this is helping them to reflect on and improve their practice.</p> <p>Almost all pupils report that the pace and variety of tasks in lessons keeps them engaged and focussed; they understand what the teacher expects them to learn in each lesson and the teacher's explanation of what they are learning;</p> <p>Most pupils report that their teacher asks them lots of questions and almost all report that many of these questions help them to think hard about what they are learning.</p> <p>Almost all pupils feel that teachers make good use of technology to organise resources so that they can find what they need.</p> <p>Almost all pupils feel that the use of ICT helps them with their learning.</p> <p>Almost all pupils report that teachers give them feedback about their work and learning that helps them to know how they are getting on and what they need to do to improve.</p> <p>Need for more consistent checking for understanding from the entire class; more higher order questioning to deepen thinking and understanding; more use of hinge questions at key points in lesson; more use of young people's responses to make adjustments in the course of the lesson.</p> <p>Almost all parents feel that their child is making good progress at the school and most are satisfied with the quality of teaching.</p> <p>Almost all staff say that CYP are provided with experiences which meet their learning needs.</p>	<p>teachers using technology creatively to promote motivating learning experiences.</p> <p>Work on effective plenaries, linked to lesson purpose is now required.</p> <p>Continued CPD on using a range of techniques to check for understanding and challenging pupils to use higher order thinking skills.</p> <p>Middle and Senior management to offer a greater degree of support and challenge to staff to ensure that Personal Learning Plan targets in improving teaching and learning are met.</p> <p>Plan to engage pupils in more discussion around what high quality teaching and learning should look like.</p> <p>Teachers should ensure that the</p>
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<p>Use feedback effectively to inform and support progress in learning</p> <p>The majority of lessons involve teachers checking for understanding to inform well timed interventions. Most staff use feedback effectively and in a variety of ways, including digitally. As a result, most young people are able to identify their strengths and next steps in learning.</p> <p>Almost all pupils feel that staff help them to understand how they are progressing with their schoolwork and give them feedback that helps them learn.</p>	<p>(CLO visit Dec 2024 and March 2025 observation feedback; THS Research Informed Teaching CPD Feedback March 2025; Pupil Subject surveys Sept 2024; Pupil Focus Group feedback (across session); PSA review; THS Pupil survey May 2025; THS Teaching staff survey Sept 2024; THS Parent survey May 2025; Teacher evaluation Q1 2.3 with quantitative statements June 2025; CLO Visit feedback Nov/Dec 2024; Class observations)</p>	<p>purpose of learning and what success looks like is clear to all pupils at all times.</p>
<p>Theme 3: Effective use of assessment</p> <p>Most teachers assess the work of learners using a range of formative approaches to check for understanding and make effective use of this assessment evidence to help inform subsequent planning. These assessment approaches include questioning, use of show me boards, teachers observing learners, considering how they answer questions, digital apps, employing self and peer assessment, and using exit strategies. In most departments teachers design low stakes assessment to identify how well pupils understand a unit of learning and to identify common misconceptions, and more formal assessments carried out at the end of each unit of work.</p> <p>In a few lessons, teachers challenge pupils to use higher order thinking skills.</p> <p>Most staff engage in professional dialogue within departments and in a minority of cases with other schools, to agree on valid and reliable assessment approaches.</p> <p>A minority of departments take part in moderation activity with other schools and engage with SQA professional learning opportunities. Most teachers have a good understanding of assessment standards in the BGE and Senior Phase and plan well for National Qualifications courses where tasks and activities are set at the right level of difficulty. All Faculties use appropriate quality assurance procedures to ensure the robustness of their assessments and marking.</p> <p>Teachers in a minority of departments benefit from the support of colleagues who have been appointed to work for the SQA who use their experience well to support their colleagues' understanding.</p>	<p>Almost all pupils feel that when they have assessment they know what and how to revise.</p> <p>Almost all pupils say that the feedback they receive on their work helps them to improve their learning all or some of the time.</p> <p>Almost all staff say that they give pupils regular feedback that helps them progress.</p> <p>Most parents report that they receive helpful, regular feedback about how their child is learning.</p> <p>(Pupil Subject surveys Sept 2024; THS Pupil survey May 2025; THS Teaching staff survey Sept 2024; THS Parent survey May 2025; Teacher evaluation Q1 2.3 with quantitative statements June 2025; CLO Visit feedback Nov/Dec 2024)</p>	<p>Ensure that improvements in CFU and class assessment is monitored as with other aspects of Teaching and Learning.</p> <p>Review and update the Faculty Senior Phase verification procedures for assessment; support Middle Management (especially newer staff) with processes for moderation of BGE and SP assessment both within and outwith the school.</p>
<p>Theme 4: Planning, Tracking and Monitoring</p> <p>We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.</p> <p>Most Faculties have carefully planned subject curricula at appropriate levels with timeframes for teaching and assessment to meet the needs of all pupils. Work has been done to enhance the school's curriculum so that there is access to appropriate subjects and levels for all pupils. In the</p>	<p>Most staff say that moderation activities are supporting them to make sound professional judgements.</p> <p>Most staff say that they use information, including data, effectively to identify and reduce inequalities in children's and young people's outcomes.</p>	<p>Review and update Target Setting policy.</p> <p>Ensure there are clear expectations across all levels</p>

<p>Senior Phase, work is being done on developing the school's positive presentation policy where all young people are challenged and supported to attain as highly as possible while also planning for fall back positions if required. As a result, pupils are engaging with curricula tailored to support their academic progress, while being consistently encouraged to strive for high levels of attainment across all areas of the school.</p> <p>Learners are fully involved in planning learning.</p> <p>Learners are increasingly involved in discussion over their subject choices and appropriate pathways from S2 onwards with planned times for learner conversations with all pupils resulting in more informed and appropriate subject choices being made.</p> <p>As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p> <p>Most teachers make effective use of assessment evidence to help inform subsequent planning. They use a blend of summative and formative assessment approaches to make informed judgements of young people's progress. Need to ensure that these judgements are used to inform further the regular planning of learning experiences more consistently. Teachers also use a range of departmental and whole-school data carefully to track and monitor young people's progress. They use this information to ensure young people make appropriate progress in their learning.</p> <p>This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship.</p> <p>All staff know young people and their individual needs. Most young people who require additional support with their learning are supported to make appropriate progress in class. Young people benefit from a range of supports, such as support to achieve the identified core curriculum and also challenge to move beyond this. Pupil Support Assistants support young people who have barriers to their learning in class well.</p> <p>We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.</p> <p>The school has a target setting and robust tracking system underpinned by effective departmental tracking with well managed processes to inform parents and pupils of progress.</p> <p>In the Senior Phase learning conversations take place after prelim assessment that allows effective interventions to be put in place for pupils who are not attaining as highly as expected. Where required pupils are targeted on an individual basis.</p> <p>Pupils are tracked in the BGE allowing attainment at Level 3 to be reported at the end of S3.</p> <p>In the senior phase, teachers have a good understanding of the assessment standards in national qualifications. A minority of teachers take part in moderation activity with other schools, and a minority also engage with SQA marking and professional learning opportunities. Teachers plan well</p>	<p>Most young people feel that they are encouraged by staff to do their best. Almost all young people feel motivated to work hard and do well in class; most young people feel confident and successful in class.</p> <p>Most parents felt that it was beneficial for their child to have a 1 to 1 session to discuss their options and the majority that their child was well supported to make choices about taking the subjects that are right for them. Most parents feel that their child receives the help he/she needs to do well.</p> <p><i>(Pupils Subject surveys Sept 2024; THS Pupil survey May 2025; THS Teaching staff survey Sept 2024; THS Parent survey May 2025; PSA Deployment survey June 2025; CLO visit feedback Nov/Dec 2024; THS ASN Spreadsheet; Seemis 'flags'; examples of Pupil Profiles; THS School Tracking systems; Teacher evaluation Q1 2.3 with quantitative statements June 2025)</i></p>	<p>from classroom teacher to senior leaders on how to act on tracking data to support learners' progress and share good practice on providing effective intervention post tracking.</p> <p>Ensure that tracking judgements are used to inform regular planning of learning experiences and impactful support for young people.</p> <p>All subjects to have a 'core' curriculum clearly identified.</p> <p>Continued school CPD on inclusive practice to support teachers to be as inclusive and effective in their practice as possible.</p> <p>More focus group feedback from specific groups of pupils, eg. ASN</p>
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<p>for National Qualifications courses where tasks and activities are set at the right level of difficulty to support all learners to make better progress. This includes providing greater levels of challenge for some and consolidation of learning for others, with a clear 'core' curriculum that must be accessible to all, with support if required.</p> <p>All staff are well informed about pupils who have potential barriers to learning such as ASN, CEYP, FSM, etc. The majority of staff make well-judged adaptations to their learning, teaching and assessment as a result of this information. This includes providing greater levels of challenge for some and support and consolidation of learning for others. Embedding this good practice is a focus for CPD going forward so that all staff are making effective use of whole-school information about learners' needs.</p>			
QI 3.1 Ensuring wellbeing, equality and inclusion			
<p>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)</p>	<p>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?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>Evaluation of this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Wellbeing We have a clear set of school procedures both within and outside the classroom that are regularly revisited and reviewed and staff apply these consistently to create ordered and calm learning environments in most classes. Through school CPD on inclusive practice our school community is developing a shared understanding of wellbeing and valuing every pupil equally. We are working on classroom practices that support all children no matter their needs and allow all to learn.</p> <p>We review all of our children and young people's feelings regarding the SHANARRI indicators safe, healthy, achieving, nurtured, active, respected, responsible and included. From our review pupils have identified 'safe' and 'included' as areas for improvement. Moving forward, we need to engage pupils more with their own evaluation through the wellbeing indicators and in considering regularly what the wellbeing indicators mean for them in everyday life to support them in developing important life skills, such as learning to become more resilient emotionally, to keep themselves safe, and to make healthy decisions.</p> <p>Most staff feel valued and supported but recent work on refreshing the ERD process for PSAs has identified areas for improvement in supporting PSAs with their wellbeing and support for pupils that will form part of improvement priorities for next session.</p> <p>All partners feel that the school values their contribution and that the partnership with the school works well.</p> <p>Staff, children and young people have worked to develop agreed values that are reinforced through the school merit system, in termly House Assemblies, through improvement planning processes and where possible in</p>	<p>Most parents report that their child likes being in school, they are safe in school and that staff treat them fairly and with respect.</p> <p>Almost all pupils feel that classroom behaviour allows them to learn and achieve.</p> <p>Most teaching staff feel that they are valued members of the school community and find it rewarding to be a member of staff at our school.</p> <p>The majority of PSA staff feel that they are valued for the work they do.</p> <p>All partners feel that the school values their contribution and that partnership with the school works well.</p> <p>Most children and young people report that they have someone to speak to if they are upset or worried about something</p> <p>Most children and young people report that staff and their peers treat them fairly and with respect.</p>	<p>More pupil familiarity, understanding and evaluation of their own wellbeing through the wellbeing indicators.</p> <p>Continued GMWP survey and analysis to highlight further priorities for improvement of pupil wellbeing.</p> <p>Appropriate interventions around the headings of Affiliation, Agency, Autonomy, Healthy & Safe. Feedback to pupils.</p>	<p>Good</p>

<p>lessons. As a result, they have become embedded and are supporting positive relationships in which children and young people feel valued. All staff and partners are proactive in promoting positive relationships across the school. This means that most pupils feel that they are respected and feel safe in school.</p>	<p>Almost all pupils feel that the school helps them to understand and respect others.</p>	<p>ERD Calendar with appropriate actions for PSA support, including CPD on Inset Days as well as calendared termly meetings.</p>																																				
<p>The school has an Anti-Bullying policy that gives a shared understanding in relation to bullying concerns that has been shared with parents. Staff are currently recording any incidences of bullying to ensure they have a clear overview of them and intervene appropriately. This needs to be reviewed and discussed with parents and pupils again as a minority of parents and less than half of pupils still feel that these incidents are not dealt with well.</p>	<p>A minority of parents and less than half of pupils disagree that the school deals well with bullying</p>	<p>Refresh Anti-bullying policy with pupils, staff and parents</p>																																				
<p>We have systematic processes that ensure that each child is considered as an individual with their own needs through termly caseload meetings of SMT and pastoral and support staff. These allow the implementation of effective targeted interventions when required for all pupils. Our Pupil support team have an excellent knowledge of our pupil as individuals and make the best use of all supports (in school and third party) available to us when needed. They are proactive in following up concerns young people may have and in working closely with parents and partners. For example we have excellent support though the CSW based in the school and the associated base which provides a safe space for pupils at break and lunch and our mentoring programme is extremely well supported by staff and benefits up to 50 pupils across a session with almost all mentored pupils reported benefits to aspects of their wellbeing as a result of the support. A number of staff are trained as mental health first aiders providing drop in sessions.</p>	<p>Almost all pupils found their visit to THS a positive experience and that they settled in well to S1.</p> <p>Most pupils report that the school listens to their views. The majority of pupils feel that the school takes their views into account.</p> <p>Most pupils report that they were given good advice to make choices about taking subjects that were right for them.</p> <p>Of the 42 identified S1-S3 pupils all felt that having a mentor in school improved their school experience and wellbeing in different ways.</p> <p>Attendance monitoring shows some individual improvement and an average whole school improvement of approx. 1.5%.</p> <p>Significant quantitative Improvements made in relationship building and overall happiness measured through <i>Goodman's Strengths and Weaknesses</i> questionnaire for the majority of pupils taking part in Softstart.</p>	<p>S1 settling-in interviews with PTPS focussing on young people's understanding of themselves as learners, their wellbeing and achievements.</p>																																				
<p>We have a well-planned transition for P7 pupils into S1 with an enhanced transition group for identified pupils and support from the S6 Leadership Team. As a result, almost all of the Enhanced Transition group pupils felt more confident about their move into High School at the end of this programme. Carefully planned S1 settling-in interviews focussing on young people's understanding of themselves as learners, their wellbeing and achievements are to be included moving forwards.</p>	<p>THS PEF Review 2025</p>	<p>Consider further courses at appropriate levels to enable pupil progression at all levels.</p>																																				
<p>We have worked on improving options processes for pupils and parents to support well informed subject choice from S2 to S5. House Council termly meetings are an embedded part of the school calendar and as a result most pupils report that the school listens to their views.</p>	<p>Insight data:</p> <table border="1" data-bbox="1253 1013 1778 1156"> <thead> <tr> <th colspan="2">All leavers</th> <th colspan="2">ASN leavers</th> <th colspan="2">FSM Leavers</th> </tr> <tr> <th>Establishment</th> <th>Year</th> <th>% of Schools Leavers in a Positive Destination</th> <th>Number in Cohort</th> <th>% of Schools Leavers in a Positive Destination</th> <th>Number in Cohort</th> </tr> </thead> <tbody> <tr> <td>Thurso High School</td> <td>2023/24</td> <td>95.57</td> <td>158</td> <td>93.44</td> <td>61</td> </tr> <tr> <td>Virtual Comparator</td> <td>2023/24</td> <td>95.51</td> <td>1580</td> <td>92.3</td> <td>610</td> </tr> <tr> <td>Highland</td> <td>2023/24</td> <td>96.5</td> <td>2629</td> <td>94.95</td> <td>1406</td> </tr> <tr> <td>The National Establishment</td> <td>2023/24</td> <td>95.71</td> <td>55961</td> <td>93.34</td> <td>25303</td> </tr> </tbody> </table>	All leavers		ASN leavers		FSM Leavers		Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort	% of Schools Leavers in a Positive Destination	Number in Cohort	Thurso High School	2023/24	95.57	158	93.44	61	Virtual Comparator	2023/24	95.51	1580	92.3	610	Highland	2023/24	96.5	2629	94.95	1406	The National Establishment	2023/24	95.71	55961	93.34	25303	<p>Further improve the Options website to ensure it is pupil friendly with more pathway information to ensure pupils feel informed and confident about subject choices.</p>
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<p>We have built on the HC policies and procedures to improve and support high levels of attendance which are monitored for all pupils on a regular basis. This has led to an improvement in Attendance across the school so that we are now above Highland and National averages.</p>	<p>Most pupils report that the school offers them the opportunity to take part in activities in school beyond the classroom and timetabled day, such as clubs, etc.</p>	<p>Options information</p>																																				
<p>School leavers are well supported through our DYW programme into positive destinations – almost all pupils, including our pupils with ASN and FSM move into positive destinations, in line with VC and National figures. Pupils will have the opportunity to attend classes to support them with university, college or apprenticeship applications in addition to DYW provision planned throughout the year. We also have strong links with Airport House, Home to Highland and SDS to support all pupils as well as utilising the Highland Tutoring Service where appropriate.</p>	<p>THS Pupil survey May 2025 P7/S1 Transition survey Sept 2024</p>																																					

<p>Most pupils feel that the school offers them opportunities to take part in activities beyond the school day and methods of tracking this as well as pupils' wider achievements are currently being developed by the newly appointed Ethos Lead with this responsibility.</p>	<p><i>THS Parent survey May 2025 Thurso High School Partner Survey 2024-25 THS Teaching Staff survey Sept 2024 THS Pupil Support Staff survey May 2025 Pupil Subject surveys Nov 2024 SHANARRI evaluation 2025</i></p>	<p>evening for parents. Inclusive classrooms – challenge low expectations by modelling ambition and growth mindset through teacher feedback and quality learner conversations. Strengthen early interventions and evaluate impact of those interventions. Having identified that approx. 30% of pupils are not engaging with extracurricular activities need to now work towards reducing this number.</p>
<p>Theme 2: Fulfilment of statutory duties We fulfil our statutory duties linked to children and young people with regard to national guidance such as Child Protection and Safeguarding, Getting it Right for Every Child (GIRFEC), complying with the Education (Additional Support for Learning) (Scotland) Act 2004, following GDPR and the Data Protection Act 2018 and the Equality Act 2010. We monitor attendance and absence reporting and ensure that all pupils are accounted for if absent for a period of time. We support CEYP in accordance with legislation. All school policies and procedures, based around these requirements, are evaluated and updated annually. We fulfil our statutory duties linked to children and young people as described in Theme 3.</p>	<p>Need evidence from pupils in these groups</p>	<p>Focus groups to be held to explore how well supported do certain pupil groups feel wrt school and agency planning and intervention.</p>
<p>Theme 3: Inclusion and equality</p>	<p>Through survey or report:</p>	<p>Support for staff in effectively</p>

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<p>The school is working with teaching and PSA staff to develop an inclusion policy to enhance our Classroom Culture based on positive relationships and high expectations. A next step will be to involve pupils in these discussions.</p>	<p>Most staff feel that they use information including data effectively to identify and reduce inequalities in CYP's outcomes</p>	<p>addressing the needs of all pupils through whole school CPD.</p>
<p>Staff identify and know the additional support needs of children and young people well. We have created Pupil Profiles for pupils who need some more support in mainstream classes to help teachers deliver this support most effectively. We are working on improving communication around ASN pupils and their needs including developing our collaborative practice with PSAs. We are creating opportunities for all pupils with ASN to have a regular Learning Conversation with an ASNT to review and update the support they require. We have very robust systems for AAR recording and delivery.</p>	<p>All staff understand how to apply the school's procedures relating to child protection and safeguarding. A strong ethos exists across the school to minimise barriers to learning for all pupils, the management team are working hard to continue to maintain and develop this.</p>	<p>Development of Personal Learning conversations with all ASN pupils with all ASNTs having a specific caseload.</p>
<p>Senior management monitor the wellbeing and attainment of some groups of pupils who may be more at risk such as Care Experienced pupils, pupils attending Airport House, pupils on part-time timetables, pupils who receive FSM, etc. to ensure effective interventions and monitor their progress. This is in the process of being extended to all groups who may be at risk, including Young Carers, EAL, etc.</p>	<p>The teaching staff are provided with comprehensive information about the pupils and strategies to support them. All teachers demonstrated that they were aware of the needs of the learners in their class. Teachers do consider their approaches to learning and teaching in order to meet the diverse range of needs within their classrooms.</p>	<p>Many aspects of continued improvement in recording and communication of information involving ASN pupils, including individual pupil profiles.</p>
<p>We monitor the use of exclusions carefully and ensure that pupils who are at risk of exclusion are well supported and that exclusion is only used when there is seen to be no other option. Pupils who are excluded are supported during their exclusion and on return to school. Young people who have experienced exclusion are well supported on return to school.</p>	<p>The SQA Coordinator and PT ASN work well together to ensure that candidates get the support they require and there is a clear, positive culture within the centre around ASN.</p>	<p>Improvement of the PSE programme is ongoing and needs to continue to be a priority.</p>
<p>We review plans for children and young people on part-time timetables regularly and ensure that the voice of the pupil is always made clear in this planning. We monitor pupils who attend Airport House carefully and pupils who are not attending school for whatever reason.</p>	<p>Most PSA staff are proud to be part of the school and the majority feel that they are valued for what they do. Almost all felt they had confidence in the decisions made by the leadership team.</p>	<p>Development of an equality and diversity policy which links with our inclusive classroom development work</p>
<p>Specific interventions are supporting targeted groups of young people. For example, pupils involved in the Growing2gether and Fireskills initiative as well as groups run by partners such as Youth Development Officers report increased feelings of confidence and self-worth.</p>	<p><i>Pupil Exclusion spreadsheet</i> monitoring existing and follow up support.</p>	<p>EP: Guard against differentiation by PSA; encourage independence.</p>
<p>Improvement of the PSE programme is ongoing and needs to continue to be a priority.</p>	<p>Young people involved in the Growing2gether, Fireskills initiative as well as groups run by partners report increased feelings of confidence and self-worth.</p>	
<p>Young people in the Enhanced Provision (EP) at Thurso High School experience a broad and meaningful range of personal achievements. Through gaining a variety of qualifications from National 1 to National 3 levels—including Communication, Science, Performance Arts, Mathematics, Classics, Cookery, Textiles, Employability and more—young people are developing important skills for learning, life and work. A few young people enjoy participating in wider school initiatives such as cookery, horse riding, music tuition, and college link, which help them to feel included and valued. Almost all young people take pride in their accomplishments and are growing in confidence and resilience as a result.</p>	<p>All pupils attending Airport House felt that it offered a safe and comfortable environment to learn in and most that it had a positive impact on them.</p>	
<p>Young people in the EP are also developing key emotional and social skills, including emotional regulation and the ability to work effectively with others. Some are now able to make connections between their achievements in school and the skills they will need for their future lives. In particular, they speak positively about the skills required for life beyond school and pride in receiving their SQA certificates; a pride that is echoed by their parents during meetings. Staff in the EP should now continue to strengthen the tracking of</p>	<p><i>(Teaching Staff survey Sept 2024; CLO Visit feedback Nov 2024; SQA's Audit of Evidence to Support Requests for Assessment Arrangements; Thurso High School Pupil Support staff Wellbeing Survey May 2025; G2G Thurso Impact Report May 2025; Pef Review 2023-25; EP</i></p>	

<p>young people's achievements, with a clear focus on identifying and building on individual skills, particularly in BGE, following improvements to senior tracking in the past year. This will support the planning of progressive learning pathways that meet the needs of all learners.</p>	<p><i>curricular documents and SQA Awards; THS Exclusion spreadsheet; Review of information sharing around pupil additional support needs May 2024; Airport House feedback 2025)</i></p>	<p>Engage with ex MFMS mentors as a source of pupil support. Carry out a review of the THS Anti Bullying Policy</p>																				
<h3>QI 3.2 Raising attainment and achievement</h3>																						
<p>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)</p>	<p>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?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>Evaluation of this QI using the HGIOS 4 six-point scale?</p>																			
<p>Theme 1: Attainment in Literacy and Numeracy A whole school overview of all pupils' literacy and numeracy attainment supports careful and constant monitoring of every pupil's progress. We are using a range of strategies to improve the attainment of all young people in literacy/numeracy and also for those identified as requiring extra support. This means that possible leavers or non-engagers are identified early and supported appropriately, leading to a reduction in numbers of pupils leaving school with no lit/numeracy award. By the end of S3 in 2025 almost all pupils are achieving level 3 or better in all literacy measures, and the majority of pupils achieved level 4 CfE in all literacy measures. In numeracy in 2025 by the end of S3 the majority of S3 pupils achieved level 4 and almost all achieved level 3 and above. These figures are well above last year's National data. Use of a range of strategies to improve the attainment of all young people in literacy have all led to increase in attainment for pupils: <ul style="list-style-type: none"> - bespoke literacy programme run for all of BGE leading to a 4% improvement pattern across all skills; - one to one targeted support for Senior Phase pupils allowing 6 pupils who would have otherwise left with no Literacy qualifications to achieve a qualification in English; - carefully planned smaller sets for identified pupils in S1 – S4; - S6 Communications allowing 4 pupils to gain a level 6 literacy award. Use of a range of strategies to improve the attainment of all young people in numeracy: <ul style="list-style-type: none"> - bespoke numeracy improvement programme for all of S1/2 leading to an average improvement in numeracy age for S1 pupils of 1.92 years and for S2 pupils of 0.94 years; - use of Direct Instruction techniques for identified pupils leading to an average increase in numeracy age for 10 S1 pupils from 6.97 to 9.69 years across the session; </p>	<p><i>THS Literacy and Numeracy Attainment Progression</i></p> <table border="1" data-bbox="1224 659 1673 817"> <thead> <tr> <th></th> <th colspan="2">BGE Literacy</th> <th colspan="2">BGE Numeracy</th> </tr> <tr> <th></th> <th>2024</th> <th>2025</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>56.64</td> <td>60.47</td> <td>62.24</td> <td>72.87</td> </tr> <tr> <td>3+</td> <td>93.01</td> <td>91.47</td> <td>93.71</td> <td>91.47</td> </tr> </tbody> </table> <p>Literacy In S4 between 2020 and 2024, most pupils have achieved level 5 literacy and this attainment is consistently above the VC, apart from 2023 when it is in line with the VC. In S5 almost all pupils achieved level 5 literacy from 2020 to 2022, and in 2023 and 2024 most pupils achieved level 5 and a minority of pupils achieved level 6; all measures are consistently above or in line with the VC, apart from level 5 in 2024. In S6 almost all achieved level 5 literacy and most pupils achieved level 6; in all years between 2020 and 2024 these measures were above the VC. Numeracy In S4 between 2020 and 2024, the majority of pupils achieved level 5 numeracy and this attainment is above the VC in two out of five years. In S4 a few pupils attained level 6 numeracy. In S5 most pupils achieved level 5 numeracy, consistently above the VC in all years apart from 2021. A minority of pupils achieved level 6;</p>		BGE Literacy		BGE Numeracy			2024	2025	2024	2025	4	56.64	60.47	62.24	72.87	3+	93.01	91.47	93.71	91.47	<p>Build on opportunities for those pupils no longer studying Maths and English in SP to achieve at a higher literacy/numeracy level.</p> <p>Good</p>
	BGE Literacy		BGE Numeracy																			
	2024	2025	2024	2025																		
4	56.64	60.47	62.24	72.87																		
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<ul style="list-style-type: none"> - a carefully structured pathway for all pupils in Maths to allow for opportunities to gain a numeracy award at the highest level possible – 92 pupils gained SQA Numeracy level 5 or above and 55 SQA Numeracy level 6. - Through 1-1 support sessions for which they attended school or were met by staff off site, 13 out of 13 non-attenders achieved N3 or N4 or Level 5 Core Skills numeracy. 	<p>these measures are above the VC in four out of five years. In S6, for 2020, 2021 and 2024 most pupils achieved level 5 numeracy, a bit behind the VC. In 2022 and 2023 almost all pupils achieved level 5 numeracy, ahead of the VC. A minority of pupils attained level 6 numeracy; above or in line with the VC in all of the five years.</p>	
<p>Theme 2: Attainment over time</p> <p>Transition data (ACEL, SNSA, pupil SEBD, ASN, etc information) is used for teachers to have knowledge of pupils as they move into S1.</p> <p>By the end of S3, most or almost all young people are achieving third CfE level or better in most other curriculum areas. This is recorded in a well purposed whole school tracking system that covers S1 – S6 and progress over time is demonstrated in Faculty tracking and school <i>Pupil Attainment Summaries</i>. In the BGE, the school collates data for all subjects showing the percentages of young people achieving the third and fourth curriculum levels.</p> <p>To improve breadth and depth, management are continually looking to improve the curriculum offered where possible so that all pupils have access to appropriate courses at appropriate levels and make use of the SCQF framework to offer National Qualification (NQ), NPA and Skills for Work courses if appropriate. To improve attainment in the subjects studied the school is working on a very positive presentation policy to support and encourage CYP to succeed.</p> <p>Monitoring and tracking progress in the senior phase includes learning conversations with SMT with all pupils who are not meeting their targets at key stages. Support such as after school study classes, subject specific support and study guidance is offered. Some subjects are effectively intervening at class level with strategies to inform planning learning, teaching and assessment and curricular adaptations such as the need to consolidate learning or review sequencing of courses. This good practice needs to be extended to become more consistent in Senior Phase across the school and into BGE.</p> <p>Important information about each pupil, for example, ASN, FSM, CEYP, YC, bereavement, etc. is shared with teaching staff so that all staff are fully aware of this for every pupil. The attainment over time of particular groups of young people, such as those who are care experienced, have FSM, and those learners with additional support needs who receive different stages of intervention now needs to be monitored more closely.</p> <p>All pupils are considered individually and where required individualised timetables are created using partner resources such as MFMS, Highland Digital School, UHI North, West and Hebrides, Airport House including outreach, one to one interventions, etc.</p> <p>The study skills programme is in place for all year groups to support effective revision leading to an increase in pupil confidence in their ability to study independently.</p>	<p>By the end of S3, most or almost all young people are achieving third CfE level or better in most other curriculum areas. (<i>School Tracking</i>)</p> <p>Senior phase Attainment for all</p> <p><i>Lowest 20% based on average complementary tariff scores</i></p> <p>The lowest 20% of S4 pupils perform broadly in line with the VC over the years 2020/2022 but dropped back in 2023. In 2024 performance was significantly better but not meeting that of 2022. In S5, the lowest 20% of pupils are behind the VC in 2024 after 4 years of consistently being in line. In S6 pupils have dropped significantly in 2024 despite being ahead of the VC in the past two years, 2022 and 2023. The reasons for this are clear to the school.</p> <p><i>Middle 60% based on average complementary tariff scores</i></p> <p>The middle 60% of S4 pupils performed better than 2023 and are now in line with the VC despite being better than the VC in 2020 and 2022. In S5 the middle 60% have dropped behind the VC having been above the VC in 2023 and 2022 and in S6 the middle 60% of pupils are above the VC.</p> <p><i>Top 20% based on average complementary tariff scores</i></p> <p>The top 20% of pupils in S4 are broadly in line with the VC, and in S5 and S6 just behind the VC but not significantly.</p> <p>Senior Phase Breadth and Depth</p> <p>In S4 in 2024, at SCQF level 4 or better, a majority of young people gain six or more qualifications from 2019 to 2024. This is lower than the VC in all years apart from 2022. At SCQF level 5 or better, the percentages of young people gaining one or more to four or more qualifications are broadly in line with the VC but at 5 and</p>	<p>Track pupil progress in the BGE more systematically to give SMT a more holistic overview of progression in the BGE.</p> <p>Continue to work on Options processes and positive presentation to ensure that all pupils moving into the Senior Phase are making as ambitious choices as possible to improve breadth and depth measures particularly at level 6.</p> <p>Support Faculties with recording information on pupils so that staff can identify pupils needing support and intervene as appropriate.</p>

<p>The Enhanced Provision senior phase pupils had individualised SQA offerings with a minimum of 15 and a maximum of 32 completed units.</p>	<p>6 or more at level 5 pupils have dropped below the VC. The majority of young people gained 5 awards at Level 5. The school are aware of the reasons why some pupils in the 2024 S4 cohort did not perform as well.</p> <p>S1-S5 73.8% are very confident or confident in their ability to study independently after receiving lessons in PSE, an increase of 17.7% from before the lessons.</p> <p><i>Study skills evaluation May 2025</i></p> <p>By S5 (based on the S5 roll), at SCQF level 4 or better, the percentages of young people gaining one or more to five or more qualifications are broadly in line with the VC from 2019 to 2024. At SCQF level 5, most young people gained five or more qualifications over past three years, however this has fallen behind the VC in 2024. At SCQF level 6, most young people gained one or two awards at L6 while a minority gained three to five or more qualifications, remaining behind the VC, from 2019 to 2024.</p> <p>By S6 (based on the S6 roll), at SCQF level 5, the percentage of young people gaining one or more to eight or more qualifications are above the VC continuing to show signs of improvement. At level 6 at one or more to four or more the percentage is above the VC and in line at 5 or more. In the two most recent years almost all young people gained 4 or more awards at level 5. At SCQF level 6 or better, the majority of young people gained 5 awards at level 6 or better which is only slightly behind the VC and continuing to show signs of improvement.</p> <p>At SCQF level 7 or better, the percentages of young people gaining one or more to three or more qualifications are broadly in line with the VC over the five years.</p>	<p>Work on the effectiveness of interventions at class, Faculty and school level.</p> <p>Track the attainment over time of particular groups of young people, such as those who are care experienced, receive FSM, etc.</p> <p>Update THS Attendance Policy</p> <p>Create a <i>Positive Presentation Policy</i> to reflect practices already emphasised this session.</p>
<p>Theme 3: Overall quality of learners' achievement</p> <p>Staff and partners work well to provide young people with access to various programmes that build young people's self-esteem, confidence and social skills. Children and young people take part in a range of activities, (Growing2gether, Youth Philanthropy Initiative, Fireskills, DYW events, YDO excursions, University trip, FilmG, Highland Youth Parliament Conference 2024, Loch Insh trip 2025, etc.) all of which contribute to the development of their skills and attributes in the four capacities.</p>	<p>Almost all partners feel that there are effective arrangements in place for joint planning and delivery of provision with the school and all partners report that partnership working with the school works well.</p> <p><i>Most pupils feel that the school offers them the opportunity to take part in activities in school beyond the classroom.</i></p>	<p>Following implementation of tracking of wider achievements across the whole school, including those delivered by</p>

Teamwork Respect Achievement Commitment Kindness

<p>Groups of young people, who face challenges in life, benefit immensely from mentoring children who need their support through the 'Growing2Together' intergenerational programme; others develop leadership and teamwork skills through the Fireskills course delivered locally. Young people who benefit from spending time in the CSW base enjoy social football after school and Baking groups with the Youth Development Officer. The curriculum includes programs focusing on Health and Wellbeing (HWB), Developing the Young Workforce (DYW), Employability and the school Personal and Social Education (PSE) programme is in the process of being refreshed.</p> <p>Participation in sports teams and travelling away to compete fosters teamwork, fitness, and resilience.</p> <p>Pupils in S6 are gaining experiences and awards through the S6 Opportunities programme which offers all S6 pupils chances to volunteer both within and out with the school as, for example, Subject Ambassadors, through Befriending Caithness or by supporting S1 pupils through Paired Readers.</p> <p>The S6 Leadership team (Prefects) have a wide range of input to the school from supporting at Parents Evenings, speaking at Parent Council to running all the House assemblies throughout the year. These assemblies are linked to the school TRACK values (teamwork, respect, attainment, commitment and kindness) and the Leadership Team are clearly developing skills in teamwork, presentation skills, confidence. Saltire awards for some young people acknowledge their voluntary contribution to the school and wider community. The school's house system captures young people's contribution and achievements through recording house merits, based on the school's values. Pupil success is recognised through House displays.</p> <p>Children and young people in the BGE and SP have opportunities to develop their leadership skills through House Council representation where they pass on the views of their classmates at the termly House Council meetings run by the House Captains and the staff House Lead. The agendas are set by the pupils with questions from HGIOURS at every meeting. Newly established S3 House Captains take part in projects to enhance some aspect of school life as well as supporting S6 House Captains with assemblies and Parent Council representation, etc.</p> <p>Those pupils involved in Sport and Recreation are delivering sports coaching to primary seven children from associated primary schools, which is also helping to support transition.</p> <p>Examples of other opportunities offered include Debating, Speechmaking, Young Enterprise, Choir, Youth Parliament, etc.</p> <p>The school displays to recognise pupil success are managed by the House Captains who award merits for pupil success within their Houses. Pupil success within and outwith school is also recognised through the school's social media. A school Dux award has very recently been re-introduced for SQA attainment.</p> <p>Young people's achievements within school and in the wider community are recognised and celebrated through prize giving assemblies where attainment and effort is rewarded with class certificates. Pupils are awarded merits following each Tracking period for good progress, effort and behaviour.</p> <p>Staff have started to record young people's involvement in the range of wider achievements and have begun the process of identifying those who may miss out on achievements who would benefit from them most and have started planning for this. A comprehensive, strategic oversight of achievements across the whole school, including those delivered by partners, would allow for better analysis. Our pupils also need support to recognise</p>	<p>Awards gained through YDO programmes 2024/25: Dynamic Youth Awards -23; Saltire Awards - 63</p> <p>Teachers' perceptions of the young people's attitudes to education following the 2024/25 Growing2gether programme demonstrated clear improvements across the whole group in effort, engagement, commitment and academic performance.</p> <p>All students of Fireskills cohort reported 80% - 90% improvement in self-value and growth in confidence.</p> <p>Most pupils feel that the school offers them the opportunity to take part in activities in school beyond the classroom.</p> <p>Almost all S3 House Captains reported this as a positive experience that helped them to develop their confidence and communication skills.</p> <p>Pupils feedback included: '<i>getting to see your views and ideas being seen and getting to be a part of the change/awareness.</i>'; '<i>Presenting my ideas to younger years and hopefully making a difference within in the school.</i>'</p> <p>Insight data:</p> <table border="1" data-bbox="1230 981 1805 1133"> <thead> <tr> <th colspan="2">All leavers</th> <th colspan="2">ASN leavers</th> <th colspan="2">FSM Leavers</th> </tr> <tr> <th>Establishment</th> <th>Year</th> <th>% of Schools Leavers in a Positive Destination</th> <th>Number in Cohort</th> <th>% of Schools Leavers in a Positive Destination</th> <th>Number in Cohort</th> </tr> </thead> <tbody> <tr> <td>Thurso High School</td> <td>2023/24</td> <td>95.57</td> <td>158</td> <td>93.44</td> <td>61</td> </tr> <tr> <td>Virtual Comparator</td> <td>2023/24</td> <td>95.51</td> <td>1580</td> <td>92.3</td> <td>610</td> </tr> <tr> <td>Highland</td> <td>2023/24</td> <td>96.5</td> <td>2629</td> <td>94.95</td> <td>1406</td> </tr> <tr> <td>The National Establishment</td> <td>2023/24</td> <td>95.71</td> <td>55961</td> <td>93.34</td> <td>25303</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>91.47</td> <td>9852</td> </tr> </tbody> </table>	All leavers		ASN leavers		FSM Leavers		Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort	% of Schools Leavers in a Positive Destination	Number in Cohort	Thurso High School	2023/24	95.57	158	93.44	61	Virtual Comparator	2023/24	95.51	1580	92.3	610	Highland	2023/24	96.5	2629	94.95	1406	The National Establishment	2023/24	95.71	55961	93.34	25303					91.47	9852	<p>partners, need to now ensure that more pupils engage with extra-curricular activities.</p> <p>Recognition of the importance of implementing awards to formally acknowledge leadership, volunteering, and achievements, eg. Personal Development Award at level 5 or 6.</p> <p>Further development of recently introduced S3 House Captains leadership opportunities.</p> <p>Pupils to also receive support to recognise the skills and attributes they are gaining through these activities and to be able to articulate and communicate these.</p>
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<p>Theme 4: Equity for all learners</p> <p>In S4 and S5 FSM pupils are not performing as well as their comparators or the rest of the school for lowest, middle and highest attaining groups. However in S6 they are outperforming the VC. As the FSM numbers are quite low it is necessary to look at the individual pupils to gain a clear picture.</p> <p>In the BGE most FSM pupils are achieving CfE level 3 or better in literacy and numeracy, but this attainment is behind the full cohort.</p> <p>In most BGE subjects across the curriculum either most or almost all pupils are achieving level 3 or above.</p> <p>Literacy and numeracy attainment for Senior Phase pupils receiving FSM is generally behind the comparators in more stages and levels than the wider cohort. As the numbers are quite small these figures are affected by individual pupils. There is a need to track FSM attainment more systematically across all measures and year groups.</p> <p>We have effective measures in place to track and support pupils with literacy and numeracy attainment, including some funded through Pef, and now need to track the progress more closely of different cohorts of young people through school, including ASN and FSM. This will support teachers to target specific learners in their classes for further interventions.</p> <p>Almost all pupils who left school in 2023 and 2024 have left to positive destinations with rates above that of Highland and VC.</p> <p>We continue to work with our leavers and of the 7 pupils who are not recorded as leaving to a positive destination,</p> <p>The percentage of young people in S4 and S5 who stay on at school has fluctuated around the National levels, apart from S5 in 2022/23 when the leavers' rate was unusually high. However leavers' percentages in S4 and S5 in 2024 were both higher than usual.</p> <p>For S4 the leavers' rate was above that of the approximate National rate but all left to positive destinations. For S4 ASN and FSM pupils the leavers' rate is considerably higher than that of the total cohort (already higher than National) but all left to a positive destination.</p> <p>For S5 pupils the number leaving to a positive destination has dropped behind the VC having been ahead for the previous 3 years and the number leaving has been slightly above the National average. For S5 ASN and FSM pupils the number leaving has been a considerably higher percentage than the total S5 leaver cohort and the percentage in a positive destination is behind that of the total S5 leaver cohort and the VC.</p> <p>In general numbers of pupils who leave to higher education are behind the VC, while those who enter employment or further education are above. This is a situation that is explained by our geographical location.</p>	<p><i>THS Insight report 2024-25</i></p> <p><i>Faculty and whole school tracking of BGE level 3 attainment</i></p> <table border="1" data-bbox="1237 435 1769 520"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">S3 BGE Numeracy</th> <th colspan="3">S3 BGE Literacy</th> </tr> <tr> <th>Full cohort</th> <th>S3 FSM</th> <th>S3 ASN</th> <th>Full cohort</th> <th>S3 FSM</th> <th>S3 ASN</th> </tr> </thead> <tbody> <tr> <td>%Level 4</td> <td>72.09</td> <td>50.00</td> <td>50.00</td> <td>60.47</td> <td>35.00</td> <td>36.54</td> </tr> <tr> <td>% Level 3+</td> <td>88.37</td> <td>80.00</td> <td>73.08</td> <td>89.92</td> <td>85.00</td> <td>80.77</td> </tr> </tbody> </table> <p>Literacy and numeracy attainment in SP for SIMD 1-2 (FSM):</p> <p>Literacy attainment for FSM pupils in S4 is behind the VC at level 3 and 4 but ahead for level 5, an improvement on the previous 3 years; in S5 it is behind at level 6 but ahead for all other levels and in S6 ahead of the VC for all levels apart from level 4. Overall a slight improvement in S4 and S5 but a small downturn in S6 level 4.</p> <p>Numeracy attainment for FSM pupils in S4, S5 and S6 is behind the VC at all levels but S6 level 6.</p> <p><i>Whole school Literacy and Numeracy progression data sheet.</i></p> <p><i>THS Leavers' overview (Insight) 2025</i></p> <p>In survey, almost all teachers feel that they have a good understanding of the social, cultural, and economic context of the school.</p> <p><i>Teaching Staff survey Sept 2024</i></p> <p>Effective use of support staff in most classes.</p> <p><i>CLO Visit feedback Nov 2024</i></p>		S3 BGE Numeracy		S3 BGE Literacy			Full cohort	S3 FSM	S3 ASN	Full cohort	S3 FSM	S3 ASN	%Level 4	72.09	50.00	50.00	60.47	35.00	36.54	% Level 3+	88.37	80.00	73.08	89.92	85.00	80.77	<p>Need to track FSM and ASN attainment more systematically across all measures and year groups.</p> <p>In S5, pupils to receive a more targeted DYW curriculum based on their aspirational post school destination including Further or Higher Education, Modern Apprenticeships and Employment.</p> <p>Ensure that we are operating a zero-cost school day with the support of a pupil group.</p> <p>Track the literacy and numeracy progress of different cohorts of young people through school to support teachers to target specific learners in their classes for interventions.</p>
	S3 BGE Numeracy		S3 BGE Literacy																									
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More ASN pupils have entered Higher and Further Education than the VC in the past 2 years. A greater proportion of FSM pupils in the past year have entered Further Education than the VC or whole school cohort.			
QI 2.2 Curriculum: theme 3 Learning pathways			
<p>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)</p> <p>Improvement of Options process and more positive coursing leading to: This session - results <ul style="list-style-type: none"> - S4 - Almost all Top 20% attainers on track to achieve 6 @ L5 in S4 - S5 - Almost all Top 20% attainers on track to achieve 5 @ L6 in S5 - S6 – Almost all Top 20% attainers on track to achieve 1 or more @L7 in S6 More supportive information/ interviews Subject choices for 2025-26 session S4 - Increase of 4.6% in cohort taking 3 or more L5 awards Increase of 9.54% in cohort taking 5 or more L5 awards S5 - Increase of 9% in cohort taking 1 or more L6 award Increase of 5% in cohort taking 3 or more L6 awards S6 - Increase of 8% in cohort taking and estimate pass 1 or more L7 award Increase of 1.5% in cohort taking and estimate pass 3 or more L7 awards Pathways information developed for all faculty/subject areas issued with options information – Almost all pupils and parents found this useful Digital skills learning and SCQF level awards for all BGE pupils embedded in Computing and Business - analysis of progress to be carried out in Session 25-26</p>	<p>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?</p> <p>All departments are using attainment data to inform progression advice. All staff are moving towards being more ambitious for pupils. School tracking data shows positive impact on pupil attainment this session (24-25) and positive impact on course choice for next session (25-26)</p> <p>Almost all parents felt information shared improved their understanding in how their child was progressing and future pathways. <i>THS Parent options survey May 2025</i></p> <p>Almost all pupils felt information shared improved their understanding in how they are progressing and future pathways . <i>THS pupil options survey May 2025</i></p> <p>Improved digital skills in BGE (full impact to be measured session 25/26)</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p> <p>Develop a <i>THS Raising Attainment policy</i>. Further development and promotion of the options website. Develop a Raising attainment support pack for pupils and parents aimed at improving ambition. Improve consistency of learner conversations and involvement in tracking conversations and enhance early intervention strategies. Extend professional learning around ambition focused pedagogy and learner motivation</p>	<p>Evaluation of this QI using the HGIOS 4 six-point scale?</p> <p>Good</p>

		Re-survey teachers to check on digital skill progress in BGE Further work required on tracking health and wellbeing across the whole school. Further work on tracking and progress over time.	
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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?	Evaluation of this QI using the HGIOS 4 six-point scale?
<p>Currently, Thurso High School works with a number of partners to support our pupils into positive destinations. Partners this session include our My Future My Success coordinator, Developing the Young Workforce coordinator, Further/ Higher Education representatives, Skills Development Scotland links, Highland Employability Team staff and link staff from Highland Council who attend 16+ positive pathways termly meetings to offer input and support as required for young people in terms of their aspirational destination.</p> <p>Partners work in conjunction with Thurso High School to support more individualised offerings for education where appropriate including My Future My Success, Airport House, Home to Highland and the Highland Tutoring Service. More tailored approaches to our young people's timetables have supported them to access a range of subjects and ensures they are leaving school having attained Literacy and Numeracy levels as well as accessing additional units of work to develop key skills including Enterprise Skills and Personal Develop including Self and the Community and Self at Work.</p>	<p>Our positive leaver's destination figures remain in line with our virtual comparator and national data.</p> <p>All partners who responded to a partner survey responded that partnership working happens on a regular basis and all agreed or strongly agreed that the school values the contribution each partner makes.</p> <p>100% of young people who responded to an Airport House survey reported they enjoyed attending Airport House as part of their education. 87% of pupils responded that Airport House had a positive impact on them either socially, emotionally or educationally.</p> <p>Of the 18 pupils attending My Future My Success, 13 have applied for further education courses. Of the remaining 5, two remain on the school roll and will receive further support into a positive destination and</p>	<p>Following the partner survey from this term, partner meetings will be arranged between August and December to discuss partnership working moving forward in line with the school improvement priorities., particularly raising attainment and Developing the Young Workforce.</p> <p>Those pupils learning through partner delivery are monitored for engagement,</p>	Satisfactory

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<p>We maintain strong partnership links with our Youth Development Officer, Children's Service Workers and programmes such as Growing2Gether and Fireskills through links with the local community to support our nurture programme. Growing2gether and Fireskills have shown high levels of pupil engagement and benefited pupil's confidence and self-esteem.</p> <p>The majority or most parents were positive about many aspects of the school and the support provided to our children and young people.</p>	<p>three have ongoing input from Skills Development Scotland and the Highland Employability Team. 7 pupils within the group attained a full NPA award in Enterprise Employability and Communities.</p> <p>91.7% of our young people left with Literacy at level 4 which was above our comparator. We are also above our comparator at Level 5 Literacy. In terms of Level 3, we are in line with our VC. At Level 6, we are ahead of our VC for Literacy.</p> <p>We are also above our virtual comparator of leavers who attained Numeracy at level 4 and in line with those who attained at Level 5. At Level 3, we are ahead for Numeracy. At Level 6, we are ahead of our VC for Numeracy.</p> <p>Both Literacy and Numeracy have been consistently ahead of comparators at Level 6.</p> <p><i>Pupil feedback for Fireskills and Growing2gether PEF review 2025.</i> <i>Airport House survey 2025</i> <i>Parent survey May 2025</i></p>	<p>attendance and attainment and will be reviewed on a more regular basis.</p> <p>Further parental engagement opportunities will be explored under each of the relevant SIP priorities and actions for improvement.</p>	
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QI 3.3 Increasing Creativity and Employability: theme 4 Increasing employability skills			
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?	Evaluation of this QI using the HGIOS 4 six-point scale?
<p>Collaborative working between school and external partners to support our young people into positive destinations continues to be effective. 16+ partner review meetings have been held termly and the structure of these meetings ensures a continued focus on specific groups of pupils who require more targeted support including Care Experienced Pupils and those with alternative educational provision.</p> <p>More focus needed on ensuring that FSM and ASN pupils are moving into positive destinations in line with the wider cohort.</p>	<p>Leaver's destination data for last session has remained positive overall. Thurso High School has no unknown for this session which is under the figures for both the virtual comparator and Highland. Our % of 'Unemployed Not Seeking' is under the virtual comparator figures and Highland however is above the figure from the previous session so will be looked at carefully in the upcoming academic session. A slight decrease in our SLDR from 97.22% – 95.58% from last session's destination figures was noted.</p>	<p>16+ partner review meetings will happen termly held with a range of partners, with particular focus on targeted groups of pupils who are potentially more vulnerable. Planning meetings will be held in advance with PTPSs to ensure all pupils and their</p>	<p>Good</p>

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<p>Our young people have all received support from Skills Development Scotland, Developing the Young Workforce staff and Pupil Support staff this session to make use of online resources such as My World of Work and Hi Hope which has supported informed decisions about future pathways.</p> <p>A further focus is needed on National Profiling which will begin as part of an updated DYW curriculum this session.</p> <p>Pupils have found input from a range of employers and speakers including class visits, meet the employer sessions and year group talks effective in ensuring they are informed about potential future options and destinations.</p> <p>We have focused this session on building Developing the Young Workforce into faculties by offering, facilitating or supporting a wide variety of events, employer visits and speakers linked to different subjects at different stages. This will be built upon this session with a continued focus from the DHT DYW and DYW Coordinator through regular planning meetings.</p>	<p>There has been an increase from last session of the amount of pupils who have signed up for work experience and an increase in the variety of opportunities available.</p> <p>Pupil survey feedback on class visits from the school DYW coordinator in PSE time this session indicated that 86.8% found the input beneficial in informing them about the school DYW programme and what it involves and reminding Senior Phase pupils about work experience opportunities and how to access these. 91% of pupils reported that class visits from Skills Development Scotland staff were beneficial in supporting them with important information about skills for future careers</p> <p>Pupils reported through House Council meetings that they felt that 'DYW talks in class are helpful',</p> <p>Faculty Heads have also commented positively on DYW input and support.</p>	<p>pathways have been considered.</p> <p>Introduce National Profiling as part of the DYW curriculum for all pupils from S1-6 to support them to consider strengths, skills and achievements.</p> <p>To explore and implement accreditation options for work experience opportunities; resources to be developed to support this.</p> <p>Meetings will be calendared each term with DYW coordinator to review aspirational data to tailor visiting speakers and year group events. In addition, subject speaker input will be recorded and reviewed by link DHT/ DYW coordinator to ensure input is considered across all subject areas and at a variety of stages in BGE and Senior Phase.</p> <p>Pupil feedback will be sought through focus groups throughout the year, comprised on both Senior and BGE pupils to discuss the content of the revised DYW curriculum and to consider any further additions they would find beneficial.</p>	
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