

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25

Slàinte agus Sunnd  
Co-ionnanachd

Spèis  
Àrainneachd  
Miann-adhartais  
Coimhearsnachd  
Sàr-theagascg's ionnsachadh



Wellbeing  
Equality

Respect  
Environment  
Ambition  
Community  
High quality learning and teaching

**ULLAPOOL HIGH SCHOOL**  
HIGHLAND COUNCIL | MILL STREET, ULLAPOOL

# 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.

Ullapool High School is in a rural, coastal setting serving the local communities of Assynt, Coigach, Dundonnell and Ullapool. Our catchment area covers Achiltibuie, Badcaul, Lochinver, Scoraig and Ullapool Primary schools. Some pupils travel over an hour each way getting to and from school. There is hostel accommodation available for some pupils.

There are currently 173 children and young people on the school roll. The Head Teacher (who joined us in March 2025) is supported by one Depute Head Teacher, 7 Principal Teachers (Curriculum), 2 Principal Teachers (Guidance) and one Principal Teacher (Support for Learning).

Of our current pupils, 52.9% have recognised additional support needs and 4.7% are registered for free school meals.

We aim to develop resilient, confident and motivated young people who are active citizens in their community. In doing so, we want to provide individuals with the opportunity to maximise their potential in a safe, creative and nurturing environment. We believe in the power of dreaming big and working together to ensure pupils reach their potential. Together, #wereach.

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

Overall, attainment across the school in literacy and English is very good and in numeracy and Mathematics is good. The majority of children achieve appropriate CfE levels in literacy, although less than half have achieved level 4 Numeracy. Most children who face barriers to learning are making good progress towards meeting their individual targets.

We have very positive partnerships with local businesses, industry, UHI, DYW and SDS and these are adding significant value to the learner experience. We offer a wide range of curriculum pathways (including NPAs, Foundation Apprenticeships, Degree level modules), catering for the needs of different pupils and maximising their potential.

We have had no exclusions this year.

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## Date relating to our context:

Pupil Numbers	Attendance	Teacher Numbers			
172	86.8%%	22			
S1 35	S2 31	S3 28	S4 29	S5 29	S6 20
SIMD Q1 0%	SIMD Q2 13.4%	SIMD Q3 34.3%	SIMD Q4 52.3%	SIMD Q5 0%	Unknown 0%
ASN 52.9%	FSM 4.7%	EAL 4%	<b>Glossary:</b> FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 % pupils living in least deprived areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language		

## Attainment

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

2024/2025 Proportion of pupils (x29) achieving Curriculum for Excellence Levels by the end of S3  
Level 3

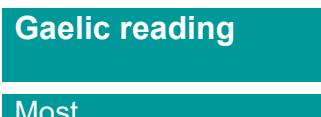
Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Most

Level 4

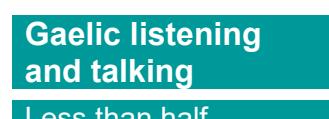
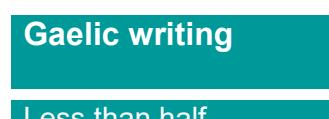
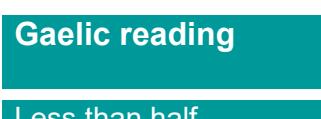
Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Less than half

## Gaelic Medium

2023/2024 Proportion of pupils (x8) achieving expected Curriculum for Excellence Levels by the end of S3 Level 3

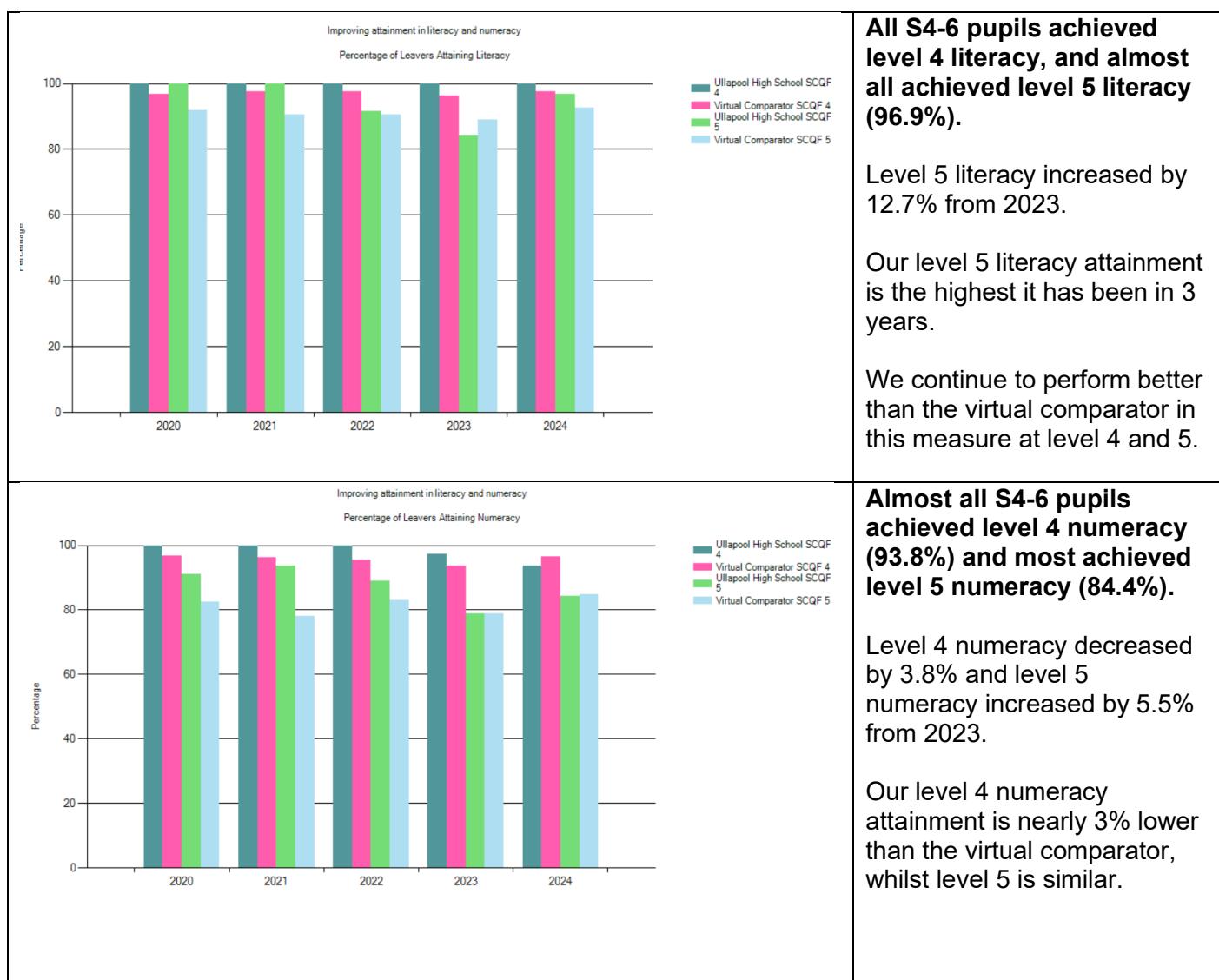


Level 4



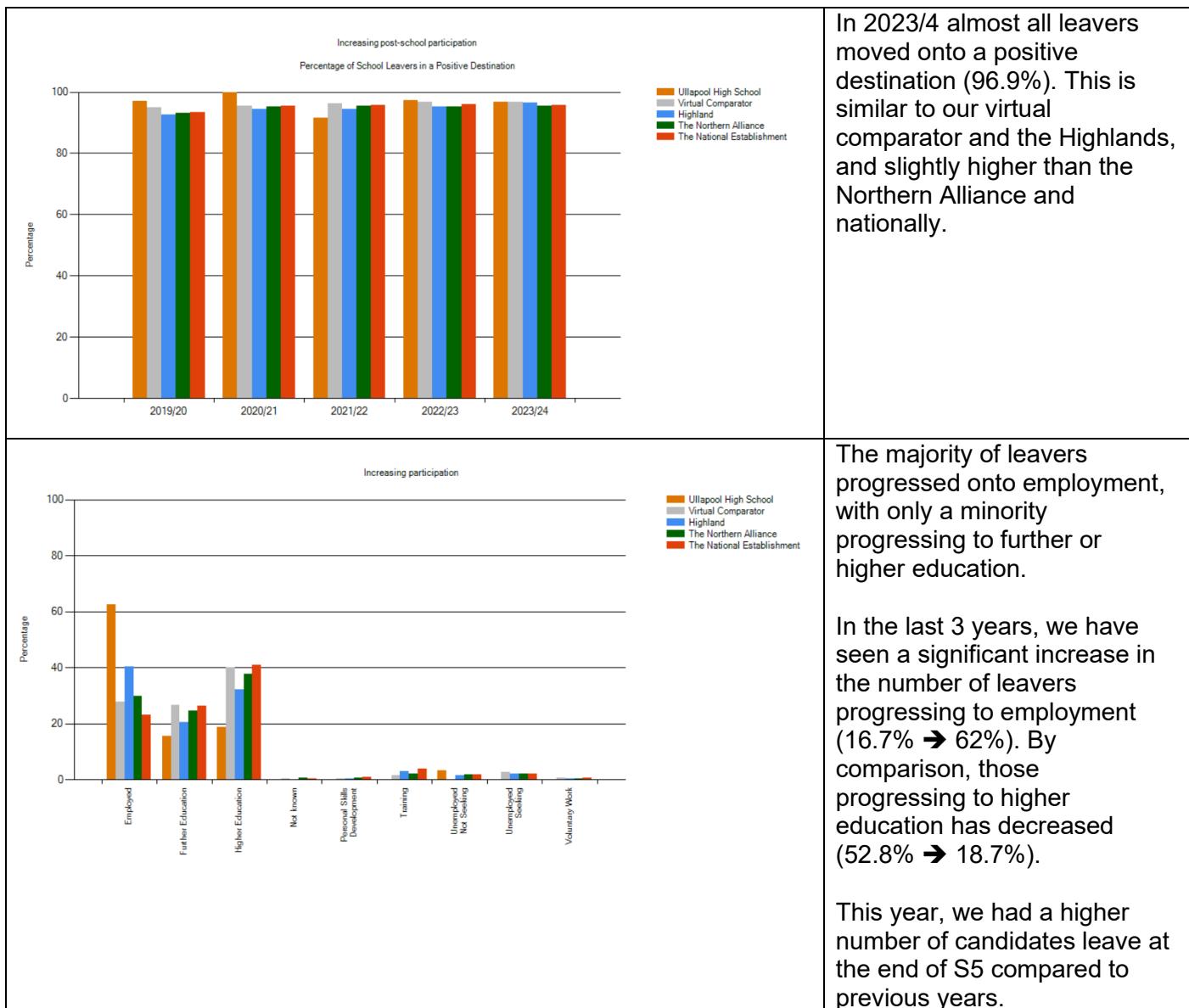
## Senior Phase – National benchmarks (leavers data)

### Literacy and Numeracy

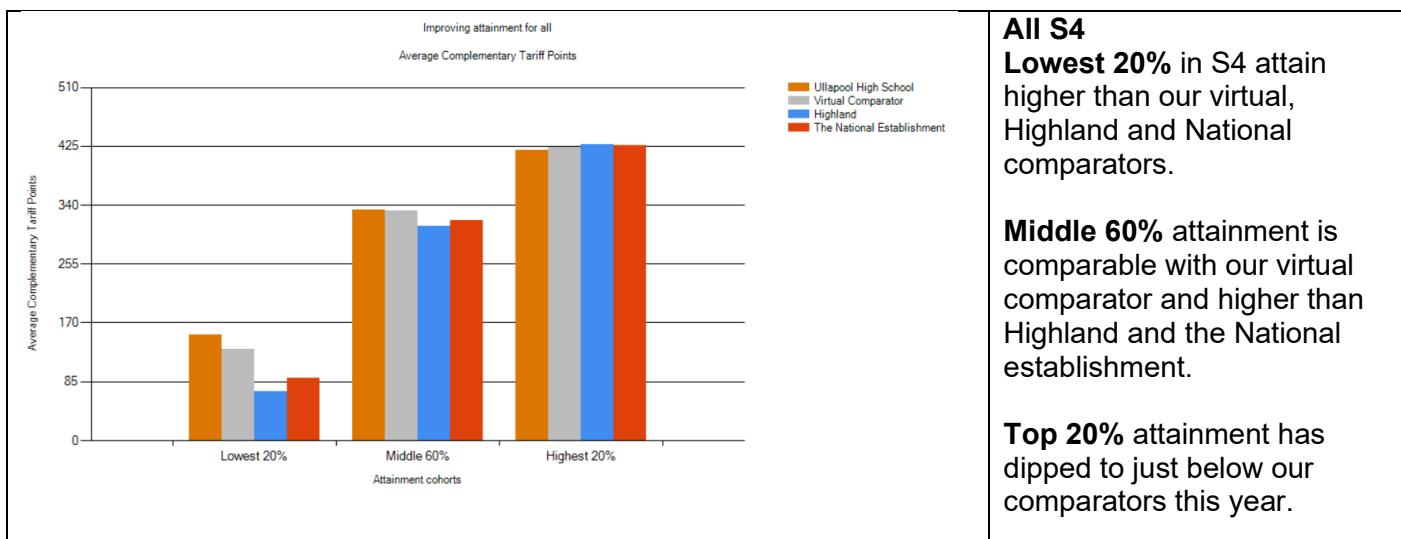


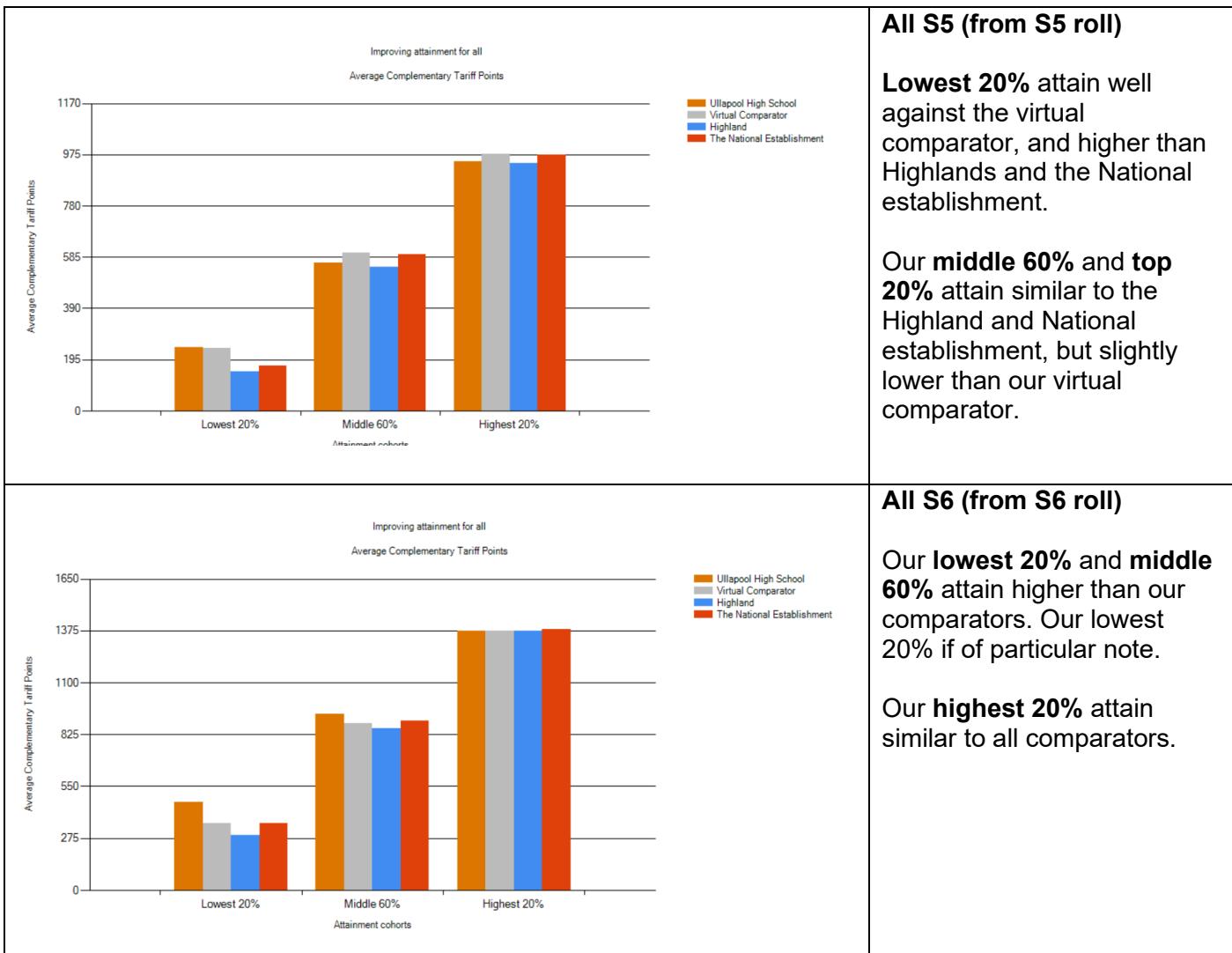
(NB as a small school, 3% represents 1 pupil).

## Senior Phase Leavers



## Cohorts of Pupils – Attainment for All





### Against other measures:

- Most leavers attain 5 qualifications at level 5 (75%), an increase from the majority (66%) last year, and a minority achieve 5 at level 6 (31%), again an increase from 21% last year
- Our 5 at L5 measure is 5% lower than the virtual comparator and our 5 at L6 measure 3% lower than the virtual comparator
- Most leavers attain at least one qualification at level 6 (81%) with our virtual comparator at 78%. This measure has increased by 13% since 2022-23.
- 100% of our S6 leavers obtained 5 or more at level 5 (against a comparator of 90%) and 2 or more level 6 qualifications (against a comparator of 83%)
- Attendance is again now in line with the authority's average and has seen a cumulative improvement since March. This is largely down to educating families and pupils, and refining our attendance processes.

(NB as a small school, 3% attainment represents 1 pupil).

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

## VISION

To provide individuals with the opportunity to maximise their potential in a safe, creative and nurturing environment.

## AIM

To develop resilient, confident and motivated young people who are active citizens in their community.

## WE VALUE:

Wellbeing  
Equality  
Respect  
Environment  
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High Quality Learning and Teaching



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

## Ath-sgrùdadh air adhartas airson an t-seisein

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

School Improvement Plan Priority 1 – improve our approaches to learning, teaching and assessment	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>Almost all teaching and learning is informed by school values</li> <li>Rights respecting articles are known by all staff and becoming embedded in lessons and across the school; currently working towards Silver</li> <li>Good progress has been made, with all staff engaging in teaching sprints and most pupils feeling the teaching quality is high (84.5%)</li> <li>The % of pupils who strongly agree or agree in 10 out of 14 indicators has increased.</li> <li>Almost all pupils feel relationships in class are positive, supportive, respectful and aspirational. Almost all pupils are clear about what they are learning and why, and know how to demonstrate their learning.</li> <li>Almost all staff now record appropriate interventions on the tracking and monitoring system, with a dashboard in development</li> <li>Almost all pupils feel they engage in a range of learning activities (91%)</li> <li>Improved staff dialogue within school, the ASG and Nationally on sharing good practice and engaging in subject-specific dialogue</li> <li>Attainment in a range of measures is strong and sometimes above comparators</li> </ul>	<ul style="list-style-type: none"> <li>Review our LTA framework to ensure it is informed by best-evidence based practice and takes account of pupils' prior learning and knowledge</li> <li>Continue to embed teaching sprints across the school and opportunities for sharing good practice</li> <li>Working towards Silver Rights Respecting School status</li> <li>Work with ASG HTs to identify opportunities to share good practice and moderation (particularly in Literacy and numeracy)</li> <li>Share monthly Learning &amp; Teaching updates with staff highlight sector practice, CLPL opportunities etc</li> <li>Engage staff in data analysis at whole-school and department level in line with new LA policy</li> </ul>

<b>School Improvement Plan Priority 2 – review and improve/extend our curriculum offer</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<ul style="list-style-type: none"> <li>The school offers a strong range of opportunities for learners to achieve, including accredited wider achievement options from S5-S6</li> <li>Our 2+1+3 curriculum structure provides significant opportunities for personalisation. Pupils are very appreciative of the range of opportunities, given we are a small school.</li> <li>SCQF School Ambassador bronze achieved and submitting Silver application in early 2025-26</li> <li>Some work has been completed on our curriculum audit and rationale, but it is too early to measure impact</li> <li>Our work with DYW is strong and continues to grow. In 2024-25, we achieved a 560% KPI 1 (employer engagement and local partnerships) as a % of school roll</li> <li>The majority of pupils across S5 and S6 are involved in 'Our Ullapool', developing skills for learning, life and work.</li> <li>GME pupils are developing skills for learning, life and work through participation in Gaelic Council discussions, delivering staff lessons and presenting at assemblies.</li> <li>Several pupils work with Active Schools and/or the Youth Development Team to gain further wider achievement awards.</li> <li>We are at an early stage of embedding meta-skills within the curriculum. Only a minority of staff currently explicitly refer to these in classes.</li> </ul>	<ul style="list-style-type: none"> <li>Explore opportunities for wider achievement accreditation in S1/2</li> <li>Review curriculum rationale, in conjunction with partners, for currency and relevance</li> <li>SCQF Silver Ambassador school status – June 2025 submission</li> <li>Opportunities to capture all stakeholder voice in curriculum design, rationale and development required</li> <li>Develop a whole school approach to developing explicit awareness of meta skills within the curriculum</li> <li>Work with DYW to provide accredited work experience</li> <li>Continue to work proactively with partners to ensure a suitable curriculum for every pupil</li> <li>Several departments to review BGE offering for challenge, relevance and engagement</li> </ul>

<b>School Improvement Plan Priority 3 – embed our whole school approach to wellbeing, equality and inclusion ('Our Ullapool')</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<ul style="list-style-type: none"> <li>Our wellbeing and inclusion strategy – Our Ullapool – is having a positive impact on the ethos of the school.</li> <li>Engagement with our 3 leadership groups associated with the strategy – Be U, Be Healthy and Be Supportive, has remained constant. Staff support for these groups is strong</li> <li>Across each motivating factor within the Glasgow Wellbeing &amp; Motivational Profile, our scores have steadily increased across all 4 measures since May 2023.</li> <li>Almost all pupils feel positive about relationships in classes.</li> <li>Uptake for our weekly breakfast club is steady and pupil led.</li> <li>Almost all staff feel valued</li> <li>Our capacity and confidence to meet the needs of specific young people with targeted and complex Additional Support Needs (including behaviour) is steadily growing and is a priority area.</li> <li>Almost all staff feel part of the school community and appropriately supported to undertake their role.</li> <li>The school is committed to being an inclusive environment where difference is valued and celebrated. This year, we participated in our first Pride Month.</li> </ul>	<ul style="list-style-type: none"> <li>Relaunch the 3 Our Ullapool groups as part of our new Leading Ullapool programme for S5/6 (dedicated period per week)</li> <li>The use of the wellbeing wheel and SHANNARI indicators needs to be used more as part of the language of the school.</li> <li>Launch new house system from August including role of Senior Pupils</li> <li>Work at pace to achieve Rights Respecting Schools (Silver) status.</li> <li>Time for Inclusive Education training scheduled for staff (Autumn 2025) and workshops for all pupils in November 2025</li> <li>Review of pupil voice strategies in 2025/26 to increase sense of belonging and importance</li> </ul>

	<ul style="list-style-type: none"> <li>• Review of positive relationships policy via working group in line with new Scottish Government guidance published June 2025</li> </ul>
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<b>School Improvement Plan Priority 4 – raise the profile of Gaelic across the school</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<ul style="list-style-type: none"> <li>• Some progress has been made to embed the Gaelic Council in the roll of the school, with regular meetings being held</li> <li>• Further work is needed to embed the Gaelic Action Plan within the work of the school</li> <li>• Pupils regularly engage in Gaelic activities out with the class classroom and engage in wider activities/events to develop their language skills</li> <li>• Gaelic Learners N4 qualification has been introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key measures of success for the Gaelic Council and monitor impact</li> <li>• Gaelic Action Plan to become part of school life</li> <li>• 0.2 FTE Gaelic is being employed to develop Gaelic strategic priorities</li> </ul>

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

- Improved timekeeping for 5 out of 6 pupils
- Improved attendance for one out of 5 pupils
- Fifteen pupils took part in the Numeracy targeted small-group intervention; these pupils achieved an average of 71% on Numeracy Ninjas compared to a previous average of 25%
- The Leuven Scale of Engagement showed an increase of 144% for this group of 15 pupils
- Improvement in tier 2 vocabulary for targeted pupils

## **Wider achievements Coileanaidhean nas fharsainge**

- Seven S1, 2 x S3 and 1 x S4 pupils have completed the entry level Leadership Award with Active Schools
- Two S3 and 2 S6 pupils completed the Choose to Lead Award with Active Schools
- One S5 pupil completed the Silver level Leadership Award with Active Schools
- Four pupils completed the Scottish Football Association online course and one achieved the 1.1 Coaching Badge
- Almost all S2 undertook 'Hill to Grill' in partnership with DYW and local businesses.
- Almost all S3 undertook the Award in Mental Health & Wellbeing
- Almost all S3 engaged in the Young and Philanthropy Initiative
- Eleven S3 pupils held a Children in Need bake sale and Navy Chefs 'Ready, Steady, Cook' challenge
- Eight S3 pupils undertook British Sign Language (BSL) training
- S1 and some of our S2 pupils are working with The Dolphin Arts Project to design a new logo for the group.
- Duke of Edinburgh – 21 x S3 participated in Bronze, 13 x S4/5 participated Silver and 7 x S6 participated in Gold
- S3 – 7 pupils completed Young STEM Leader (level 4)
- Thirteen S3 pupils undertook Rural Skills level 4

- Ten trained S5/6 SCQF Ambassadors
- Eight S5/6 participated in Powering Futures level 6
- Two S6 pupils completed the My Future My Success programme
- Four senior pupils completed Barista training and ran the school's coffee shop
- 20 students collaborated for 50-80 hours extra-curricular work co-directing, acting, staging and setting music to "Much Ado about Nothing", the comedy dated 1600 by Shakespeare

## Comments from learners, families, stakeholders and staff

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

- "We've noticed a difference in the boys who say the school is already a happier place which is more welcoming and inclusive". (*Parent, March 2025*).
- "New executive leadership has already had a very impressive impact on the school. Sense of professionalism, ambition and respect clearly beginning to pervade the school". (*Teacher, May 2025*)
- "The school is moving in the right direction and there's a notable improvement in the general positivity and wellbeing around the school". (*Teacher, May 2025*).

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

	2024-2025
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Very good
QI 3.2 Raising attainment and Achievement	Good
Other QIs reviewed.	<ul style="list-style-type: none"> <li>• QI 2.2 Curriculum – theme 3 - pathways</li> <li>• QI 2.7 Partnerships – theme 3 – impact on learners – parental engagement</li> </ul>
	Good Satisfactory

**Our overall evaluation of our capacity for continuous improvement is:**

**We are confident in our capacity for continuous improvement.**

# Key priorities for improvement planning

## Prìomhachasan airson planadh airson leasachadh

**Our overall focus is on raising attainment**, underpinned by attendance, achievement, behaviour and curriculum.

Session 2025/26 is year 3 of 3 of our current school improvement cycle, with the focus being on enhancing what we currently do and ensuring consistency across the school.

Improvement Priority Title
1. Improve and embed consistent approaches to high-quality learning, teaching and assessment
2. Review and enhance our curriculum offer
3. Enhance 'Our Ullapool' (whole school approach to wellbeing, equality and inclusion)
4. Raise and enhance the profile of Gaelic across the school

## 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://www.ullapoolhigh.highland.sch.uk/> or by contacting the school office.

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

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

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions			
How well are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	How do you know? What evidence do you have of positive impact on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b> ?
<b>QI 1.3 Leadership of change</b>			
<b>How well are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></b>	<b>How do you know? What evidence do you have of positive impact on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></b>	<b>What are you going to do now? What are your <b>improvement priorities</b> in this area?</b>	<b>How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b>?</b>
<b>Theme 1: Develop a shared vision, values and aims</b>  All pupils are reminded of our school vision, values and aims through assemblies, whole-school events and in our pupil bulletin. Less than half of pupils feel they are important to the school, with younger pupils feeling senior pupils are more important. A few pupils feel that they are important in some activities (e.g. sports), but not necessarily the school in general.  Between May 2023 and May 2025, there has been a 7.5% increase in pupils who feel a sense of belonging (affiliation). However, deeper analysis shows this does not apply to S1 where there has been a considerable drop.  Senior leaders are providing a growing sense of empowerment, collegiality and trust, which is enabling our school and wider community to develop, promote and sustain a vision which underpins our continuous improvement. Between November 2023 and May 2025, there was a 28.2% increase staff who feel the school is well led and managed (this means it is now <i>all staff</i> ).  All staff use the school's vision and values to underpin their work (an improvement from almost all in November 2023). Most staff find it rewarding to be a member of staff at the school and feel a valued part of the school's community. All staff have a clear understanding of the social, cultural and economic context of the school. This shapes our on-going improvement cycle and shared vision	Pupil focus groups (May 2025)  Glasgow Motivation & Wellbeing Profile  ES style survey (May 2025)	The importance of our shared vision, values and aims needs to be reinforced with pupils in all aspects of school life.  The Head Teacher is reinforcing the message of dreaming big and having soaring aspirations in all public communications, assemblies, events.  <b>By May 2026, almost all (if not all) pupils will feel important and a valued part of the school.</b> <ul style="list-style-type: none"> <li>By establishing more mechanisms for capturing pupil voice, both formally and informally, and providing feedback to pupils on what they said (e.g. "you said, we did"), we are confident in our capacity to improve in this area.</li> <li>Pupils in S5/6 will now undertake an active role in improvement through our new 'Leading Ullapool' programme (mandatory for all S5/6, 1 period per week). This will also assist in developing theme 2 and 3.</li> <li>These groups will develop the 'Our Ullapool' programme, accelerate progress towards Rights Respecting Schools (Silver), SCQF Ambassador</li> </ul>	Satisfactory

		<p>(Silver) and School Sports Scotland (Gold).</p> <p><b>By May 2026, almost all (if not all) staff will find it rewarding to be a member of staff and the school and feel a valued part of the school's community.</b></p> <ul style="list-style-type: none"> <li>• A change in HT of the school and his leadership style (with a focus on professionalism, trust and collaboration) should support this.</li> </ul>	
<p><b>Theme 2: Strategic Planning for continuous improvement</b></p> <p>The majority of staff have opportunities to be involved in agreeing priorities for the school and almost all are actively involved in the school's ongoing self-evaluation.</p> <p>Senior Leadership is committed to creating conditions where all staff feel confident to initiate well-informed change, supported by pupil voice, and are committed to collective responsibility in the process of change. Positive action is being taken in this area, but it is too early to assess impact.</p> <p>There needs to be a much greater role for pupils to engage in strategic planning for continuous improvement (see theme 1); this is currently limited and insufficient.</p>	<p>ES style survey (May 2025)</p>	<p><b>By May 2026, almost all (if not all) staff will find have opportunities to be involved in agreeing priorities for the school.</b></p> <ul style="list-style-type: none"> <li>• All staff engaged in a school improvement planning session in May 2025 and will be part of a dedicated school working group on an aspect of the SIP in 2025-26.</li> <li>• In 2025-26, 34.5 hours (an increase of 5 hours) of time is being protected for teaching staff to engage in school improvement activities and staff meetings. On top, 94.5 hours is reserved for teacher discretion, in line with school and departmental improvement priorities.</li> <li>• All staff are also given time to work in departments to agree their departmental priorities for the session.</li> <li>• Revised departmental improvement planning procedures (August 2024 and June 2025) to ensure departmental improvement priorities articulate with school and system-level priorities.</li> </ul>	

		<ul style="list-style-type: none"> <li>Continue to develop leadership capacity of middle leaders through ELT meetings to provide opportunities for strategic direction, support and professional development.</li> <li>The self-evaluation calendar for 2025-26 has been decluttered to focus on QI 2.2, 2.3, 3.1 and 3.2.</li> </ul>	
<b>Theme 3: Implementing improvement and change</b> Almost all staff have regular opportunities to undertake leadership roles. Almost all staff feel collaborative working across the school is effective in taking forward improvement. Almost all staff feel there has been significant change over the last few years, with several changes in Senior Leadership. The Head Teacher is managing the strategic direction and pace of change cautiously and taking good account of risk in ensuring we follow through on strategies for achieving change.	ES style survey (May 2025)	<p><b>By May 2026, almost all (if not all) staff will have regular opportunities to undertake leadership roles.</b></p> <ul style="list-style-type: none"> <li>Opportunities for staff to lead aspects of school improvement and/or activities are actively being sought and encouraged, with time allocated as appropriate.</li> <li>The HT is committed to ensuring there is a strong evidence-base and rationale for any change and will work collaboratively with the school community on any aspect of change.</li> </ul>	
<b>QI 2.3 Learning, teaching and assessment</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How do you know?</b> What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b> ?
<b>Theme 1: Learning and engagement</b> All staff use our vision and values to underpin teaching and learning.  Pupil feedback, against the UHS Learning & Teaching Framework, is currently gathered twice a year and progress is measured via a learning and teaching tracker. A summary of progress and next steps in relation to each element in framework is shared with pupils at assemblies. It is important that pupils know we are acting on their feedback.	Learning, Teaching & Assessment Staff Audit (May 2025)  Learning, Teaching & Assessment Pupil Survey	<p><b>By May 2026, almost all (if not all) pupils will continue to rate the relevant indicators within learning and engagement highly. All lessons will have clearly stated lesson intentions and accompanying success criteria.</b></p> <ul style="list-style-type: none"> <li>From May 2025, a monthly L&amp;T update is being shared by the HT to all staff to highlight good practice.</li> <li>We will review our learning, teaching and assessment framework during</li> </ul>	Satisfactory

<p>We have made positive progress in all 14 indicators of our learning, teaching and assessment survey which has now been carried out 4 times (Sept 23, March 24, Sept 24, March 25). Since September 2024, the % of pupils who strongly agree or agree in 10 out of 14 indicators has increased. Almost all pupils feel relationships in class are positive, supportive, respectful and aspirational. Almost all pupils are clear about what they are learning and why, and know how to demonstrate their learning.</p>		<p>2025-26 to ensure it captures the best-evidence based practice that exists. This will be shared and reinforced with staff and evaluated in lesson observations.</p> <ul style="list-style-type: none"> <li>• We will continue to emphasise and reinforce expectations and standards with all pupils at assemblies.</li> <li>• By continuing to improve all aspects of learning, teaching and assessment, we want all pupils to be engaged within lessons.</li> </ul>	
<p>During lesson observations, in almost all the lessons observed, the purpose of the lesson was shared, although the quality of these varied. Although in most lessons, success criteria were provided, many of these were product based. In other words, they indicated how the pupils would be assessed rather than the steps the pupils needed to follow to succeed in fulfilling the purpose of the lesson. In the few lessons where the success criteria were clear steps as to how to fulfil the purpose of the lessons, feedback was far more direct and beneficial to the pupils' progress and development. In most lessons, the pupils were engaged, although on some occasions this was due to the pupils' intrinsic motivation rather than quality of learning and teaching.</p>	<p>Lesson Observations (December 2024)</p>		
<p>The majority of staff feel pupils are eager and active participants in lessons. However, only a minority are involved in planning learning in lessons.</p>	<p>Learning, Teaching &amp; Assessment Staff Audit (May 2025)</p>		
<p><b>Theme 2: Quality of teaching</b> Most pupils are happy with the quality of teaching in school, but this has decreased from almost all in September 2024, but is still higher than figures in September 2023 and March 2024. Almost all pupils experience a range of learning and assessment activities which help develop their thinking and take responsibility for parts of their learning. Almost all pupils receive opportunities to apply and extend their learning beyond</p>	<p>Learning, Teaching &amp; Assessment Pupil Survey</p>	<p>Steady progress in the quality of teaching across the school is being made. Consistent approaches to the quality of teaching is developing well across the school.</p> <p><b>By May 2026, almost all (if not all) pupils will rate the relevant indicators within quality of teaching highly with the</b></p>	

<p>the classroom, but only half feel homework helps them to understand and improve their schoolwork. Almost all pupils feel they can build on prior learning and revisit what they have been previously learned. Almost all pupils feel the pace of lessons is appropriate, teacher explanations and instructions are clear.</p> <p>During lesson observations, questions were mostly 'closed' and did not support the development of Higher Order Thinking Skills or the assessment of deeper thinking. In a few lessons, effective questioning was used to check for understanding throughout the lesson. This included the use of a hinge question to assess pupil learning. There was also a nice example of corners being used to check for understanding with the teacher drilling into pupils' thinking by asking them to justify the answers that they had given. In some lessons, there were opportunities for questioning that were not taken by staff.</p> <p>All staff engaged in CLPL on questioning in March 2025 (x 2 sessions) to develop their use of questioning. This impact needs evaluated in 2025-26. However, most staff feel they do use skilled questioning (e.g. hinge, HOTs) in their lessons.</p> <p>Pace was mixed. In about half of the lessons observed there was a good pace and pupils in these lessons remained engaged for longer. The slower pace in the other lessons contributed to some low-level behaviour developing.</p> <p>Differentiation was provided in a few lessons. Examples included, pupils being given sheets with more straight forward text to follow or highlighting from notes. This helped pupils participate more readily in their learning. In a majority of lessons there was no differentiation provided, with a "one size fits all" approach being taken.</p>	<p>Lesson Observations</p> <p>Learning, Teaching &amp; Assessment Staff Audit (May 2025)</p>	<p><b>exception of homework, where we are aiming for the majority.</b></p> <ul style="list-style-type: none"> <li>• We will review our learning, teaching and assessment framework during 2025-26 to ensure it captures the best-evidence based practice that exists. This will be shared and reinforced with staff and evaluated during lesson observations.</li> <li>• Homework policy has been revised for June 2025 and communicated with pupils, staff and families.</li> <li>• Staff CPD on what quality homework looks like will be scheduled for 2025/26.</li> <li>• Evaluate the impact of CLPL on questioning during 2025-26.</li> <li>• Evaluate the impact of teaching sprints on quality of teaching in 2025-26.</li> <li>• Our whole school numeracy and literacy policies to be reviewed as part of our school improvement activities.</li> <li>• We continue to work towards Rights Respecting Schools (silver).</li> <li>• Meta skills are being explicitly communicated during 'Leading Ullapool' with S5/6 pupils.</li> </ul>	
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<p>There was a plenary in half of the lessons observed. Examples included the teacher summarising the purpose of the lesson, asking pupils questions based on the purpose of the lesson and the use an exit ticket. The most effective plenaries were based on the steps required to achieve the purpose of the lesson (success criteria). Plenaries were a focus of our teaching sprints during 2024-25 and the impact is yet to be assessed.</p> <p>Just over half of staff refer to literacy, numeracy, HWB, meta skills, climate change and the rights of children in classes.</p>	<p>Learning, Teaching &amp; Assessment Staff Audit (May 2025)</p>		
<p><b>Theme 3: Effective use of assessment</b> All staff use assessment to aid their planning of learning and teaching. Almost all use a range of assessment approaches which are valid and reliable. Just over half of staff engage in moderation activities within other schools locally and nationally.</p> <p>Most pupils receive helpful feedback which supports them to understand what they have done well and what they need to improve. All staff say they provide feedback to pupils in oral and written form, depending on the task and pupils can seek clarification if needed.</p> <p>All external verification activity has been successful.</p> <p>Assessment information is used to implement interventions as necessary to support pupils when required (e.g. small group tutorials, PSA support, alternative curriculum). This is strong especially in literacy and numeracy.</p>	<p>Learning, Teaching &amp; Assessment Staff Audit (May 2025)</p> <p>Learning, Teaching &amp; Assessment Pupil Survey</p> <p>SQA Reports</p>	<p><b>By May 2026, almost all pupils will receive helpful feedback which supports them to understand what they have done well and what they need to improve.</b></p> <ul style="list-style-type: none"> <li>• Staff CPD on providing quality feedback will be scheduled for 2025/26.</li> <li>• Impact of effective use of assessment needs to be evaluated during lesson observations and in assessment moderation in 2025/26.</li> <li>• Opportunities for staff to share practice and engage in moderation within the ASG and new area grouping needs explored.</li> <li>• SLT will continue to support staff to engage in National work with SQA and Education Scotland (e.g. via the CIC).</li> </ul>	
<p><b>Theme 4: Planning, Tracking and Monitoring</b> Almost all departments are recording support interventions on TMRs which are issued to pupils. Sometimes, these need to be more specific to help pupils and families understand what needs to be done.</p>	<p>Home-School Communications Survey (June 2025).</p> <p>Sampling of TMRs by SLT.</p>	<p><b>By May 2026, the quality of interventions recorded on TMRs needs to be consistently more specific and measurable.</b></p>	

Just over half of staff feel that learners' achievements in and out of school are recorded and recognised. Almost all staff feel the school has processes to monitor and evaluate learners' progress across all curriculum areas.	Learning, Teaching & Assessment Staff Audit (May 2025)	<ul style="list-style-type: none"> <li>The format of TMRs will be reviewed as will our use of our tracking dashboard in 2025-26.</li> <li>How other achievements are captured will be led by authority-level work on data as part of the RAAS.</li> </ul>	
<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b>			
<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p> <p><b>Theme 1: Wellbeing</b> Our wellbeing and inclusion strategy – Our Ullapool – is having a positive impact on the ethos of the school. Engagement with our 3 leadership groups associated with the strategy – Be U, Be Healthy and Be Supportive, has remained constant. Staff support for these groups is strong. A community event held in Autumn 2024 received positive comments from partners. Feedback from pupils and parents on our transition programme (including an S1 settling in event) for P7 is strong. The sharing of attainment data across P7/S1 could be smoother, this will be reviewed with the appointment of 2 new permanent HTs in 2 of our ASG primaries.</p> <p>Across each motivating factor within the Glasgow Wellbeing &amp; Motivational Profile, our scores have steadily increased across all 4 measures since May 2023. The exceptions are this year, we have seen a drop in affiliation and agency with S1. S3 continue to score low in affiliation and feeling health &amp; safe and S3 in agency. Almost all pupils are familiar with the term 'wellbeing'. Nearly half, however, are not sure if someone in school talks to them about their wellbeing. Almost all pupils feel positive about relationships in classes. From focus groups conducted with S2, most pupils were able to name most of the SHANNARI indicators, but they were not always sure why</p>	<p><b>How do you know?</b> What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p> <p>Glasgow Wellbeing &amp; Motivational Profile</p> <p>Highland Lifestyle Survey</p> <p>LTA survey March 2025</p> <p>Pupil focus groups</p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p> <ul style="list-style-type: none"> <li>Relaunch the 3 Our Ullapool groups as part of our new Leading Ullapool programme for S5/6 (dedicated period per week)</li> <li>PTsG will work with SLT on specific and measurable interventions in 25/26 to increase GMWP scores for those groups identified (particularly around affiliation and agency). Further interrogation of this data is required.</li> <li>Review of school uniform and dress code to support affiliation</li> <li>ASG Head Teachers to review transition arrangements for 2026/27.</li> <li>The use of the wellbeing wheel and SHANNARI indicators needs to be used more as part of the language of the school.</li> <li>Promotion of SHANNARI through video production by BGE classes</li> <li>PSE and PTsG to collaborate to increase engagement and usefulness of MHWB award for S3 pupils</li> <li>Specific members of staff have been given time to develop specific aspects of the HMWB award and are including</li> </ul>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b>?</p> <p>Very good</p>

<p>they are important. Almost all pupils in the focus groups knew a range of places where they could find support.</p> <p>From the 39 pupils who completed the Highland Lifestyle Survey, nearly half of pupils said they felt lonely sometimes and a minority often. Although we have no recorded instances of bullying this year, the survey indicated a minority of pupils felt they had been bullied in the last year. This highlights a potential difference in the way bullying is defined by pupils and staff. A few pupils are unclear where to find advice on sexual health and relationships, and who they can talk to.</p> <p>All S3 undertake the SQA's Award in Mental Health &amp; Wellbeing. However, we have some work to do to increase enjoyment with the award (rating 2.37/4) and the usefulness of it to pupils' life's (rating 2/4). Timing of the survey may have had an impact as would the specific year group.</p> <p>Uptake for our weekly breakfast club is steady and pupil led.</p> <p>Almost all staff feel a valued part of the school community and appropriately supported to undertake their role.</p>	<p>Highland Lifestyle Survey</p> <p>MHWB award evaluation (April 2025)</p> <p>ES style survey</p>	<p>the 'Decider Skills' programme within it.</p> <ul style="list-style-type: none"> <li>• Launch new house system from August including role of Senior Pupils</li> <li>• Explore Mentors in Violence programme – 6 members of staff are due to be trained and will take this forward as a mentoring programme throughout the school.</li> </ul>	
<p><b>Theme 2: Fulfilment of statutory duties</b></p> <p>We are confident in our ability to meet our statutory duties.</p> <p>Our capacity and confidence to meet the needs of specific young people with targeted and complex Additional Support Needs (including behaviour) is steadily growing and is a priority area.</p> <p>Almost all staff have completed the mandatory training relating to statutory duties.</p>	<p>Feedback from stakeholders</p> <p>Traineasy data</p>	<ul style="list-style-type: none"> <li>• Targeted emails to staff who have yet to complete mandatory training</li> <li>• DHT (SLT link for SfL) to strengthen processes and procedures to meet the needs of young people with ASN</li> </ul>	

Almost all staff feel the school has effective strategies to support young people with the learning, including those requiring additional support.	ES style survey		
<p><b>Theme 3: Inclusion and equality</b>  All staff have completed the first 3 modules for Rights Respecting Schools. We achieved Bronze in autumn 2024 and are accelerating progress towards silver. Almost all pupils are aware they have rights and feel they someone in school talks to them about their rights.</p> <p>The school is committed to being an inclusive environment where difference is valued and celebrated. This year, we participated in our first Pride Month. We have received positive comments from families and the communities about this.</p> <p>Pupil success is celebrated via our merit system, achievement assemblies and highlighted on social media and our HT weekly update. Feedback from pupils highlighted the need for consistency across the school on awarding merits and how inappropriate behaviour is managed. In consultation with staff and pupils, several amendments have been made to our positive relationships policy for 2025/26 with a full review planned.</p>	CLPL records  Highland Lifestyle Survey  Pupil focus groups	<ul style="list-style-type: none"> <li>Work at pace to achieve Rights Respecting Schools (Silver) status.</li> <li>Time for Inclusive Education training scheduled for staff (Autumn 2025) and workshops for all pupils in November 2025</li> <li>Review of pupil voice strategies in 2025/26 to increase sense of belonging and importance</li> <li>Review of positive relationships policy via working group in line with new Scottish Government guidance published June 2025</li> </ul>	

### QI 3.2 Raising attainment and achievement

How well are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	How do you know? What evidence do you have of positive impact on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p><b>Theme 1: Attainment in Literacy and Numeracy</b>  Overall, attainment across the school in literacy and English is very good and in numeracy and Mathematics is satisfactory. The majority of children achieve appropriate CfE levels in literacy, although less than half have achieved level 4 Numeracy.</p>	ACEL data  Insight data	<ul style="list-style-type: none"> <li>Use of PEF funding to provide targeted intervention to support those not meeting expected CfE levels in Numeracy</li> <li>Termly raising attainment meetings in Numeracy and Literacy with SLT and departments to thoroughly track, monitor and take action</li> </ul>	Good

<p>All S4-6 pupils achieved level 4 literacy, and almost all achieved level 5 literacy (96.9%). Level 5 literacy increased by 12.7% from 2023. Our level 5 literacy attainment is the highest it has been in 3 years. We continue to perform better than the virtual comparator in this measure at level 4 and 5.</p> <p>Almost all S4-6 pupils achieved level 4 numeracy (93.8%) and most achieved level 5 numeracy (84.4%). Level 4 numeracy decreased by 3.8% and level 5 numeracy increased by 5.5%. Our level 4 numeracy attainment is nearly 3% lower than the virtual comparator, whilst level 5 is similar. In mathematics, pupils this year were allocated a pathway in S4 depending on their ACEL level. Some pupils will undertake N4/5 Mathematics and/or N4/5 Applications of Maths. In addition, pupils undertaking N4 will also work towards N5 Numeracy.</p> <p>64.5% of S5 and 89% of S6 achieved a level 6 literacy qualification. These are higher than the virtual comparator</p> <p>22.6% of S5 and 31.6% achieved a level 6 numeracy qualification. This is slightly lower than the virtual comparator.</p>		<ul style="list-style-type: none"> <li>Development of whole school working groups to look at Numeracy and Literacy across the curriculum</li> <li>Needs to be more thorough, robust and specific interventions recorded on TMRs</li> <li>As part of our curriculum review, look for alternative awards to credit, in particular, the Numeracy measure</li> </ul>	
<p><b>Theme 2: Attainment over time</b></p> <p>Total tariff points –</p> <p>Our average total tariff points for the lowest 20% remains higher than all comparators. Our lowest 20% attainment in 2024 is higher than 2023.</p> <p>Our average total tariff points for the middle 60% remains higher than all comparators. Our middle 60% attainment in 2024 is higher than 2023.</p> <p>Our average total tariff points for the highest 20% remains slightly lower than all comparators and has been for the last 4 years.</p>	<p>Insight data</p>	<ul style="list-style-type: none"> <li>Need to deep dive into the highest 20% attainment to understand the reasons for being below comparators</li> <li>Curriculum review will assist by looking for other ways to add to breadth and depth</li> <li>Creating a culture of ambition and high achievement remains crucial</li> <li>Explore paid study school options for Easter break in advance of the exam diet</li> </ul>	

<p>Average complementary tariff points – Our average complementary tariff points for the lowest 20% remains higher than all comparators. Our lowest 20% attainment in 2024 is higher than 2023. Our average complementary tariff points for the middle 60% remains higher than all comparators. Our middle 60% attainment in 2024 is higher than 2023. Our average complementary tariff points for the highest 20% remains higher than all comparators and is higher than in 2023.</p>		<ul style="list-style-type: none"> <li>Continue to embed revised attendance processes</li> </ul>	
<p><b>Theme 3: Overall quality of learners' achievement</b> The school offers a strong range of opportunities for learners to achieve.  The majority of pupils across S5 and S6 are involved in 'Our Ullapool', developing skills for learning, life and work. The SCQF Ambassadors programme and Gaelic council also provide leadership opportunities.  GME pupils are developing skills for learning, life and work through participation in Gaelic Council discussions, delivering staff lessons and presenting at assemblies.  GME pupils are benefitting from hearing and using Gaelic in a wider range of settings e.g Film G, Gaelic Football tournament, visit to Sabhal Mòr Ostaig and Gaelic Careers events.  Pupils develop skills for learning, life and work through wider achievement options such as Navigation Skills, Powering Futures, Barista Skills, British Sign Language, Mental Health and Wellbeing and the Youth Philanthropy Initiative. A strong Duke of Edinburgh programme, supported by some curricular time, sees almost all our young people achieve the Bronze Level Award. Career and STEM related activities have included visits to Inverewe</p>	<p>Attainment, tracking and insight data  Pupil and staff feedback</p>	<ul style="list-style-type: none"> <li>Introduction of 'Leading Ullapool' – a timetabled leadership programme for all S5/6 pupils</li> <li>Introduce new Pupil Voice groups for all year groups</li> <li>Curriculum review in 2025-26 to ensure opportunities for wider achievement captured</li> <li>Development of our tracking &amp; monitoring system (including data dashboard), in conjunction with authority's RAAS</li> <li>Achieve SCQF Silver Ambassador School status</li> <li>Achieve Sports Scotland Gold status</li> </ul>	

<p>gardens and Raey Forest Estate, bridge building (BAM Ritches) and science workshops (The Newton Rooms).</p> <p>Pupils also participate in a variety of activities to promote wellbeing and to build relationships with staff and each other outside of the classroom environment. This includes outdoor learning/fieldwork, the Hill to Grill IDL project (Geopark), a S2 residential trip to Lagganlia, Spanish trip, athletics, folk group, darts club and Dungeons and Dragons. In addition, our football teams regularly participate in the Small Schools football competition and our BGE Gàidhlig learners participate in the national Film G competition. The artistic and musical talents of young people were highlighted at our annual Spring Concert and our school play – Much Ado About Nothing - and in various school events.</p> <p>Several pupils work with Active Schools and/or the Youth Development Team to gain further wider achievement awards.</p> <p>Our young people's achievements are celebrated through newsletters, assemblies, praise postcards and Saltire Awards. Pupils also capture their achievements on their digital profiles.</p> <p>All parents in the post results survey (Sept 24) felt that pupils were supported (5 responses). Most parents felt their young person was motivated and ambitious to achieve their best in the recent SQA National Qualifications. The majority felt their child was confident in utilising study strategies, for example, creating a study plan, use of flash cards or mind maps, using online study such as Scholar or BBC Bitesize. The suggestion of more information for parents to support pupils to be taken forward.</p>			
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<p><b>Theme 4: Equity for all learners</b>  The Pupil Equity fund has been used this year to target attendance and attainment in Literacy &amp; Numeracy. The impact on timekeeping for a targeted group has been very good, but little impact has been made on improving attendance for a targeted group.</p> <p>Fifteen pupils took part in the Numeracy targeted small-group intervention; these pupils achieved an average of 71% on Numeracy Ninjas compared to a previous average of 25%. The Leuven Scale of Engagement showed an increase of 144% for this group of 15 pupils. There is an improvement in tier 2 vocabulary for targeted pupils.</p> <p>In 2025/26 we will review our whole school approach to literacy and numeracy. Time has been dedicated to this in our WTA and some PEF funding has been allocated to support the work of these 2 groups.</p> <p>We have undertaken a robust self-evaluation of our attendance processes and procedures using the Forth Valley &amp; West Lothian toolkit as well as Education Scotland's self-evaluation framework. All aspects of our practice were RAG rated green. However, we have made amendments to protocols following this. There has been a strong improvement in attendance. At 7 March our cumulative attendance figure was 85.7% and on 9 June was 87.1%; a 1.4% cumulative improvement over a short period of time. This is now in line with the authority's figure, but is still 1.7% lower than the National average.</p>	<p>PEF evaluation report</p> <p>Attendance Self-Evaluation Framework</p>	<ul style="list-style-type: none"> <li>Continue to use PEF funding to support small group interventions for those requiring additional support in Numeracy</li> <li>Whole school working groups to review approach to literacy and numeracy across the curriculum, supported by PEF resource where required</li> <li>Continue to embed new attendance processes and focus on educating families and pupils on benefits of attendance, in line with new authority attendance policy</li> </ul>	
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QI 2.2 Curriculum: theme 3 Learning pathways			
<p><b>How well</b> are you doing?  What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language</b> (see guidance document p10-14)</p>	<p><b>How do you know?</b> What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p><b>What are you going to do now?</b>  What are your <b>improvement priorities</b> in this area?</p>	<p><b>How would you evaluate</b> this QI using the HGIOS 4 <b>six-point scale</b>?</p>
<p>We offer a 2+1+3 curriculum structure that provides significant opportunities for personalisation. Pupils are</p>	<p>Pupil focus groups November 2024  Staff audit November 2024</p>	<ul style="list-style-type: none"> <li>Explore opportunities for wider achievement accreditation in S1/2</li> </ul>	Good

<p>very appreciative of the range of opportunities, given we are a small school.</p> <p>An audit with staff indicated that less than half agree that stakeholders contribute to the rationale, design and development of our curriculum. Less than half also agree or strongly agree that IDL is a challenge.</p> <p>A pilot of removing registration and adding 5 minutes to period 1 each day was undertaken between Jan – March 2025. Pupil feedback strongly opposed removing registration once the pilot started and therefore, registration was reinstated early March.</p> <p>Pupil feedback indicates they enjoy being able to explore a range of subjects, including S3, before moving into the senior phase. Some pupils indicated they would like to start National 5 in S3, but appreciate this experiencing a range of subjects is important. There are also opportunities for wider achievement in S3 (STEM, Barista skills, Gaelic for all, Duke of Edinburgh and Rural Skills). Our pupils appreciate being able to undertake outdoor experiences. S1/2 indicated they would like opportunities to undertake wider achievement. A minority of pupils feel that the BGE could be more engaging challenging.</p> <p>The school offers a comprehensive senior phase curriculum, involving a range of partners, to meet learner needs. Our in-person and digital offering is strong, including Advanced Highers in Maths, Mechanics of Mathematics, English, Spanish, Chemistry, Biology, Physics, Geography, History and French.</p> <p>The majority of pupils across S5 and S6 are involved in 'Our Ullapool', developing skills for learning, life and work. The SCQF Ambassadors programme and Gaelic council also provide leadership opportunities. We are submitting</p>	<p>Parent and partners feedback November 2024</p> <p>DYW performance indicators</p>	<ul style="list-style-type: none"> <li>Review curriculum rationale, in conjunction with partners, for currency and relevance</li> <li>SCQF Silver Ambassador school status – June 2025 submission</li> <li>Opportunities to capture all stakeholder voice in curriculum design, rationale and development required</li> <li>Develop a whole school approach to developing explicit awareness of meta skills within the curriculum</li> <li>Work with DYW to provide accredited work experience</li> <li>Continue to work proactively with partners to ensure a suitable curriculum for every pupil</li> <li>Several departments to review BGE offering for challenge, relevance and engagement</li> </ul>	
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our SCQF Silver Ambassador application in June 2025 and if successful, will be the first school in Highlands to achieve this.

In mathematics, pupils this year were allocated a pathway in S4 depending on their ACEL level. Some pupils will undertake N4/5 Mathematics and/or N4/5 Applications of Maths. In addition, pupils undertaking N4 will also work towards N5 Numeracy. We are the only school in Highlands to offer Advanced Higher Mechanics of Mathematics and have 4 strong candidates being presented this year.

GME pupils are developing skills for learning, life and work through participation in Gaelic Council discussions, delivering staff lessons and presenting at assemblies.

GME pupils are benefitting from hearing and using Gaelic in a wider range of settings e.g Film G, Gaelic Football tournament, visit to Sabhal Mòr Ostaig and Gaelic Careers events.

Pupils develop skills for learning, life and work through wider achievement options such as Navigation Skills, Powering Futures, Barista Skills, British Sign Language, Mental Health and Wellbeing and the Youth Philanthropy Initiative. A strong Duke of Edinburgh programme, supported by some curricular time, sees almost all our young people achieve the Bronze Level Award. Career and STEM related activities have included visits to Inverewe gardens and Raey Forest Estate, bridge building (BAM Ritchies) and science workshops (The Newton Rooms).

Pupils also participate in a variety of activities to promote wellbeing and to build relationships with staff and each other outside of the classroom environment. This includes outdoor learning/fieldwork, the Hill to Grill IDL project

(Geopark a S2 residential trip to Lagganlia, Spanish trip, athletics, folk group, darts club and Dungeons and Dragons. In addition, our football teams regularly participate in the Small Schools football competition and our BGE Gàidhlig learners participate in the national Film G competition. The artistic and musical talents of young people were highlighted at our annual Spring Concert and in various school events.

Several pupils work with Active Schools and/or the Youth Development Team to gain further wider achievement awards.

Focus groups with partners and parents in November 2024 stressed the importance of preparing pupils for beyond school and to give them the opportunity to experience different activities. We are confident we are strong in doing this.

We are at an early stage of embedding meta-skills within the curriculum. Only a minority of staff current explicitly refer to these in classes.

Our monthly partnership meetings allow us to ensure we offer a curriculum relevant to each young person. Where their curriculum is not meeting their needs, prompt action is taken to amend this.

Our work with DYW is strong and continues to grow. In 2024-25, we achieved a 560% KPI 1 (employer engagement and local partnerships) as a % of school roll. Thirty seven pupils undertook work preparation and 31% undertook work experience. We are looking to expand this via accreditation. We engaged 136 employers at events and regularly engaged with 59 employers throughout the year. Early indication from DYW suggests that one of the highest engaging schools in DYW West in 2024-25.

QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
How well are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	How do you know? What evidence do you have of positive impact on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale</b> ?
<p>Almost all partnerships with parents are positive and strong. Parents are almost always supportive of the school.</p> <p>The school has a variety of mechanisms to engage with parents including TMRs, parents evenings, regular newsletters and meetings with Guidance/SLT as required.</p> <p>We have successfully launched a new Facebook page for parents and partners and this has been well received by almost all. It allows parents to gain more insight into school life and celebrate the successes of the school. It has approx. 250 likes and people engage well with the content. The majority of parents surveyed in June 2025 find it useful or very useful.</p> <p>A new weekly Head Teacher update highlighting school events, activities and school life has been positively received. 84% (most) of parents surveyed in June 2025 have found it to be useful or very useful. The format of the update will be amended and it will change to fortnightly. Only a minority of parents find the school website and handbook useful. Almost all parents find parents evenings useful, but would welcome more time with teachers at them.</p> <p>We recognise a lot of interaction with parents is one directional and will look to address this next session. That said, letters/e-mails from the school are the most favoured by parents with all finding this useful or very useful. Staff scored the school 3.7/5 for parental engagement.</p>	<p>Parent focus groups November 2024</p> <p>Home-school communications survey June 2025</p> <p>Facebook data June 2025</p> <p>Staff audit</p>	<ul style="list-style-type: none"> <li>HT update to become fortnightly from August with a refreshed format</li> <li>SLT to seek ways to involve parents in more two-way communication channels</li> <li>Identify ways of parents being more actively involved in learning with their child; hold at least one family learning event in 2025-26 linked to numeracy and/or literacy.</li> </ul>	Satisfactory

