The Highland Council
Comhairle na Gàidhealtachd

STANDARDS AND QUALITY REPORT
AITHISG INBHEAN IS CÀILEACHD

2025/26

WICK HIGH SCHOOL
LEARNING - AMBITION - RESPECT

WICK HIGH SCHOOL
HIGHLAND COUNCIL| WICK

Learning, Ambition, Respect

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.

Wick High School

Wick High School has a positive learning ethos, and we take pride in the strong relationships we develop between our young people and staff. We actively promote our Vision, Values and Aims.

Attendance: In session 2024–25, attendance was **87.2%**, slightly below the Scottish national average of **91%**

Free School meals: As of September 2025, **17.6%** of pupils were registered for school meals).

Additional Support Needs (ASN): In September 2025, **37.4%** of our pupils had ASN, slightly below the Scottish national average of **43%**

Exclusions: Nationally, exclusion rates in 2024–25 were around **15.2 per 1000 pupils**. Locally, our rate was significantly lower, at **8.3 per 1,000** pupils in the same year.

The school management team consists of the head teacher and tree depute head teachers. The school has a middle management team of six Faculty heads and four Principal Teachers of Pupil Support and a Principal Teacher of Learning support.

The school currently has the equivalent of 52.4 fte teachers and 22 Pupil Support Assistants.

The school received additional funding from the Scottish Government to help support work to close the poverty related attainment gap. In 2024-25 the school received £81562in Pupil Equity Funding. This funding targeted at interventions to support development in literacy, numeracy and health and well-being. It also finds our family links workers (CSW team)

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Majority children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
721	87.2%	6	52.4

S1numbers	S2numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
127	140	151	135	98	69

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
22%	24%	42%	13%	0%	0.1%

Overall ASN	Free School Meal	EAL	Glossary:
37.4%	17.6%	1.5%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

Attainment

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

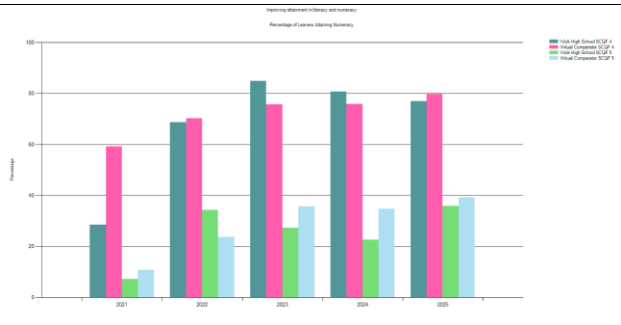
Level 3 2025/2026 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

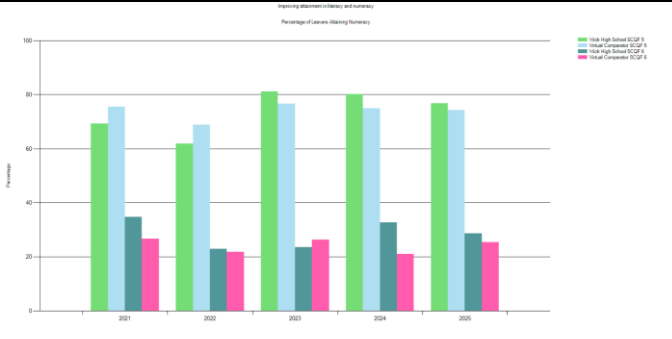
Reading	Writing	Listening and talking	Numeracy
94%	95%	97%	91%

Level 4

Reading	Writing	Listening and talking	Numeracy
64%	65%	68%	69%

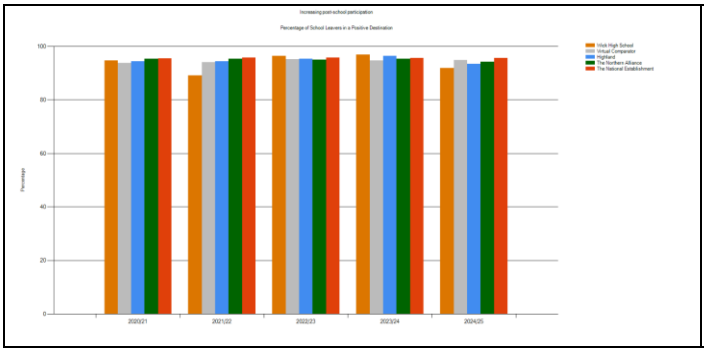
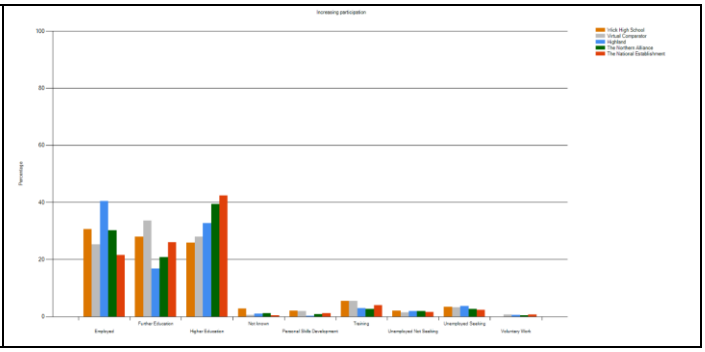
Senior Phase

Percentage of S4 leavers attending literacy. Level 5 Literacy is a very positive picture for Wick High School in 2025, with 66.67% of S4 leavers achieving Level 5 Literacy. This is significantly above the Virtual Comparator (VC) at 45.64%, showing a strong performance at the higher level. The cohort size was 39. Level 4 Literacy shows a more mixed picture, with 76.92% of S4 leavers achieving Level 4 Literacy. This is slightly below the VC figure of 82.56% for 2025, indicating Wick High School is behind comparator performance at this level, despite maintaining a reasonably strong outcome overall. When compared to previous years, Level 5 Literacy has shown strong improvement from 51.61% in 2024 to 66.67% in 2025, while Level 4 Literacy has also improved from 70.97% in 2024 to 76.92% in 2025, narrowing the gap at Level 4 but still remaining below VC.	**Percentage of S4 leavers attending Numeracy.** Level 5 Numeracy shows a more challenging picture for Wick High School in 2025, with 35.90% of S4 leavers achieving Level 5 Numeracy. This is slightly below the Virtual Comparator (VC) at 39.23%, indicating a small gap at the higher level. Level 4 Numeracy is a stronger outcome, with 76.92% of S4 leavers achieving Level 4 Numeracy. However, this remains slightly below the VC figure of 79.74%, suggesting Wick High School is broadly in line but still marginally behind comparator performance. Looking at trends, Level 5 Numeracy has improved significantly from 22.58% in 2024 to 35.90% in 2025, showing strong progress. Level 4 Numeracy has decreased from 80.65% in 2024 to 76.92% in 2025, but remains relatively stable over time and close to VC levels.
	
Percentage of S5/6 leavers attending literacy. Level 5 Literacy for Wick High School in 2025 is a very strong picture, with 87.04% of S5/6 leavers achieving Level 5 Literacy. This is slightly above the Virtual Comparator (VC) at 83.89%, indicating positive attainment at this level, with a cohort of 108. Level 6 Literacy also shows a strong outcome, with 60.19% of leavers achieving Level 6 Literacy. This is again above VC at 54.54%, demonstrating Wick High School is outperforming comparator data at the higher level of literacy attainment. When looking at trends, Level 5 Literacy has remained consistently strong over time (87.13% in 2024 and 88.68% in 2023), with 2025 showing a very slight dip but still maintaining a high and positive position above VC. Level 6 Literacy shows a small increase from 59.41% in 2024 to 60.19% in 2025, maintaining a consistently strong lead over comparator figures.	**Percentage of S5/6 leavers attending Numeracy**. Level 5 Numeracy in 2025 shows a positive picture, with 76.85% of S5/6 leavers achieving Level 5 Numeracy. This is slightly above the Virtual Comparator at 74.26%, indicating Wick High School is performing well at this level, with a cohort of 108. Level 6 Numeracy shows a weaker outcome in comparison, with 28.70% achieving this level. However, this remains above the VC figure of 25.46%, showing that despite a relatively lower overall percentage, Wick High School is still outperforming comparator data at the highest level of numeracy attainment. In terms of trends, Level 5 Numeracy has decreased from 80.20% in 2024 to 76.85% in 2025, although it remains above VC. Level 6 Numeracy has improved significantly from 23.58% in 2023 and 32.67% in 2024 to 28.70% in 2025, indicating some fluctuation but an overall strong performance above comparator levels.

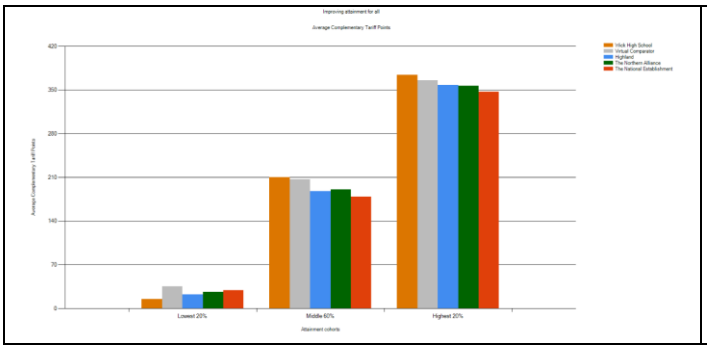
Destinations of School Leavers

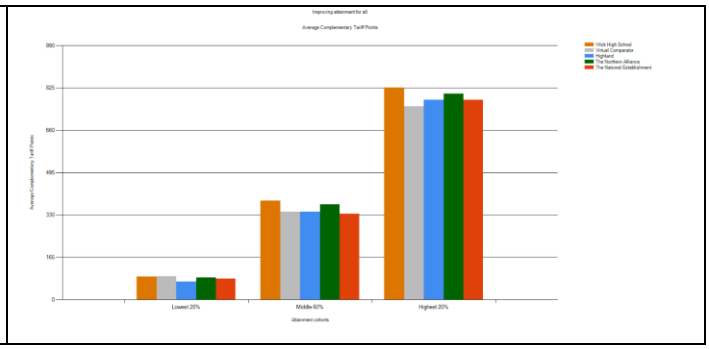
Percentage of school leavers in a positive destination. It is a mixed but generally positive picture for Wick High School in 2024/25, with 91.84% of leavers securing a positive destination. This is below the Virtual Comparator (94.83%), Highland (93.50%), The Northern Alliance (94.27%), and the National Establishment (95.67%). With a cohort of 147, this represents a dip compared to comparator benchmarks in the most recent year. However, this follows a very strong performance in 2023/24, where 96.97% of Wick High School leavers achieved a positive destination. This was above the Virtual Comparator (94.77%), Highland (96.50%), The Northern Alliance (95.40%), and in line with the National Establishment (95.71%), demonstrating a highly successful outcome in that year. Looking at the longer-term trend, Wick High School has shown some fluctuation. In 2022/23, the school achieved 96.40%, again above most comparator groups, while in 2021/22 there was a significant drop to 89.05%, below all comparator benchmarks. This recovered strongly in subsequent years before the most recent decline in 2024/25. Overall, the data shows that while Wick High School is capable of achieving very strong positive destination outcomes above national and comparator levels, the most recent year indicates a need to refocus on sustaining this high performance consistently over time.	**Leavers initial destinations:** Employment is the most common initial destination for Wick High School leavers, with 30.61% moving into employment. This is a strong outcome and is higher than the Virtual Comparator (25.31%) and The National Establishment (21.60%), although it is below Highland (40.37%), which represents the highest comparator figure. This indicates that Wick High School performs well in supporting direct entry into employment, particularly compared to national averages. Further Education is the second most common destination, with 27.89% of leavers progressing to this pathway. This is broadly in line with the Virtual Comparator (33.61%) and slightly above The National Establishment (26.00%), but below both Highland (16.82%) and The Northern Alliance (20.82%). This shows a steady uptake into Further Education, although not the strongest comparative position. Higher Education accounts for 25.85% of Wick High School leavers. This is slightly below the Virtual Comparator (27.89%) and significantly below The National Establishment, where 42.31% progress to Higher Education. This highlights a clear gap between Wick High School and national levels, with Higher Education being an area for further development despite being a key destination for over a quarter of leavers. Other destinations are relatively small in proportion, including Training (5.44%), Personal Skills Development (2.04%), Unemployed Seeking (3.40%), and Unemployed Not Seeking (2.72%). Voluntary Work is not recorded for Wick High School in this dataset. Overall, Wick High School shows a strong employment destination profile, with a balanced spread across Further and Higher Education, though Higher Education progression remains below comparator levels, particularly against the national benchmark.

Cohorts

Improving attainment far all. Average complementary tariff points of S4 cohort. The Lowest 20% group at Wick High School have achieved an average of 15 complementary tariff points. This is a very low outcome and is below last year's figure of 50 points. It is also below all comparator groups: Virtual Comparator (35), Highland (22), The Northern Alliance (26), and The National Establishment (29). This indicates a significant decline in attainment for the lowest-attaining learners, with a notable gap to both local and national benchmarks. The Middle 60% group have achieved an average of 210 complementary tariff points. This is also a decline compared to last year's result of 234 points, but it is above all comparator groups: Virtual Comparator (206), Highland (188), The Northern Alliance (190), and The National Establishment (179). Despite the year-on-year decrease, this remains a relatively strong position in relation to comparator data, indicating that the majority of learners are still performing well above benchmarks. The Highest 20% group have achieved an average of 374 complementary tariff points. This is an improvement on last year's result of 351 points and is broadly in line with comparator performance: Virtual Comparator (366), Highland (358), The Northern Alliance (356), and The National Establishment (347). This shows a strong and stable performance for the highest-attaining learners, with Wick High School sitting slightly above all comparator groups. Overall, the data shows a widening gap between the lowest 20% and the rest of the cohort, with strong performance maintained at the middle and upper bands, but a significant decline in attainment for the lowest-attaining learners compared to both last year and all comparator groups.	**Improving attainment far all. Average complementary tariff points of S5 cohort.** The Lowest 20% group at Wick High School have achieved an average of 89 complementary tariff points. This is a very positive outcome and is above all comparator groups: Virtual Comparator (91 is slightly higher), Highland (69), The Northern Alliance (86), and The National Establishment (81). When compared to last year's performance (not provided here), this places Wick High School in a strong position for its lowest-attaining learners, with performance broadly in line with the Virtual Comparator and above most local and national benchmarks. The Middle 60% group have achieved an average of 386 complementary tariff points. This is a strong result and is above all comparator groups: Virtual Comparator (342), Highland (343), The Northern Alliance (371), and The National Establishment (334). This indicates that the majority of learners are performing well above both local and national averages, showing strong attainment across the central cohort. The Highest 20% group have achieved an average of 827 complementary tariff points. This is also a very strong outcome and is above all comparator groups: Virtual Comparator (753), Highland (779), The Northern Alliance (802), and The National Establishment (778). This demonstrates excellent performance for the highest-attaining learners, with Wick High School clearly outperforming all comparator benchmarks. Overall, the S5 cohort shows a very strong picture across all groups, with particularly high attainment in the middle and upper segments, and a competitive position in the lowest 20%, indicating strong overall attainment and positive equity across the cohort.





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

Our Values

We have three core values, which are a clear and concise statement of what we are working to achieve in Wick High School and are at the core of all our decisions and future developments.

Learning
Ambition
Respect

Our Vision

We want Wick High school to be an excellent school in all regards. Our 'vision' is to continue to build an inclusive and successful learning community.

Our Aims

To help us achieve our vision we have the following aims:
To provide the highest quality of learning and teaching for all.
To create an environment where everyone in the school community is encouraged to participate and to achieve to his/her potential.
To provide a safe and supportive environment where everyone is valued and treated with respect.
To promote social, emotional, mental and physical health and well-being. To enable our pupils to become successful learners, confident individuals and responsible citizens who can make a positive contribution to their community.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people.

- Teachers and other school staff
- Parents and our Parent Council
- Pupils
- Partners that work with and support the school
- Other schools with which we link (ASG)

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: Raise attainment and achievement together with improving consistency of our Learning, Teaching and Assessment approaches.	
Summary of impact	Next steps
Improvement Plan Targets – Summary of Progress **Increased number of young people achieving in key measures** **S4 – 1+ @ L5 (<84%)** S4 attainment is a positive picture, with **84.29% achieving 1+ @ Level 5**. This is **slightly above the target threshold**, meaning the target is narrowly met and performance is strong overall. **S4 – 5+ @ L5 (<55%)** S4 attainment of **56.43% achieving 5+ @ Level 5** is a mixed picture. This is **just above the target**, meaning the target is narrowly not met and remains an area for continued improvement. **S5 – 1+ @ L6 (<68%)** S5 attainment is a very strong picture, with **89.74% achieving 1+ @ Level 6**. This is **well above target**, demonstrating very strong progression to Higher level. **S5 – 3+ @ L6 (<45%)** S5 attainment is very strong, with **82.05% achieving 3+ @ Level 6**. This is **significantly above target**, indicating strong depth of Higher attainment. **S5 – 5+ @ L6 (<23%)** S5 attainment is exceptionally strong, with **70.09% achieving 5+ @ Level 6**. This is **well above target**, showing outstanding breadth of Higher attainment.	• To further increase the quality and consistency of faculty improvement plans, and improve the consistency and impact of faculty meetings and departmental approaches to school improvement, ensuring clear, measurable targets are in place, with greater alignment, accountability, and follow-through on agreed actions. • To strengthen internal departmental tracking and monitoring systems, supporting the development of targeted attainment plans for learners, with a particular focus on improving data use to inform interventions. • To continue reviewing and developing the curriculum to ensure it provides high-quality, appropriate pathways and
Improving literacy and numeracy outcomes **S4 – Level 4 Literacy (<93%)** S4 Literacy is strong, with **90.71% achieving Level 4 Literacy**. This is **below the target threshold**, meaning the target is met and performance is improving. **S4 – Level 5 Numeracy (<68%)** S4 Numeracy is positive, with **65.71% achieving Level 5 Numeracy**. This is **below the target threshold**, meaning the target is met.	

S6 – Level 5 Literacy (<91%) S6 Literacy is strong, with **86.89% achieving Level 5 Literacy**. This is **below target**, meaning the target is met. **S6 – Level 6 Literacy (<76%)** S6 Level 6 Literacy is a strong picture at around **60%**, which is **below target**, meaning the target is met but remains an area for further stretch. **Complementary tariff points (attainment across cohorts)** **S4 Lowest 20% (<114)** S4 Lowest 20% achieved **82 points**. This is **below target**, meaning the target is met but performance has declined and requires focus. **S4 Middle 60% (<322)** S4 Middle 60% achieved **314 points**. This is **below target**, meaning the target is met and remains broadly strong. **S5 Highest 20% (<971)** S5 Highest 20% achieved **928 points**. This is **below target**, meaning the target is met with strong high attainment. **S6 Lowest 20% (<270)** S6 Lowest 20% achieved **190 points**. This is **below target**, meaning the target is met and shows strong relative performance. **S6 Middle 60% (<824)** S6 Middle 60% achieved **694 points**. This is **below target**, meaning the target is met and indicates strong attainment across the majority.	progression opportunities for all pupils. • To place a stronger attainment focus on S4 Lowest 20% learners, with a particular emphasis on ASN learners, ensuring targeted support and intervention improves equity and closes gaps in attainment. • To prioritise improvement in S6 attainment, ensuring sustained challenge and support for learners at the senior phase to maximise outcomes and progression.

School Improvement Plan - Priority 1: Raise attainment and achievement together with **improving consistency of our Learning, Teaching and Assessment approaches.**	
Summary of impact	Next steps
Leadership groups have been reorganised to support the implementation of learning and teaching strategies across faculties, with the aim of addressing identified priorities and the needs of the school community. However, the impact has been limited overall. While some groups have made progress and been able to undertake a greater volume of work than others, inconsistency remains across faculties. In particular, staffing challenges have significantly affected the effectiveness of the Learning and Teaching group, limiting its capacity to fully deliver its planned priorities. Further work is required to strengthen consistency, capacity, and overall impact across all leadership groups. The implementation of department-specific teaching sprint cycles has had mixed impact across subject areas. While some departments have engaged effectively, using the approach to identify development needs and share best practice, overall consistency has been variable. In several areas, progress has been limited by competing priorities and capacity constraints. As a result, the intended impact on improving teaching quality has not been fully realised at a whole-school level. Moving forward, there is a need to consider a more coordinated, whole-school approach to ensure greater consistency, shared understanding, and sustained improvement in learning and teaching. The increased use of gathered data to inform targeted interventions is beginning to have a positive impact across key areas, although further development is still required to ensure consistent implementation and sustained improvement. Data-informed approaches are supporting more tailored interventions in literacy, numeracy, health and wellbeing, and senior phase attainment.	To build on the progress made in developing data-informed interventions and improving learning and teaching, the following next steps will be implemented: A whole-school approach to learning and teaching will be established to ensure greater consistency, shared expectations, and sustained improvement across all faculties. This will include a clear focus on high-quality pedagogy, supported by a coordinated programme of professional learning. Seven full-staff meetings will be dedicated to learning and teaching development throughout the school year. These sessions will be strategically planned to build staff capacity, share effective practice, and ensure a consistent whole-school focus on improving learner experiences and outcomes.

Target: Develop targeted attainment plans for senior pupils that strengthens their organisation, study planning, and independent learning skills. This will be achieved through dedicated sessions on effective revision techniques, designed to improve examination readiness, boost confidence, and support measurable progress in attainment. **Summary of Impact/What has been completed** Attendance at QS exams was nearly 100% demonstrating our young people were motivated to do well in their chosen subjects. This will reflect in attainment data. Submission of coursework was completed with almost all pupils able to meet their deadlines and provide work that was the best of their ability. Positive support from class teachers and the guidance team to highlight early where candidates may struggle to meet deadlines and strategies put in place to ensure success. The quality of evidence available from departments in cases of EECCS was almost all of the highest quality, giving our candidates the best chance of achieving the grade given as their QS estimate. Revision techniques made a focus of most senior classes with subject teachers demonstrating how best to apply familiar techniques to their subjects. Greater focus on the organisation and planning of revision and how best to get started. Regular discussion on what works and what does not. Pupils have responded well to this. Focus in PSE classes on revision techniques, with time taken to demonstrate how to study. Pupils then encouraged to use these skills and apply to their own revision needs. PSE classes when focussed on revision and planned homework enabled the Guidance team to engage with their pupils and have regular check ins. Conversations around organisation, workload and study habits helped to target and support individuals. Greater use of feedback across senior classes via teacher comments formally and informally. This has allowed pupils to focus their attention of areas to further develop. Increased learning conversations to support pupils throughout this process. Communication of revision techniques to both pupils and parents via leaflets, digital presentations at parent's nights and via google classroom.	A Research Lead practitioner will be appointed to coordinate and organise learning and teaching CPD for all staff. This role will support the development of evidence-informed practice, lead on professional learning priorities, and ensure that CPD is aligned with school improvement priorities. In addition, the use of data will continue to be strengthened to ensure interventions are increasingly targeted, consistent, and impactful across literacy, numeracy, health and wellbeing, and senior phase attainment. This will support improved learner progress, raise attainment, and increase the proportion of learners achieving their expected outcomes. Overall, the focus will be on embedding consistency, strengthening professional learning, and ensuring a more coherent whole-school approach to improving learning, teaching, and attainment. Use attainment data, when available to identify and target pupils across their senior subjects. Focus on the success of revision strategies discussed in PSE and develop a schedule of revision and study-skills sessions across the term. Engage with other school to develop resources such as planners, revision timetables, and tracking sheets which are pupil focussed and so encourage self-directed study targets and independent use of revision resources. Using our scheduled tracking points, engage with pupils to discuss their progress and monitor regularly through learner conversations, teacher feedback, and assessment data. Initial targets should be those underperforming, identified through the early warning system or cause for

	concerns. This can be done at subject/faculty/PTPS and SMT level as appropriate. Evaluate impact using pupil voice, to establish what has been supportive and what else pupils may require to enable confident use of resources and reflection on individual progress.

School Improvement Plan - Priority 2: Improve the health and well-being of students, families, and staff.	
Summary of impact	Next steps
The revised Mobile Phone Policy was successfully implemented from 19 August 2025 following consultation with pupils, parents/carers, and staff. It is now consistently applied across the school and is supporting a more focused and positive learning environment. The policy has led to improved pupil focus and concentration in lessons, with fewer digital distractions and increased engagement in learning. Staff also report a calmer and more settled classroom atmosphere. There has been a positive impact on social interaction, with learners more engaged in face-to-face communication, contributing to a more inclusive school community. Early indications also suggest a reduction in mobile phone-related incidents, supporting a more respectful school culture. Overall, the policy is having a clear positive impact on learning, wellbeing, and relationships across the school, with ongoing monitoring in place to sustain and build on this progress. The development of a revised attendance policy at Wick High School is expected to have a positive and far-reaching impact on the health and wellbeing of students, families, and staff. By aligning with The Highland Council's Attendance Policy and the Scottish Government's *Included, Engaged and Involved Part 1* guidance, the school will adopt a more consistent, inclusive, and proactive approach to attendance. Evidence gathered through recent staff, pupil, and parent/carer surveys has provided valuable insight into current strengths and areas for improvement. Feedback highlights the importance of clear communication, consistency in approaches to attendance, and the need for supportive, relationship-based interventions. This has directly informed the rationale for policy revision and ensures that developments reflect the views and experiences of the wider school community. Improved clarity and consistency in expectations will help students and families better understand the importance of regular attendance and the support available where barriers exist. This alignment is likely to strengthen early identification of attendance concerns, enabling timely interventions that promote engagement, reduce absence, and support wellbeing. For staff, a clear and shared framework will enhance confidence in addressing attendance issues, promote consistency in practice, and support stronger relationships with families. In the new session, staff working groups will be established to lead key aspects of implementation and ongoing development, with a strong focus on professional learning. Targeted staff CPD will support a shared understanding of effective practice, build capacity in early intervention approaches, and ensure that all staff are equipped to apply the policy consistently. Overall, the revised policy will contribute to a more supportive school culture, where attendance is seen as a shared responsibility and wellbeing is prioritised.	• We will prioritise reactivating the Pupil Council to ensure it functions as a strong, representative body by providing ongoing support and training to its members and S6 leaders, enabling them to effectively gather and act on pupil feedback, while also developing clear channels of communication between the Pupil Council, staff, and the Parent Council to implement meaningful changes. • Formalise and increase opportunities for ASN and classroom teachers to plan, review, and share best practices. • maintain a positive, respectful environment. • **Policy Finalisation:** Complete drafting of the revised attendance policy, ensuring full alignment with Highland Council procedures and national guidance. • **Stakeholder Consultation:** Continue to engage students, parents/carers, and staff, building on survey feedback to ensure the policy reflects the needs of the school community. • **Staff Training and Awareness:** Provide targeted professional learning, supported by staff working groups, to ensure consistent understanding and implementation of the policy. • **Communication Plan:** Clearly communicate the updated policy to all stakeholders, outlining expectations, supports, and processes. • **Monitoring and Tracking:** Strengthen systems for tracking attendance data, identifying trends, and supporting early intervention. • **Targeted Support:** Implement staged interventions and support pathways for pupils with emerging or persistent attendance concerns. • **Review and Evaluation:** Regularly evaluate the impact of the policy on attendance and wellbeing outcomes, including ongoing feedback from staff, pupils, and parent/carers, making adjustments as required. • **Embed the Positive Relationships Policy** Finalise and implement the policy across the school, ensuring a shared understanding of

The ongoing development of a revised **Positive Relationships Policy**, aligned with Highland Council and Scottish Government guidance, is strengthening a consistent, inclusive, and relational approach to behaviour and wellbeing across Wick High School. This work builds on the school's strong ethos of positive relationships and is supporting a more proactive, restorative approach that promotes inclusion, reduces the risk of exclusion, and enhances learner engagement—particularly for those with additional support needs or facing barriers to learning. Work has been undertaken to consult pupils and staff in the use of a Merit system through Seemis.	expectations and a consistent, restorative approach among all staff. • **Strengthen inclusive and early intervention approaches** Use behaviour, attendance, and wellbeing data to identify concerns early and provide targeted, staged support, particularly for vulnerable learners.

School Improvement Plan - Priority 3: Review the Broad Genral Education (BGE) and senior curriculum to ensure successful learning pathways for all students.	
Summary of impact	Next steps
Alongside this, the continued review of the **BGE and Senior Phase curriculum** is improving the coherence of learning pathways for all learners. Refinements to the S1/2 curriculum are strengthening links to skills, benchmarks, and progression into the senior phase, while increased use of pupil voice is ensuring that curriculum design reflects the needs and aspirations of learners. In the senior phase, broadening qualification pathways and reviewing provision is supporting increased attainment opportunities and more personalised learner journeys. New courses were added to the S5/6 curriculum including National 5 Classics, NPA Exercise & Fitness Level 6 and the Level 6 Powering Futures. A large cohort of pupils undertook wider achievement awards including First Aid, the ASDAN Finance course, Into Apprenticeship course delivered through EDT.	• **Further refine the BGE curriculum** Continue to develop the S1/2 curriculum to strengthen progression, skills development, and alignment with benchmarks, ensuring consistency and high-quality learning experiences. • **Expand senior phase pathways** Broaden the range of qualifications and pathways available, drawing on research and models from other schools, to better meet the diverse needs and aspirations of all learners. • **Enhance pupil voice in curriculum design** Strengthen structures for pupil consultation, ensuring learner feedback directly informs curriculum planning and school improvement

School Improvement Plan - Priority 4: Continue to develop and improve the delivery of Developing the Young Workforce (DYW) and partnership initiatives.	
Summary of impact	Next steps
The strengthening of **DYW and partnership working** is further enhancing learners' experiences by providing meaningful, real-life contexts for learning. Increased engagement with employers, colleges, and wider partners is supporting the development of key skills for life, learning, and work, while also raising aspirations and improving awareness of future pathways. Collectively, these interventions are contributing to improved engagement, stronger relationships, enhanced wellbeing, and clearer progression routes, ensuring that learners are better supported to achieve success within school and move confidently into positive destinations. Every year group has been part of a DYW project and attended at least one event with an employer. Yearly events have	• **Improve support for post-school transitions** Ensure PTPS staff continue to provide structured and timely support for UCAS, college applications, and career planning, enabling positive and sustained destinations. • **Further develop DYW and partnerships** Expand work experience opportunities, deepen employer engagement, and strengthen collaboration with partners to enhance real-world learning and employability skills.

continued such as mock interviews; Step into STEM; Charities Day; Live Highland, Life Happy; Dee Bleakley motivation workshops. In addition, new partnerships have been made with companies and providers. Wick High School is part of the EDT Into Apprenticeship initiative and 17 pupils achieved SCQF Level 5 Award with 3 credit points in STEM Leadership as well as their Silver Level Industrial Cadet Award. Four pupils were awarded an SQA unit in Work Placement after completing a weeklong work placement with the NHS.	• **Monitor and evaluate impact** Continue to use data, stakeholder feedback, and self-evaluation processes to assess the impact of these interventions and inform ongoing improvement. These next steps will ensure a coherent and sustainable approach that connects wellbeing, curriculum, and future pathways, leading to improved outcomes for all learners.

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

- Targeted Support for Disadvantaged Learners: The CSW Team and Youth Work Team continued to provide targeted support for pupils in the SIMD 1&2 cohort. Through relationship-based approaches, individual interventions, and partnership working, pupils were supported to overcome barriers to learning, improve engagement, and access wider opportunities within and beyond school.
- Attendance Remains a Key Challenge: Despite a range of interventions and ongoing support, attendance among pupils in the SIMD 1&2 cohort remains significantly below that of their peers. Overall attendance declined across the school during the session, and the attendance gap between SIMD 1&2 and SIMD 3–8 pupils widened. Attendance will remain a key priority moving forward, with continued focus on early intervention, family engagement, and targeted support for those experiencing persistent absence.
- Low Levels of Exclusion Maintained: Although exclusions among pupils in the SIMD 1&2 cohort increased slightly during the session, overall exclusion levels remain relatively low. Restorative approaches, targeted wellbeing support, and strong relationships between staff and pupils have continued to support inclusion and reduce the likelihood of repeated exclusions.
- Continued Success in Wider Achievement: Pupils from the SIMD 1&2 cohort continued to access a broad range of wider achievement opportunities. Participation in leadership programmes, volunteering, youth awards, and accredited courses has enabled pupils to develop confidence, skills, and positive experiences beyond the classroom. Wider achievement remains a significant strength and continues to contribute positively to pupil engagement and aspiration.
- Positive Impact of Youth Work Provision: Youth work interventions have continued to support young people's health and wellbeing, providing opportunities for personal development, positive relationships, and increased engagement with school. Collaborative working between youth workers and school staff has helped support vulnerable learners and contributed to a more inclusive and supportive school environment.
- Improved Equity Through Enhanced Support: Pupil Equity Funding has enabled the school to maintain targeted staffing and interventions focused on reducing barriers associated with poverty. This support has enhanced pupil wellbeing, participation, and access to achievement opportunities, ensuring that disadvantaged learners receive the support required to achieve success.

Wider achievements
Coileanaidhean nas fharsainge

SPOTY

The Wick High School PE Department was delighted to host Sports Personality of the Year 2026 on April 1st. This evening was a celebration of our wonderful pupils, their commitment to extra-curricular sports, and their sporting achievements within the community. Pupils, Parent/Guardians and Staff were given the opportunity to vote in the following categories:

- For Outstanding contribution and sporting achievement in school and the community
- For outstanding contribution to sport through voluntary services
- For outstanding achievement in team sport

The awards night was well attended by staff, pupils and their families. Those present thoroughly enjoyed the efforts made by the PE department to showcase the pupils' talents and achievements. We look forward to this becoming a regular fixture where we celebrate success across all sporting activities.

Netball 25/26

Wick High School offers weekly after-school Netball sessions for pupils from S1 to S6. These sessions are an hour and a half long and split across two evenings: one dedicated to S1 and S2 pupils, and the other for S3 to S6. Around 80 pupils attend these sessions regularly.

Coached by staff, pupils use this training time to develop their physical skills, techniques and tactics. This is to prepare pupils for regular competitive matches. All teams were entered into the Scottish Schools Cup this year and continue to make great progress within the competition and we look forward to entering again in the coming academic year. Out with our entry of the Scottish Cup pupils took part in Highland tournaments, travelling as far as Elgin, Orkney and everywhere in between.

Beyond improving their playing ability, the Netball programme helps pupils build social skills, confidence, and a sense of commitment. The opportunity to travel and meet students from other schools adds to the experience, fostering teamwork and sportsmanship.

This year there has also been an opportunity for pupils to undertake leadership awards such as; 'Introduction to Coaching Award' and the 'Netball Leaders Award' programmes. This has included joining online and in-person meetings, training days with Netball Scotland, completing course work and supporting staff in coaching roles.

The impact of the programme has also been reflected in academic outcomes, with many pupils selecting Netball as one of their chosen activities for assessment in National 5 and Higher Physical Education. Their continued development through these sessions has contributed significantly to strong practical performance results.

Riding for the Disabled

Our Class 3 pupils travel to Halkirk every week, where they ride on local ponies and horses, kindly loaned to RDA riding school by Caithness equestrians. Our pupils love riding their chosen horse, feeding it treats and then competing in the Summer Show and Prize-Giving, just before the Summer Holidays. The best treat for all is to go out on a warm, sunny morning in Halkirk and ride around Maggie's Way, RDA's beautiful, purpose-built track.

Radio Club

Over the past three years, the Wick High School Radio Club, callsign GMØWHS, has built a strong reputation within the amateur radio community across the UK. The club introduces young people to a wide range of activities, including HF and VHF radio, satellite communication, digital modes, and even Morse Code, which continues to attract enthusiastic learners.

The school is also a formally recognised exam centre where students can sit their industry-recognised amateur radio exams. The club has now over 20 young people who have sat and passed their Foundation licence exam.

We are delighted to announce that the school has been selected to take part in a live question-and-answer session with an astronaut aboard the International Space Station (ISS)—a rare honour and an extraordinary opportunity for pupils across East Caithness.

Between July and December 2026, pupils from Wick High School and its feeder primary schools will take part in a programme of space-themed learning activities, all leading up to the headline event: a direct, live radio contact with the ISS as it passes overhead at over 17,500 miles per hour.

Remembrance Day

As part of their curriculum, S2 pupils have been learning metalworking skills by creating over 130 metal poppies in the school workshop. On Friday 7th November, a group of pupils visited Wick's war memorial to lay the poppies in tribute to those who served in times of conflict.

The commemoration included a reflective message from Mr Mackay about the significance of Remembrance and local stories from World War I, followed by a minute's silence. Miss Bennett added a poignant touch by reciting *In Flanders Fields*.

In addition, Miss Anderson laid a wreath crafted by her S3 Practical Woodworking class, who designed and heat-formed individual plastic poppies to create the display.

Williams Formula One Experience

Some of our S2 and S3 at Wick High School enjoyed an exciting trip to the Williams Formula One Experience Centre in Oxfordshire.

The day began with a guided tour of the museum, where pupils explored the history of Williams Racing and saw some of the team's most famous Formula One cars up close. The highlight for many was getting the chance to sit in the sim racing seats and experience the speed and precision of a Formula One driver on the track.

In the afternoon, pupils took part in a STEM workshop where they investigated the advanced materials used in Formula One engineering. Pupils worked in teams to design a Formula One car nose can and were given the opportunity to crash test their creations.

The trip gave pupils a fascinating insight into the world of motorsport, while also showing how STEM subjects studied in school can open up exciting career opportunities. It was an inspiring and memorable day for everyone involved.

Health and Wellbeing Day

Health and wellbeing day was an opportunity for pupils in S1-3 to find out about and experience a wide range of activities and organisations available to them locally to promote and support their health and wellbeing. A wide range of partner agencies and clubs were represented, and some local facilities opened their doors to pupils to experience what is on offer there. School staff were also involved in promoting and delivering recreational activities for pupils that promote their health and wellbeing in their different interest areas.

We worked with the following partners to deliver a large range exciting, challenging and mindful activities for our pupils:

- Steven Hughes (Active Schools) – Delivering Pickleball and Table Tennis, planning support with venue bookings and sports club reps attending.
- Lindsay Broomfield (Planet Youth) and Nicola Swanson (DYW Coordinator) – Organisation and delivery of Roadshow.
- East Caithness Countryside Rangers – Organisation and delivery of Dunnet Forest activity.
- Wick Golf Club – Free use of facilities and provided a coach to help with running the session. Captain also opened the kitchen and cooked hot food for sale at lunch.
- Ruan Peat (Wick Library) – Delivered Lego session and attended roadshow
- Keith Moncur (Youth Work) – Attended roadshow and delivered an activity for the Germany exchange pupils
- Maree Simpson (East Caithness Community Facility) - Provided free access to swimming pool, gym and assembly rooms. Provided instructors (Robbie and Hannah) to run a gym induction and circuit class.
- Wick Youth Club/Rosebank Bowling Club – Provided free access to Rosebank Playing Fields, Tennis, Bowls and mini golf equipment
- Heather and Caitlin (SFWY) – Delivered the biscuit decorating along with Molly Smith
- Wick Youth Darts – Delivered free sessions at assembly rooms
- Mike Flavell (Caithness Rugby Club) – Delivered Rugby sessions here at school
- Scye Southall (Vet) – Delivered Pony Care sessions
- Iona (North Coast Water Sports) – Delivered surf lessons

We were also delighted to be joined with the following organisations for our roadshow:

- CASWA
- UHI (Hair and Beauty)
- Coastguard
- Fire Service
- NHS Careers
- Safe Strong & Free
- NHS Highland -Smoking Cessation
- Airport House
- PPP
- Highland Council - School Nurses
- RASASH (Rape and Sexual Abuse Service Highland)
- Highland Council - Youth Action Team
- Caithness KLICS
- Planet Youth

Class 3 Polytunnel

Since Easter, Class 3 have been busy growing seeds in our polytunnel, in the school grounds. Our pupils are nurturing a multitude of plants at the moment, including Coriander, Peas, Courgettes, Salad, Parsley, Nasturtiums and Tatties. All of our plants are grown organically, and the pupils sell them at our wee shop, outside the staffroom, at the end of term. In September, all of our tatties are harvested, and Class 3 take them home, to make culinary delights, like tattie soup, potato salad or mince and tatties!

Wave of Hope Art Project

Our Advanced Higher Art students worked on this project with local artist Lisa MacDonald. The project focussed on combining 'Art with positive mental wellbeing', with the pupils being asked to name their pieces and give their reason 'for Hope for the Future'.

It was great project for the pupils to learn techniques from a local artist, and also to work at a pace and scale that many haven't worked at previously.

Travel and Tourism – Skibo Castle

the National 5 Travel and Tourism pupils attended a careers event at Skibo Castle. The event took the pupils on a tour of the castle and introduced them to many of the staff members. Pupils were able to participate in some aspects of the different jobs offered at the castle, such as, day care facilities, golf instructors (putting as well as drive range instructors), events planning, hospitality (kitchen staff as well as room attendants) as well as being at the stables where pupils were introduced to the horses and farm dogs which live on the castle grounds. All pupils who attended the event thoroughly enjoyed their time with Skibo Castle being the topic of conversation in most classes after they returned to school.

School Show – Matilda

It was a real highlight of this academic year (June 2025) celebrating the hard work of our pupils and staff by producing the first school show in 13 years at Wick High School, Matilda Jnr. The pupils in the cast worked incredibly hard rehearsing for around 8 months before an intense week of rehearsals and 4 performances at the end of the summer term. Staff from across the school and senior pupils were also involved behind the scenes and as part of the band supporting the whole school effort.

A particular joy was seeing the development of friendships across year groups throughout the process and during weekend rehearsal days, with pupils supporting one another and cheering each other on. We were also really proud to see so many pupils with ASN breaking barriers and building their confidence by being part of the cast and performing to sold out audiences.

Staff and parents have commented on how much they enjoyed the opportunity to see pupils flourish in a different context. We were able to further enhance transition activities by inviting local primary schools to watch final rehearsals. This, we hope will contribute to sustaining the momentum of the buzz around the show.

School Friday Café

Our Friday café continues to be a highlight of the week for many. The café, run by our Class 3 pupils helps to build the pupils confidence and self-esteem as well as learning life skills such as cooking, money and speaking to customers. Each year they fundraise for charities donating to Macmillan, The Poppy appeal and helped the Motorbike Club fundraise.

Step Forward Wick, Youth Work and Volunteering

Our Youth Work team continue to support our pupils by providing safe spaces for them to grow and develop whilst learning key skills. Our afterschool clubs have continued to grow and be popular, Cooking Club our most popular. We also have helped with a number of projects within the community from planting bulbs to picking up litter, which Wick Community Council kindly donated money to help towards our big trip to Germany.

This year we also took on for the first time an ASDN Personal Finance short course which we delivered to around 30 pupils, who have successfully completed modules. This was a learning curve not only for them but for us, which we now feel more confident in delivering in the next school term.

We have also had:

14 pupils being awarded with their Dynamic Youth Award.

13 High Life Highland Green Award

13 Youth Link Scotland Participative Democracy Certificate

We have had a great year full of achievement and engagement. One of our main projects this year, given to us by Focus North involved a group of S1's from Wick and one from Thurso. We have loved engaging with these 2 groups of pupils, they have been so enthusiastic, the ideas and details that went into creating a sustainable town on Minecraft Education were amazing and so well thought out. We were very proud of our pupils on their achievements, not only did each group win a PS5 (sponsored by Amentum) they have also been working on a number of recognised awards.

MCR Pathways

MCR Pathways is a well establish mentoring programme that supports care-experienced young people and those facing disadvantage by matching them with a trained volunteer mentor for one hour a week. It aims to raise educational attainment, improve wellbeing, and ensure young people reach positive destinations (college, university, or work). In WHS our coordinator Diane, works hard to match our pupils with mentors who best suit their interests and experiences.

National Geography Fieldwork – enhancing learning

National 5 Geography pupils attended a fieldwork trip to Lyth to examine and measure peatlands. Pupils were measuring the depth of peatlands and learned how to log the information on the Peatland Restoration system. Pupils were also given a talk before and during the trip with additional information about the importance of peatland and why we should be monitoring and preserving it to the best of our abilities. After the trip the pupils were able to use the knowledge the gained from the fieldwork to help develop their answers for the climate change questions in their final exam. The feedback pupils gave was that despite the poor (rainy) weather, they enjoyed the trip but would have liked it to be earlier in the academic year as they could have used the data gathered as part of their assignment.

Outward Bound – Loch Eil

This year we took a group of pupils to the Outwards Bounds Centre at Loch Eil. The trip was a chance for pupils to challenge themselves, get out of their comfort zones and to develop their confidence, resilience and leadership.

Throughout the week they canoed across lakes, climbed up gorges and hiked across glens. Throughout this they bonded as a team, learned to work together and understand each other's strengths and needs, and to keep pushing on when things became challenging.

Developing the Young Workforce (DYW)

Our coordinator, Nicola, works very hard to identify opportunities for our pupils to gain extra experiences from the time in school. Her role is to engage with employers to support curriculum development and help to create pathways to work. The experiences provided help our pupils to make the transition into the working world and give encouragement by showcasing the many routes to a successful career.

Motorcycle club

The club aims to provide a fun and educational setting where working on motorcycles develops lifelong skills, and experience with basic engineering tasks.

Our school motorcycle club has been up and running since 2022. In that time we have had over 50 young people from the age of 11 to 18 work on a range of different motorcycles, completing anything from full engine rebuilds to routine servicing. We meet once a week for 1 hour with the focus on developing basic engineering skills and an understanding of basic mechanical and electrical principles. The pupils also get the chance to build confidence, work in teams and communicate with each other.

Since the club's inception we have completed trips to watch the British Superbike Championship at knockhill, and also to a professional motorcycle garage in Inverness. The club has been completely self funding with club members being responsible for the fundraising required to complete trips. The club has acted as a significant enabler for pupils who may not enjoy other parts of the school experience or curriculum, and ensures we are providing opportunities for those kids who may not have the opportunity to work on motorcycles in their own family environments.

We are currently planning a trip to the Netherlands in 2026 to watch the motorcycle racing at Assen, but also to visit our link school in Veghel, Netherlands. Many of our young people have never been on a plane, far less have a passport. It is our vision that this trip will be enduring over the coming years, and provide our young people the opportunity to experience not only travel, but the opportunity to work with like-minded pupils from a completely different country. As part of our planned four day trip to Holland we will also be visiting the NEMO Science museum in Amsterdam, and also the DAF lorry museum in Eindhoven. Again, fantastic opportunities for our young people to explore the opportunities that certainly don't exist locally. The impact the club is having on our local young people is significant, and one that hopefully will endure.

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

Radio Club

"*The school put in a very strong application, with clear cross-curricular links, engagement from our feeder primaries, and the success of the Wick High School Radio Club. We now have 15 students who've passed their amateur radio licence exams and become qualified radio operators.* ***Mr Aitken***

Remembrance Day

Miss Anderson shared, *"This is the second year we've run this project, and we're proud to see even more pupils contributing to the local display."*

HLH – Music Tuition

I am always impressed by the calm and welcoming atmosphere upon entering WHS. Pupils are always respectful and well-mannered, and I feel thre is a quiet confidence within the school amongst staff and pupils. ***N Laybourne (Strings Tutor)***

Qualifications Scotland

My team and I always enjoy our time in Wick High School, whether it be for prelims or the formal exam diet at the end of the school year. The pupils are always so friendly and polite – the invigilation team always remark on how wonderful it is to see such dedicated and engaged young people. This year has been particularly successful with full attendance at almost every exam. This shows that the pupils take their exams seriously and have been well prepared by the teachers and the exams coordinator. I look forward to working with everyone again in January. ***A Harrold, Qualifications Scotland Chief Invigilator***

Step Forward Wick, Youth Work and Volunteering

Simon Crane, Amentum Framework Manager said: "*As a company supporting the work of NRS Dounreay, Amentum are proud to work with partners like Focus North and local schools to help inspire the next generation across Caithness to explore science, technology and engineering in creative ways. The Reinventing Regions project is a fantastic example of how digital tools such as Minecraft Education can help young people think differently about their communities, sustainability and the built environment. The imagination, resilience and teamwork shown by the pupils has been hugely impressive."*

MCR Pathways

I have been delighted to mentor my pupil for the past couple of years. He has become much chattier and seems to really enjoy his time with me. He even came in during his study leave so he obviously likes meeting up. On many occasions I have listened to his guitar playing and he explains his music in great detail. He is an intelligent boy and is always trying different languages. At the moment he works in a restaurant, I know he works hard. I do hope he goes on to get a good job. ***Frances, MCR Mentor.***

When I started mentoring, I was initially quite nervous about coming into the school especially dressed as a Catholic Priest, I was unsure how the young man I was to mentor would react. I have however been really surprised. The pupils I have interacted with have been polite and respectful. The young man I mentor has been nothing but polite and willing to interact with me. I have watched him grow in every way possible, physically, mentally and also in confidence of himself and his abilities. It has been a pleasure to interact with the school, its staff, especially Diane and its pupil's especially my mentee. ***Colin, Mentor***

I would like to say that mentoring has been and continues to be a great experience for me. I feel Diane chose well on both matches with my young people I have been placed with. Diane is always there for support when needed and always keeping us mentors right with events for our young people etc I like our little coffee meet ups with other mentors. Always good to hear how everyone is getting on. The school staff are also very helpful and friendly when attending sessions. It's a positive place I feel. ***Volunteer MCR Mentor***

I feel that my young person has fairly come out her shell these past months. She was quite a quiet girl initially. There was some non-attendance, but we have certainly turned a corner these past few months. At first, although happy to talk about anything, she didn't have many opinions. However, as the months are passing, we are having great chat filled with all sorts of emotions expressed. I like that she can be herself around me. She is very open to say how things make her feel now. I see her confidence getting better in this area. If there's time where she doesn't want to talk much, we are comfortable with small chat too. She's a lovely girl and I enjoy hearing all about her week whether it's good, bad or indifferent. I'm glad that she attends every week, and we are both enjoying are session. ***Annie, MCR Mentor***

II have only recently begun working with my pupil: both of us are new to the mentoring thing and equally nervous, I think! However, they have proved to be keen and open, and our sessions pass quickly. Despite having more to cope with than any young person should have to, my pupil is eloquent, polite and well-mannered. Although anxious, they clearly have a good moral compass and a clear idea of what's wrong in their world, with a desire to make things better. They seem to value her guidance teacher and others who are in place to help them. I know they have found the changes of moving up a year a real struggle but it's encouraging that they can explain this, and I have high hopes that they will gain confidence as time goes by. I feel honoured that they are happy to talk with me and would recommend MCR to anyone interested in signing up! ***Tess, MCR Mentor***

I wanted to share my positive experience as a volunteer mentor with MCR Pathways at Wick High School. From the start I've been struck by the friendliness, support, and professionalism of the staff. They create a welcoming environment that makes it easy to feel valued and part of the wider school community. Equally rewarding has been working with the young person I mentor. Their willingness to engage in the mentoring process and openness to conversation have made our meetings interesting and encouraging. It's great to see them growing in confidence (and size!) and to get a sense our mentoring relationship is making the difference. ***Cat, MCR Mentor***

Outward Bound – Loch Eil

At outward bounds it was a great opportunity for learning new skills such as resilience, trust, determination and so much more. This experience will help me in the future for whatever may come. The trip has given me a bond with the people I worked with, and we now have a few inside jokes! This experience has taught me that things do not always come easily, and you have to work hard to get what you want. ***Zara, S2***

At outwards it helped me learn resilience and caused me to push myself past my limits, especially the water activities. This helped my mental strength and increasingly this will cause me to look back on the trip when things get hard. I can tell myself I can do hard things, just like I did on the trip. ***Ollie S5***

I though it went well, we learned how to work together and new skills such as hiking, camping and raft building. I made new friends and everyone tried to work together to get the activity done. ***Alaina S2***

Developing the Young Workforce (DYW)

Adult Social Care workshop and trip to local care home

I really enjoyed meeting the people who stayed there and the workers were lovely as well. This workshop was really helpful as I am interested in taking a career in nursing, this gave me an idea if I would like to work in a care home setting in the future. The activities we did gave me an insight of what sort of jobs carers would do to help provide effective care to the elderly it was a great experience and ii learned lots more about it. It was very nice and gave me a lot of information about that line of work. ***S4 pupil.***

Justice Services Social Work trip

I learnt a lot and would be interested in looking more into social work for a career. It was very interesting an insightful to see different sides to the justice and law side of work. I thought that it was very interesting to learn about what happened to convicts after prison it was a great experience, and I would definitely like to find out more. ***S5 Pupil***

Step into STEM

I think it was great as it puts peoples thinking skills to the test and as well as that you had to socialise. I thought it was interesting to learn about what the job was and what subjects you need for the job. It was really fun and I enjoyed all the experiences. I learned a lot and everyone was so nice. I thought it was very good and educational, I really found it fun. The environmental science was really cool and fascinating. ***S2 Pupil***

Feedback from our business partners:

Mock Interviews with S4 pupils

"It was great to be involved with interviewing the pupils and being able to see their CV's and give some feedback. It would be good to schedule in some time afterwards that we could help pupils work on their CV's and support with practical improvements. This is such a valuable session, and I'd love to be involved again next time." ***(NRS Dounreay).***

Step into STEM with S2 pupils

"The children have been so engaged, polite and enthusiastic. They really are beautiful souls, and it has been such a pleasure to work with them today. It really benefits us as well as them to have these interactions and discussions around their futures." ***(Murphy).***

RGU Workshops with S6 pupils

"The pupils who came along today were all so mature, polite and friendly." ***(Robert Gordon University).***

I find all of the staff members and pupils in Wick High very warm and welcoming; the teachers are all very approachable and happy to engage with DYW and get involved in projects and activities. Pupils in Wick High are always pleasant to work with and are chatty

and engaging, which makes my job enjoyable. After an event the businesses taking part always comment on how polite and well behaved, they find the pupils and are often happy to return again to Wick High to take part in further activities. ***Nicola Swanson, DYW Coordinator.***

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	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Good
QI 2.2 Curriculum: theme 3 Learning pathways	Good
QI 2.7 Partnerships: theme 3 Impact on learners	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Raise attainment and achievement for all learners
2. Improving the consistency of learning and teaching across the school.
3. Improve the health and well-being of students, families, and staff.
4. Develop staff understanding of the Curriculum Improvement Cycle (CIC) and the emerging refreshed curriculum guidance, ensuring the school is well positioned to plan for and implement curriculum changes ahead of national adoption in August 2028.

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://wickhighschool.co/ or by contacting the school office