



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Ard Sgoil Ulapuil ULLAPOOL HIGH SCHOOL

Slàinte agus Sunnd
Co-ionannachd

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



Wellbeing
Equality
Respect
Environment
Ambition
Community
High quality learning and teaching

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

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

School Profile

Pròifil na Sgoile

It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

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 169 children and young people and on the school roll. The Head Teacher is supported by one Depute Head Teacher, 7 Principal Teachers (Curriculum), 2 Principal Teachers (Guidance) and one Principal Teacher (Inclusion).

More than 30% of pupils use school transport. Of our current pupils, 52% have recognised additional support needs and 0-10% are registered for free school meals.

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

Overall, attainment across the school in literacy and English is very good and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy 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.

We have no exclusions this year.

Data relating to our context:

Pupil Numbers
169

Attendance
86.9%

Teacher Numbers
21

S1
25

S2
35

S3
30

S4
30

S5
27

S6
22

SIMD Q1
0%

SIMD Q2
10%

SIMD Q3
35%

SIMD Q4
55%

SIMD Q5
0%

Unknown
0%

ASN
52%

FSM
6.5%

EAL
7.1%%

Glossary:

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 achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading

Almost all

Writing

Almost all

Listening and talking

Almost all

Numeracy

Most

Level 4

Reading

Majority

Writing

Majority

Listening and talking

Majority

Numeracy

Less than half

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

Level 3

Gaelic reading

Most

Gaelic writing

Most

Gaelic listening and talking

Most

Level 4

Gaelic reading

Less than half

Gaelic writing

Less than half

Gaelic listening and talking

Less than half

Senior Phase

Literacy and Numeracy

Improving attainment in literacy and numeracy Percentage of Leavers Attaining Literacy <table><tr><th>Year</th><th>Ullapool High School SCQF 4</th><th>Virtual Comparator SCQF 4</th><th>Ullapool High School SCQF 5</th><th>Virtual Comparator SCQF 5</th></tr><tr><td>2021</td><td>100</td><td>98</td><td>100</td><td>92</td></tr><tr><td>2022</td><td>100</td><td>98</td><td>92</td><td>92</td></tr><tr><td>2023</td><td>100</td><td>98</td><td>85</td><td>90</td></tr><tr><td>2024</td><td>100</td><td>98</td><td>98</td><td>92</td></tr><tr><td>2025</td><td>100</td><td>98</td><td>98</td><td>90</td></tr></table>	Year	Ullapool High School SCQF 4	Virtual Comparator SCQF 4	Ullapool High School SCQF 5	Virtual Comparator SCQF 5	2021	100	98	100	92	2022	100	98	92	92	2023	100	98	85	90	2024	100	98	98	92	2025	100	98	98	90	All S4-6 pupils achieved level 4 literacy, and almost all (96.4%) achieved level 5 literacy. Level 5 literacy in 2025 is the same as 2024. Our level 5 literacy attainment remains high, and we continue to perform better than the virtual comparator in this measure at level 4 and 5.
Year	Ullapool High School SCQF 4	Virtual Comparator SCQF 4	Ullapool High School SCQF 5	Virtual Comparator SCQF 5																											
2021	100	98	100	92																											
2022	100	98	92	92																											
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Year	Ullapool High School SCQF 4	Virtual Comparator SCQF 4	Ullapool High School SCQF 5	Virtual Comparator SCQF 5																											
2021	100	98	95	80																											
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2024	95	98	85	85																											
2025	98	98	82	82																											

Senior Phase Leavers

Destinations of School Leavers

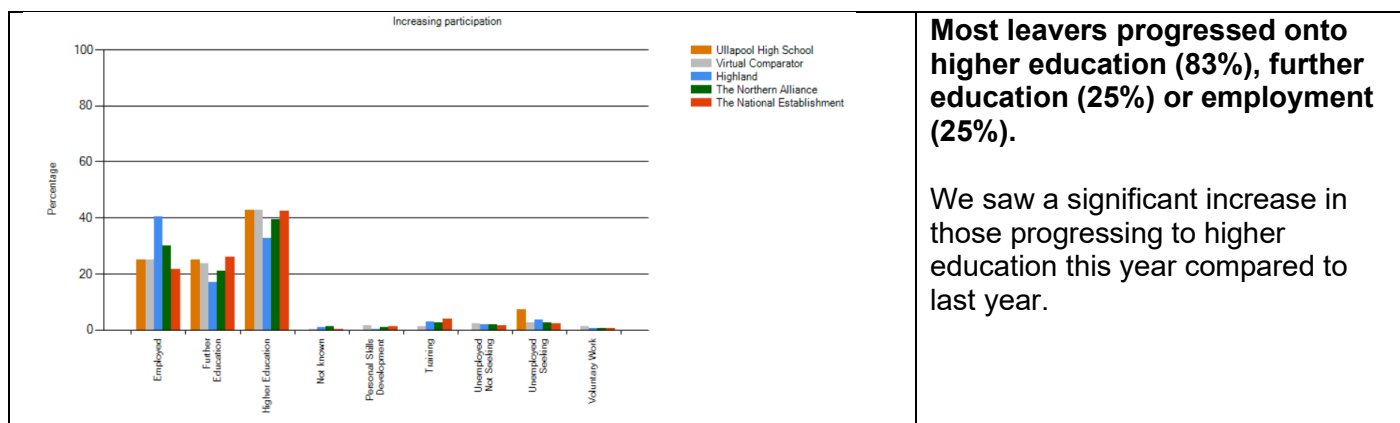
Increasing post-school participation

Percentage of School Leavers in a Positive Destination

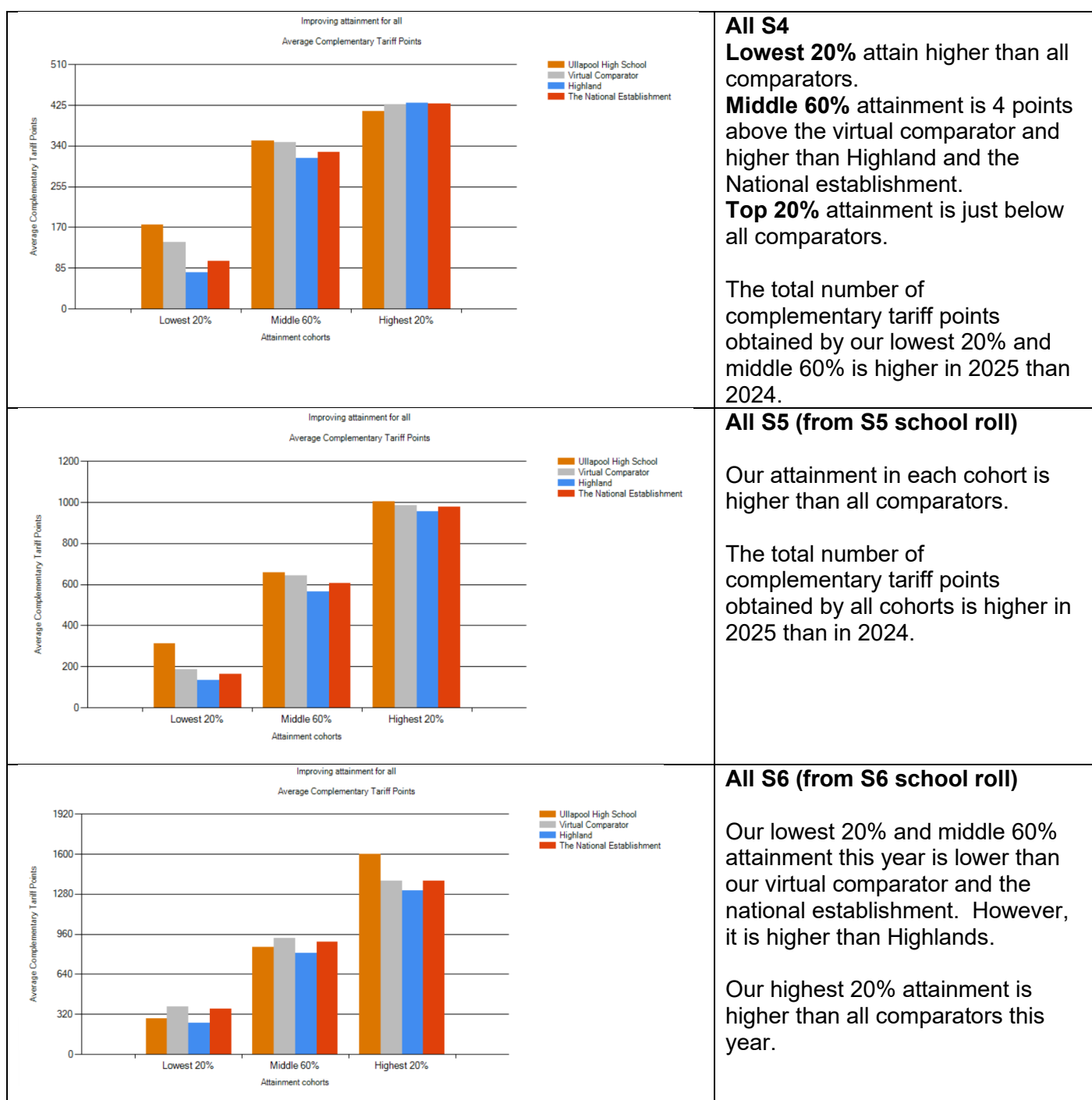
Year	Ullapool High School	Virtual Comparator	Highland	The Northern Alliance	The National Establishment
2020/21	100	98	95	95	95
2021/22	92.9	98	95	95	95
2022/23	98	98	95	95	95
2023/24	98	98	95	95	95
2024/25	92.9	98	95	95	95

In 2024/25 almost all leavers moved into a positive destination (92.9%).

This measure is broadly similar to our virtual comparator, Highlands, the Northern Alliance and national Establishment.



Cohorts – Attainment for All



Highlights against other measures in 2024/25:

- Our attainment in **SCQF level 6 literacy in S6** remains around 20% higher than all comparators and in 2025 was 18% higher than 2024.
- Our attainment in **SCQF level 6 numeracy in S6** is broadly in line with comparators, and was 6% higher in 2025 compared to 2024.
- 39% of leavers **achieved 5 qualifications at SCQF level 6** which is broadly in line with our virtual comparator and is an increase from 31% in 2023/24
- Our **5 qualifications at SCQF level 5** (71%) remains stubbornly below our virtual comparator (79%) and is down from 75% in 2023/24
- The number of **S5 pupils attaining one or more SCQF level 6** qualifications remains at a 3 year high (86.2%) and considerably higher than all comparators (VC 74.5%, Highland 56.4% and National 54.5%).
- The number of **S4 pupils attaining three or more SCQF level 5 qualifications** by the end of S4 is particularly strong (86.2%) against all comparators (VC 78.3%, Highland 68.5%, National 72%).

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



ULLAPOOL
High School
Àrd Sgoil Ulapuil



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.

VALUES:
We value:



	Slàinte agus sunnd	Wellbeing
	Co-ionannachd	Equality
	Spèis	Respect
	Àrainneachd	Environment
	Miann-adhartais	Ambition
	Coimhearsnachd	Community
	Sar-theagasg's ionnsachadh	High quality learning and teaching

WE REACH



Review of progress of improvement plan projects for session 2025/26

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority 1: Learning, Teaching and Assessment	
School Improvement Plan Priority 1	
Summary of progress	Next steps
✓ Progress towards NIF drivers and local priorities is communicated clearly and briefly ✓ Good progress is being made in this area, and this will be strengthened next year with the launch of our new 'Four questions for every classroom' framework ✓ Almost all learning and teaching is informed by school values ✓ Rights respecting articles are known by all staff and almost all pupils are aware of their rights ✓ Almost all pupils feel relationships in class are supportive, positive and aspirational. ✓ Almost all pupils are clear about what they are learning and why, and know how to demonstrate their learning. ✓ Almost all pupils feel they engage in a range of learning activities. ✓ Attainment in a range of measures is strong and sometimes above comparators. ✓ Most departments have engaged in moderation and professional dialogue to improve understanding of standards and assessment expectations. ✓ Most pupils report that staff are approachable and provide support when required. ✓ Almost all senior phase learners engage positively with wider achievement and leadership opportunities which support the development of skills for learning, life and work. ✓ Most lessons provide an appropriate level of challenge; however, challenge is not yet consistently high enough for all learners, particularly the highest-attaining young people. ✓ Most pupils receive feedback on their learning; however, too few learners can clearly articulate how feedback has helped them improve their work. ✓ Most staff use questioning effectively; however, opportunities to extend higher-order thinking and deepen learning are not yet evident in all classrooms. ✓ Most classrooms demonstrate positive learning behaviours; however, attendance and engagement continue to impact outcomes for a minority of learners. ✓ While most staff demonstrate effective classroom practice, there remains variation across the school in relation to pace, challenge, differentiation and assessment approaches.	• Launch and embed the Four Questions for Every Classroom framework to establish a clear and consistent understanding of effective learning and teaching across the school. • Improve consistency in pace, challenge and differentiation to ensure all learners, particularly the highest-attaining young people, experience appropriate levels of challenge. • Strengthen formative assessment practices, ensuring learners can articulate how feedback supports improvement and next steps in learning. • Further develop questioning strategies to promote higher-order thinking, deeper learning and greater learner engagement. • Continue moderation and professional learning activities to strengthen consistency in assessment and expectations across all curriculum areas. • Use attendance, attainment and engagement data more effectively to target interventions and improve outcomes for

	identified groups of learners. Increase opportunities for learner reflection, self-assessment and ownership of learning within lessons.
Impact	
Overall, the school has made good progress in improving learning, teaching and assessment. Positive relationships, a values-based approach and strong attainment outcomes provide a secure foundation for further improvement. The introduction of the Four Questions for Every Classroom framework will support the next phase of improvement by increasing consistency and ensuring all learners experience high-quality learning and teaching across the school.	

School Priority 2: Curriculum	
School Improvement Plan Priority 2	
Summary of progress	Next steps
- The school continues to offer a broad and diverse curriculum which meets the needs of learners and reflects the unique context of Ullapool High School. - Our 2+1+3 curriculum structure continues to provide significant opportunities for personalisation and choice. Almost all pupils report that they value the breadth of opportunities available to them despite the school's small size and rural location. - The senior phase curriculum has been further strengthened through the introduction of new pathways, including Higher Applications of Mathematics, the Level 2 Certificate in Gym Instruction and Fitness Coaching, and the Scottish Baccalaureate in Languages. - Almost all senior phase learners access a range of wider achievement opportunities which support the development of skills for learning, life and work. - The second year of Leading Ullapool has expanded opportunities for learner leadership and school improvement. Most participants are working towards accredited qualifications, including the SQA Leadership Award and Working with Others Award. - The school successfully achieved SCQF Silver Ambassador School status and is making good progress towards Gold accreditation. - Our work with Developing the Young Workforce (DYW) remains a significant strength. Learners continue to benefit from strong partnerships with employers, community organisations and external agencies. - Most senior phase learners engage positively with career education, wider achievement and progression planning activities through initiatives such as Unifrog, Workit and work experience opportunities.	- Complete and implement a refreshed curriculum rationale which reflects the school's #WeReach values, local community, Gaelic language and culture, sustainability and aspirations for all learners. - Fully embed Unifrog and Workit to strengthen learner pathway planning, career education and progression conversations. - Continue progress towards SCQF Gold Ambassador School accreditation. - Increase staff confidence and consistency in explicitly developing and recognising meta-skills across learning experiences. - Continue to review S3 and senior phase pathways to ensure they remain relevant, ambitious

• Gaelic learners continue to develop leadership, communication and employability skills through participation in Gaelic Council activities and wider school leadership opportunities. • Most learners can identify the skills they are developing through wider achievement and leadership activities. • The curriculum continues to be reviewed and adapted in response to learner voice, attainment data, destination data and the needs of the local community. • Staff awareness of curriculum rationale and curriculum improvement priorities has increased through consultation and self-evaluation activities. • Most learners move on to positive destinations which reflect their aspirations and abilities.	and responsive to learner needs. • Strengthen the use of learner voice, destination data and labour market information to inform future curriculum development. • Further develop partnerships with employers, community organisations and post-school providers to enhance learner experiences and progression opportunities.
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Impact

The curriculum continues to provide learners with a broad and relevant range of pathways which reflect both national expectations and the unique context of Ullapool High School. Increased opportunities for wider achievement, leadership, employability and accreditation have supported learners to develop important skills for learning, life and work. The introduction of new qualifications and pathways has increased learner choice and strengthened progression opportunities. Strong engagement with DYW, SCQF and wider achievement programmes continues to enhance learner experiences and support positive destinations. Learners increasingly recognise the relevance of their learning and are developing the skills and attributes required for success in My Future Highland and beyond.

School Priority 3: Pupil and Staff Wellbeing

School Improvement Plan Priority 3

Summary of progress and impact	Next steps
• Good progress has been made towards improving wellbeing, inclusion and equity across the school community. • Almost all pupils report positive relationships with staff and peers and feel safe, respected and included within the school community. • Almost all pupils know who they can approach for support if they have a concern or require help. • Most pupils report a strong sense of belonging within Ullapool High School and feel valued as members of the school community. • GMWP data shows improvement across all four wellbeing indicators compared to the previous year. • Most pupils report positive levels of wellbeing, engagement and connectedness to school. • Almost all pupils report having positive relationships with trusted adults within the school.	• Further develop the Our Ullapool framework to strengthen pupil wellbeing, participation and belonging across the school community. • Continue to improve attendance through targeted interventions, robust tracking and strengthened partnership working with families and external agencies. • Fully implement and evaluate the impact of the refreshed Positive Relationships Policy,

• The school's Our Ullapool approach continues to provide a strong foundation for promoting wellbeing, inclusion, equality and participation. • Most pupils participate in activities and opportunities which support wellbeing, achievement and personal development. • Rights-based approaches continue to become more embedded across the school, with all staff aware of children's rights and almost all pupils demonstrating an understanding of their rights and responsibilities. • Most pupils feel their views are listened to and that they have opportunities to influence aspects of school life. • Most learners with additional support needs receive appropriate support to help them access learning and achieve success. • Most staff report feeling supported by colleagues and leaders and contribute positively to the wider life of the school. • Attendance has improved for most year groups as a result of targeted interventions and increased focus on attendance and engagement. • Most pupils demonstrate positive learning behaviours and contribute positively to the culture and ethos of the school. • Almost all senior phase learners engage in wider achievement, leadership or volunteering opportunities which support personal development and wellbeing. • The school continues to make good progress towards achieving UNICEF Rights Respecting Schools Gold Accreditation. • Most pupils report that school helps them develop confidence, resilience and skills for learning, life and work. • While improvements are evident across most wellbeing measures, a minority of pupils continue to experience barriers relating to attendance, wellbeing and engagement. • While support for learners with additional support needs has improved, there remains some variation in practice across curriculum areas. • Most staff actively promote wellbeing through positive relationships and inclusive classroom environments; however, opportunities remain to strengthen wellbeing through learning and teaching. • Although attendance has improved, attendance levels remain below desired levels for a minority of learners and continue to impact outcomes. • The school is well placed to build on the progress made through continued development of the Our Ullapool framework, Positive Relationships Policy and targeted wellbeing interventions.	including agreed approaches to behaviour, relationships and mobile phone use. • Continue progress towards achieving UNICEF Rights Respecting Schools Gold Accreditation and further embed children's rights within the life and work of the school. • Strengthen systems and processes for identifying, tracking and supporting learners who require additional support. • Further develop staff understanding and use of wellbeing data, including GMWP findings, to inform interventions and improvement planning. • Increase opportunities for pupil leadership and learner participation in school improvement, wellbeing and inclusion activities. • Review and enhance targeted wellbeing interventions to support learners experiencing challenges with attendance, engagement, anxiety and resilience. • Continue to strengthen partnership working with families, community organisations and external agencies to improve outcomes for learners. • Ensure all learners can clearly identify the supports available to them and know how to access help when required.
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	• Further develop staff professional learning in areas relating to wellbeing, inclusion, trauma-informed practice and supporting diverse learner needs. • Continue to monitor the impact of wellbeing initiatives through learner voice, attendance data, GMWP outcomes and wider self-evaluation activities.
Impact	
Good progress has been made in improving wellbeing, inclusion and equity across Ullapool High School. Positive relationships, improving wellbeing measures and strengthened support systems provide a strong foundation for further improvement. While attendance and wellbeing outcomes have improved for most learners, targeted work with identified groups will remain a priority to ensure all young people are able to thrive, achieve and experience success.	

School Priority 4: Gaelic Language and Culture	
School Improvement Plan Priority 4	
Summary of progress and impact	Next steps
• Some progress has been made in raising the profile of Gaelic language and culture across the school, with an increased range of events, partnerships and leadership opportunities available to learners. • Gaelic language and culture continue to be promoted through assemblies, school events and wider school activities. • Most learners are aware of the importance of Gaelic language and culture within the local community and wider Highland context. • Progress towards increasing the number of pupils undertaking Gaelic qualifications has been limited, with senior phase numbers expected to remain stable rather than increase. However, positive progression pathways continue to be evident, including learners progressing to Sabhal Mòr Ostaig and Foundation Apprenticeship opportunities. • Gaelic Medium Education learners continue to develop leadership, communication and presentation skills through participation in the Gaelic Council. • Partnerships with Gaelic organisations have provided learners with opportunities to engage with Gaelic language, culture and heritage. • The profile of Gaelic language and culture within the school has increased over the session. • Most staff recognise the importance of Gaelic language and culture as part of the school's unique context and identity.	• Increase opportunities for all learners to engage with Gaelic language and culture, regardless of their learning pathway. • Further develop the role of the Gaelic Council in leading activities and promoting Gaelic across the school community. • Support staff to incorporate Gaelic language, culture and local heritage within learning experiences where appropriate. • Strengthen partnerships with Gaelic organisations and community groups to enhance learner experiences. • Increase the visibility of Gaelic language within the school environment,

• Gaelic language and culture are increasingly reflected within school improvement priorities and curriculum discussions. • While opportunities exist for learners to engage with Gaelic language and culture, participation remains concentrated within Gaelic Medium Education and associated activities. • Opportunities to promote Gaelic language and culture remain inconsistent across curriculum areas. • Most learners value opportunities to learn about Gaelic language and culture; however, engagement across the wider school community remains variable. • Further work is required to embed Gaelic language and culture more fully within the curriculum and everyday life of the school.	communications and events. • Ensure the school's curriculum rationale explicitly reflects the importance of Gaelic language and culture within the Ullapool and Highland context. • Monitor learner engagement and participation to evaluate the impact of Gaelic-related activities and inform future improvement planning.
Impact The school's work has helped maintain and strengthen the profile of Gaelic language and culture within Ullapool High School. Gaelic learners have benefited from opportunities to develop leadership, communication and citizenship skills through participation in the Gaelic Council and wider school activities. Increased visibility of Gaelic language and culture has contributed to learners' understanding of the school's local context, heritage and identity. However, the impact on the wider learner population remains at an early stage, and further work is required to ensure Gaelic language and culture are embedded more consistently across the life and work of the school.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Pupil Equity Funding has enabled targeted literacy and numeracy interventions for learners experiencing barriers to learning.
- In S1, approximately 6–8 vulnerable learners received enhanced dyslexia support through targeted interventions and specialist resources.
- In S2, targeted literacy interventions supported learners with dyslexia, with 68.5% achieving Curriculum for Excellence Level 3 by the end of S2.
- Most learners receiving targeted numeracy support report increased confidence and engagement in mathematics.
- Investment in specialist literacy resources and a dedicated literacy space has strengthened learner engagement and supported progress in literacy attainment.

Wider achievements

Coileanaidhean nas fharsainghe

In 2025/26 we were awarded **Silver SCQF Ambassador Status**, **Silver Rights Respecting Schools** status and became a **Gold sportsscotland School Sports Award** holder.

- Three trained SCQF Ambassadors
- Four S5/6 pupils undertook Powering Futures
- On average 12-15 pupils regularly took part in weekly Drama sessions on a Friday school
- Five pupils performed alongside Skye Bridge Theatre
- Five S3 pupils undertook British Sign Language Training

- Five pupils participated in FilmG
- Eighteen extra-curricular girls football and competitions
- 2 pupils in senior BSL class
- 18 pupils in Nova Scotia group who have been very active with fundraising (over £30,000 in last two years) and in preparing for the trip.
- 38 pupils involved with An La Spors during Seachdainn Na Gaidhlig
- 16 pupils involved with Cafaidh Cabadaich (community Gaelic café) during Seachdainn Na Gaidhlig
- 15 pupils involved in visit to Sabhal Mor Ostaig
- 15 pupils involved in Siuthad careers event at Eden Court.
- Lots (can't find the number) of pupils involved with football training sessions with Alba FC.
- 18 senior boys involved with school football matches.
- 15 pupils achieved the REHIS Elementary Food and Health Certificate
- 18 achieved the REHIS Elementary Food Hygiene course

Comments from learners, families, stakeholders and staff

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

- I am really enjoying it here (new S1 Pupil, September 2025)
- I have found that its very easy to get help with stuff (Pupil, September 2025)
- Fab head teacher keep good work up (Pupil, January 2026)
- What a great school, full of opportunities and exciting new things to learn everyday with wonderful teachers and friends led by a superb headteacher (Parent, January 2026)
- I think continued work and close partnership working which I believe already takes place effectively will ensure that pupils are prioritised and supported (Partner, February 2026)

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Very good
QI 3.2 Raising attainment and Achievement/Securing children's progress	Good
Other QIs reviewed	n/a

We can evidence a change from 'satisfactory' to 'good' for QI 1.3 leadership of change in the last 12 months.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

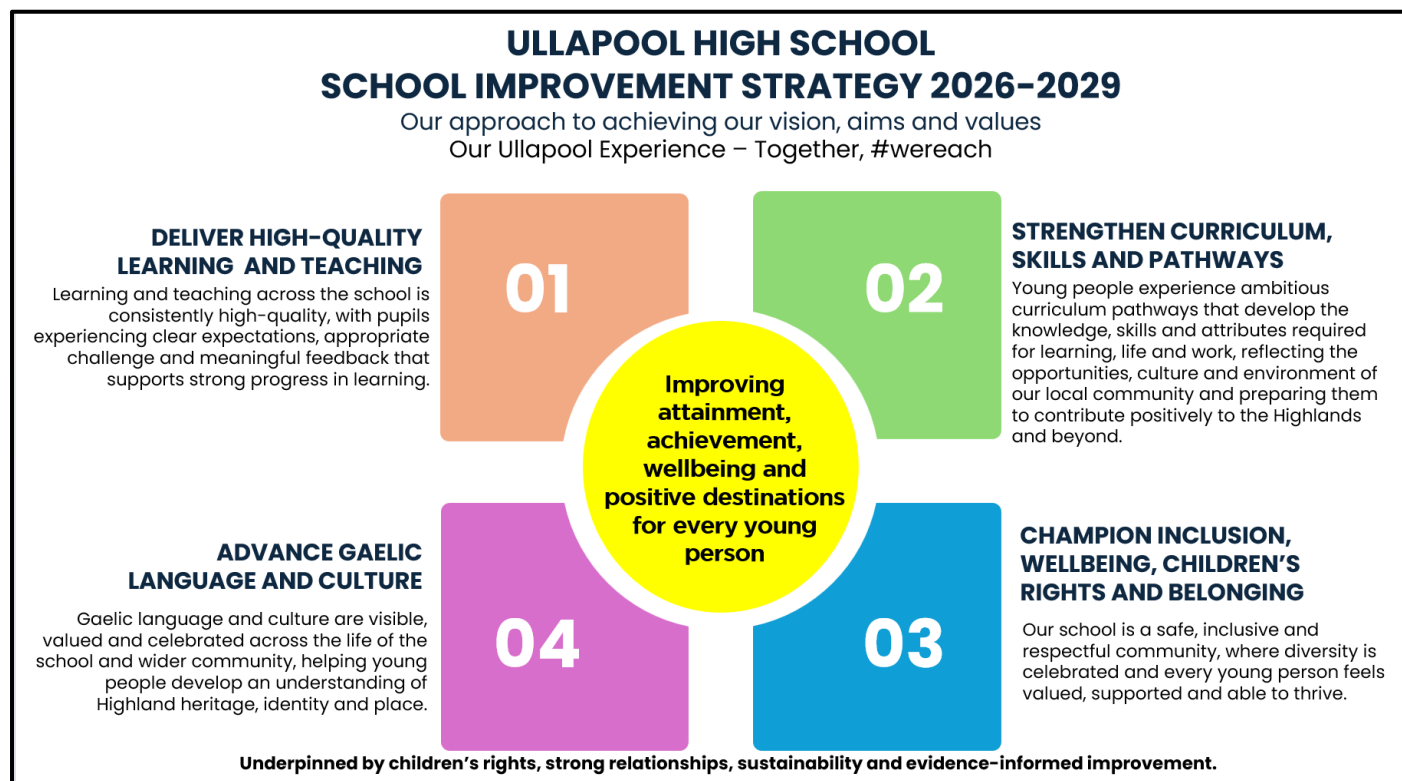
Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Our vision, aim and values continue to underpin school improvement planning. They are used to set priorities, guide decisions and evaluate our progress, providing a clear and consistent direction for the school. From August 2026, this will be further strengthened through *Our Ullapool Experience*—a single, shared way of working designed to reduce duplication, improve consistency and ensure everyone is working towards the same high standards.

The Head Teacher ensures that improvement priorities are informed by ongoing, careful self-evaluation. Pupils, staff, families and partners regularly share their views on what is working well and where we can improve. This year, a Pupil House Leader system was introduced to further strengthen pupil voice. In addition, the surveys previously used by HMIE in January 2024 were repeated to help us understand what has improved and where we need to go further.

This sits alongside an established annual cycle of feedback, moderation, work sampling and learning observations. The use of attainment and wider data within departments has been strengthened, supported by revised meeting structures that maintain a clear focus on improving outcomes for all learners. Across the school, there is a strong emphasis on a single, shared approach to delivering our vision, values and aims. As a result, the School Improvement Plan sets out a refreshed, relevant and ambitious three-year cycle of improvement. There is a strong focus on raising attainment and achievement, promoting children's rights, and ensuring evidence-informed improvement and leadership at all levels, aligned to our four priorities for 2026–2029:



Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Ullapool High School - Home Page](#) or by contacting the school office.