

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



Glen Urquhart High School

HIGHLAND COUNCIL | DRUMNADROCHIT, INVERNESS-SHIRE, IV63
6XA

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.

Glen Urquhart High School is located in Drumnadrochit village and serves the communities of Abriachan, Balnain, Cannich, Drumnadrochit, and Invermoriston in the West Loch Ness area. We have three associated primary schools.

There are currently 212 children and young people on the school roll. The Headteacher is supported by one Depute Headteacher, six Curriculum Faculty Heads, and one Principal Teacher of Pupil Support.

30% of pupils use school transport. Of our current pupils, 56% have recognised additional support needs and 28% 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 and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

We have had no exclusions this year.

Date relating to our context:

Pupil Numbers		Attendance		Teacher Numbers				
216		88.4%		23				
S1	S2	S3	S4	S5	S6			
35	47	38	32	40	24			
SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown			
1.43%	1.90%	41.9%	53.81%	0.48%	0.48%			
ASN	FSM	EAL	<div>Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprive areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language</div>					
56%	30%	2.3%						

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

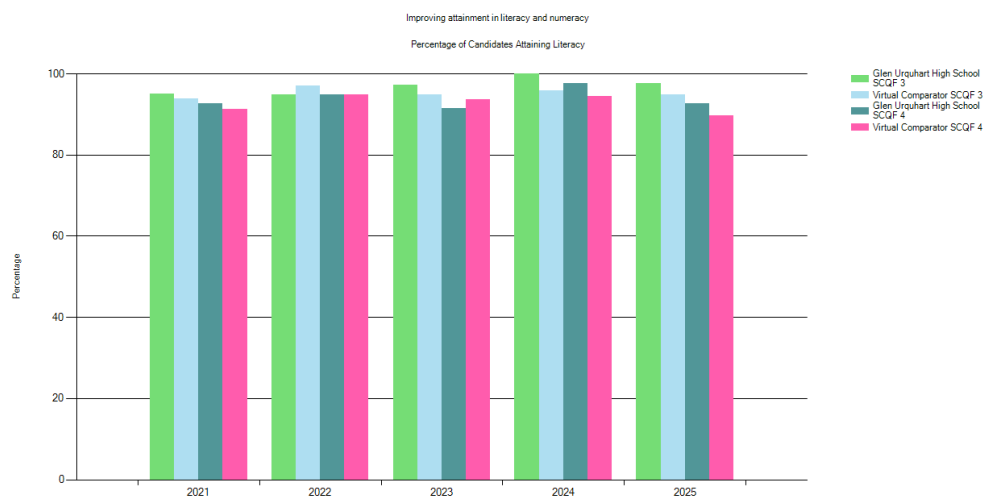
Reading	Writing	Listening and talking	Numeracy
All	All	All	All

Level 4

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

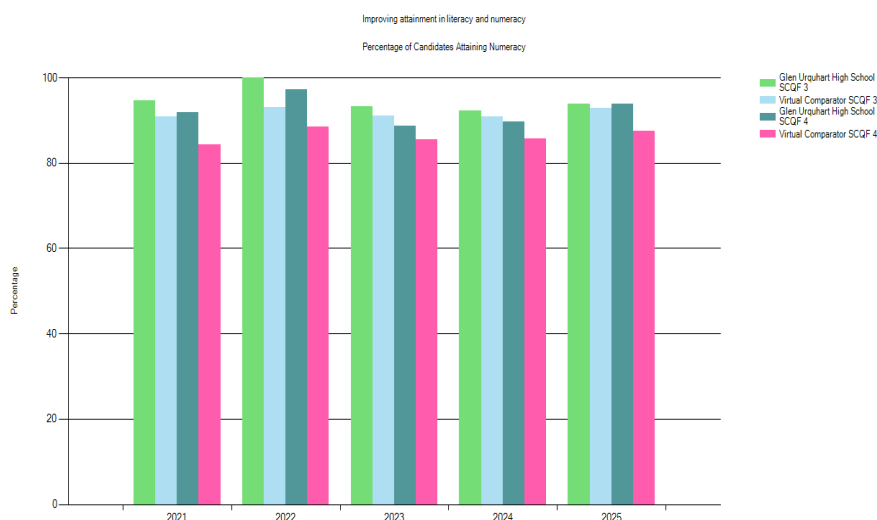
Senior Phase

S4 Literacy



S4 literacy demonstrates a decline in the last year, with 92.68% of S4 pupils achieving level 4. We currently sit 2.92% above our VC.

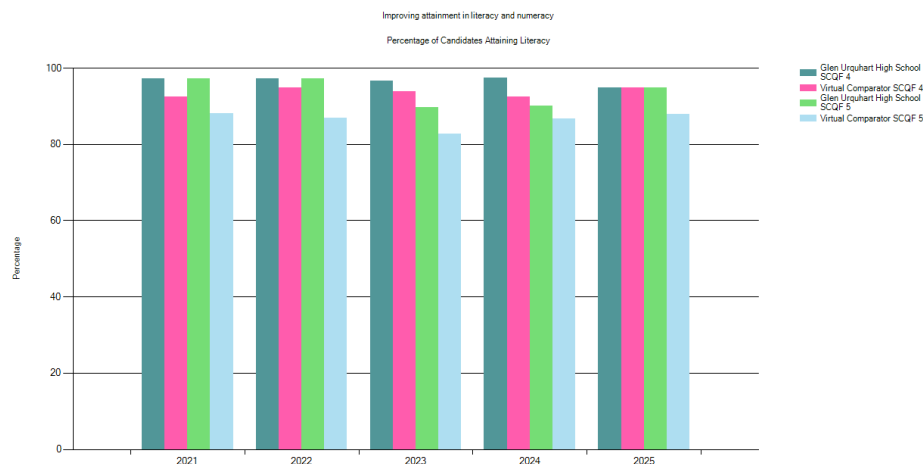
S4 Numeracy



Historically, we sit above our VC with an improving trend over the last 3 years. 93.75% of our pupils achieved N4, meaning our performance was 6.25% above our VC and 7.6% above the national average.

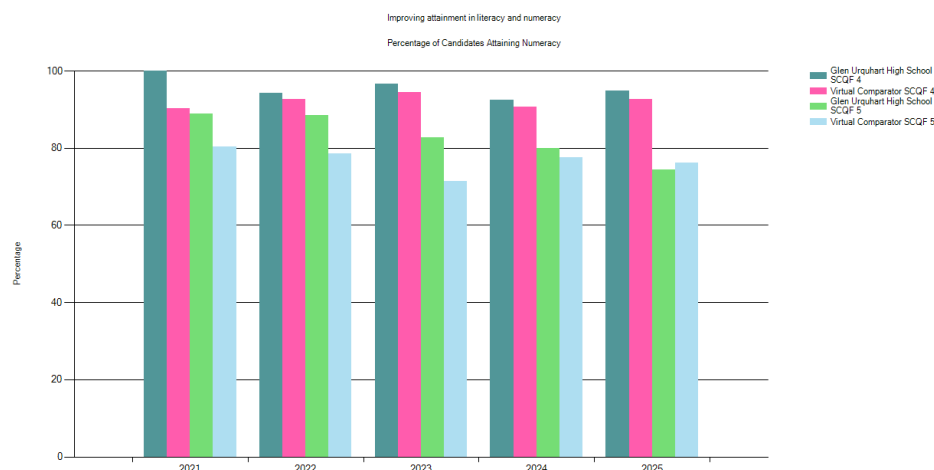
The introduction of Maths Apps has led to more pupils achieving a qualification at N4 level.

S5 Literacy



For 4 out of 5 years we have maintained attainment in literacy ahead of our VC at both levels. This year we are in line with our VC at N4, and 6.92% ahead at N5 level.

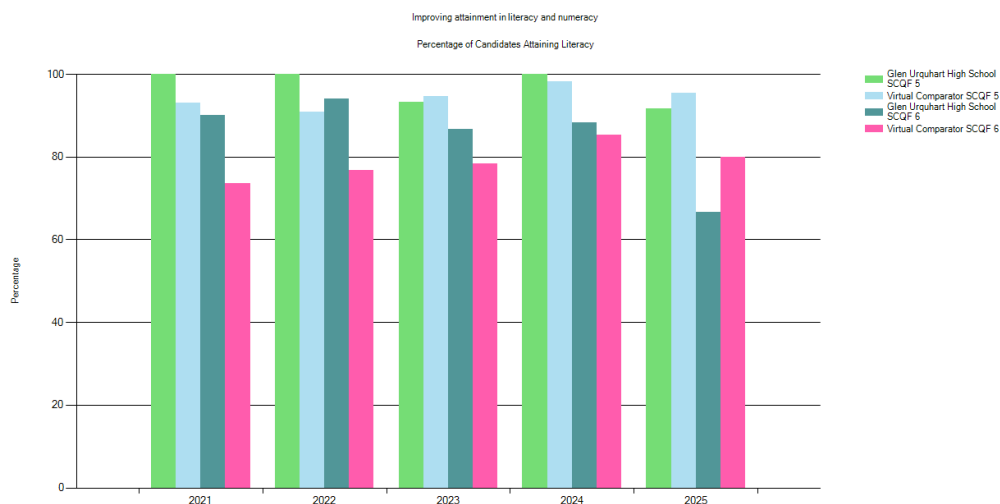
S5 Numeracy



S5 numeracy data sits above our VC for 4 out of 5 years, with 94.87% achieving N4 by the end of S5. However, there has been a drop of 5.7% achieving N5 level, putting our VC ahead for the first time in 5 years.

As we embed Maths Apps this should improve numeracy achievements.

S6 Literacy



For 3 out of 5 years, 100% of pupils have achieved N5 by the end of S6. This has dropped to 91.6% this year.

66.67% of pupils achieve Higher English by the end of S6. This is the first year in five years that we have dropped below our VC, by 13.33%.

S6 Numeracy

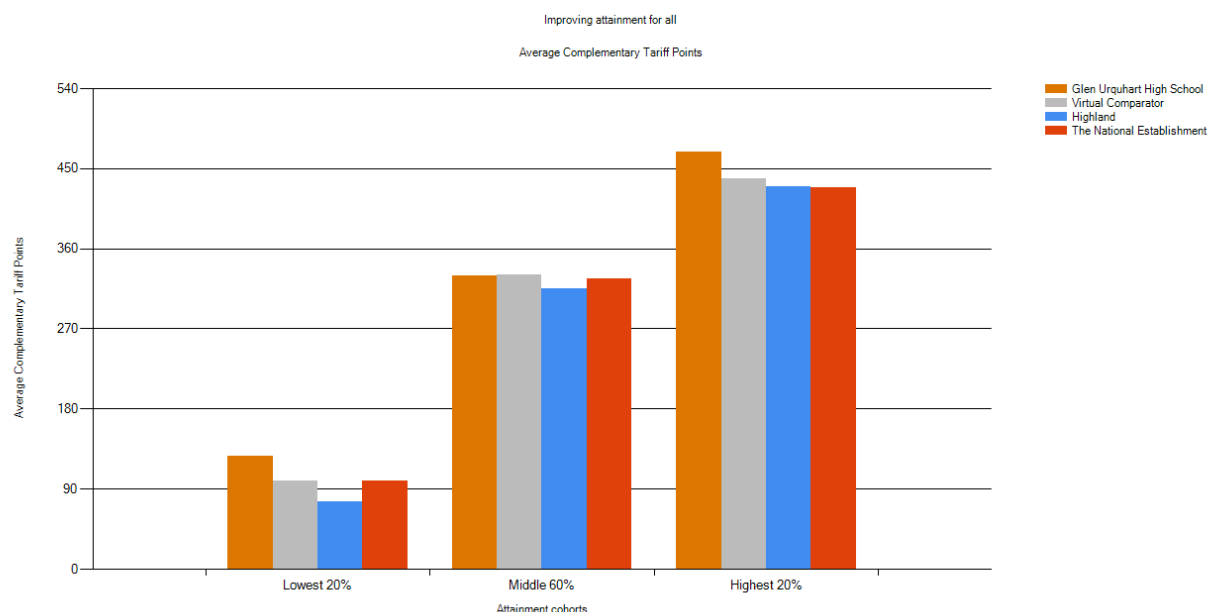


For 2 out of 5 years, 100% of pupils have achieved N5 by the end of S6. This has dropped to 87.5% this year.

29.17% of pupils have achieved Higher Maths by the end of S6. This puts us 15% behind our VC.

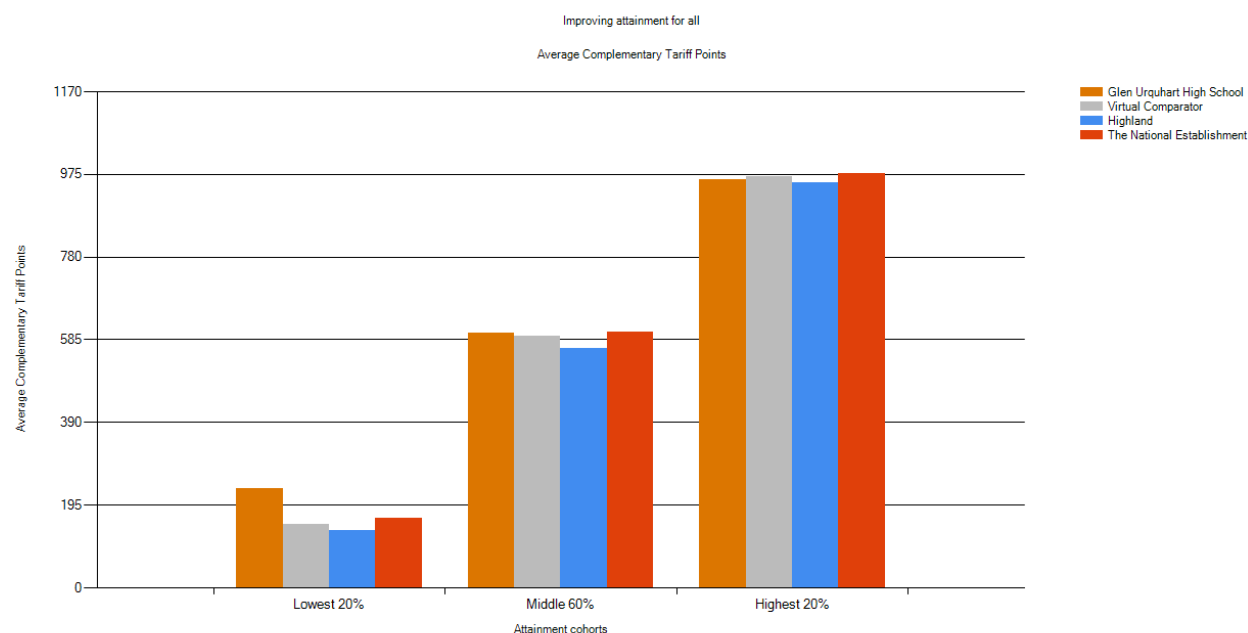
Cohorts – Attainment for All

S4



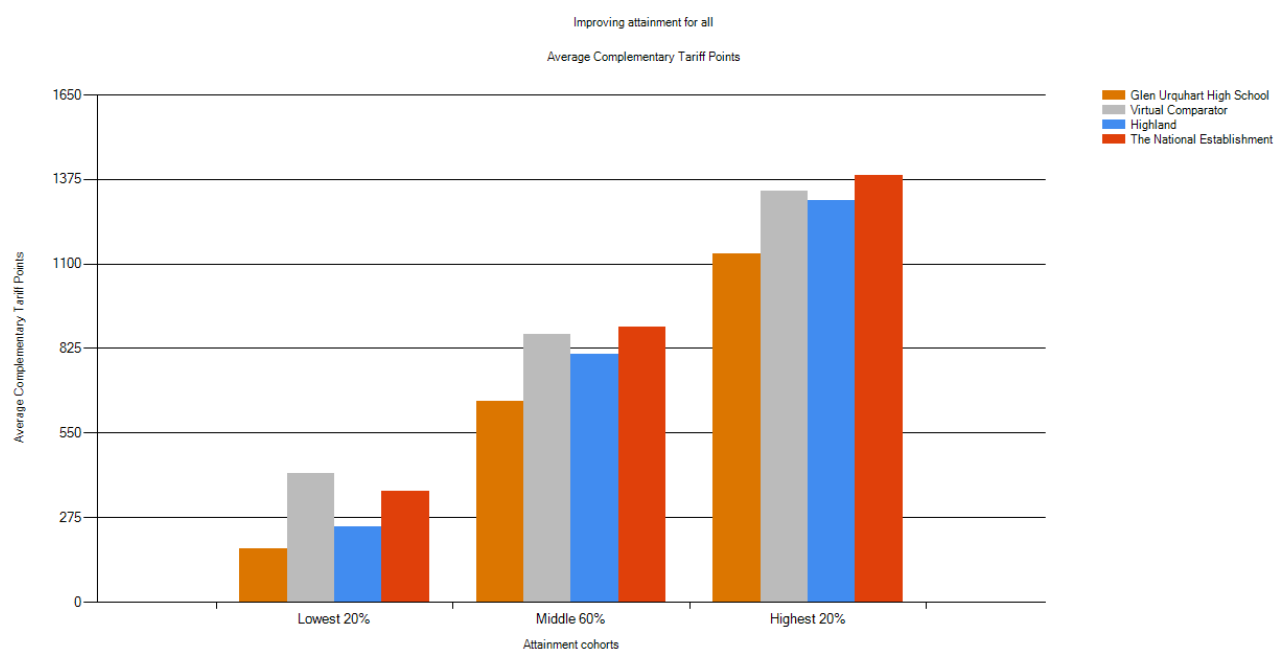
In S4, we sit comfortably above our VC, regional and national attainment for the lowest and highest attaining 20 percent cohort, indicating strong in-class support. Using PEF for PSA allocation in the BGE has been a positive provision.

S5



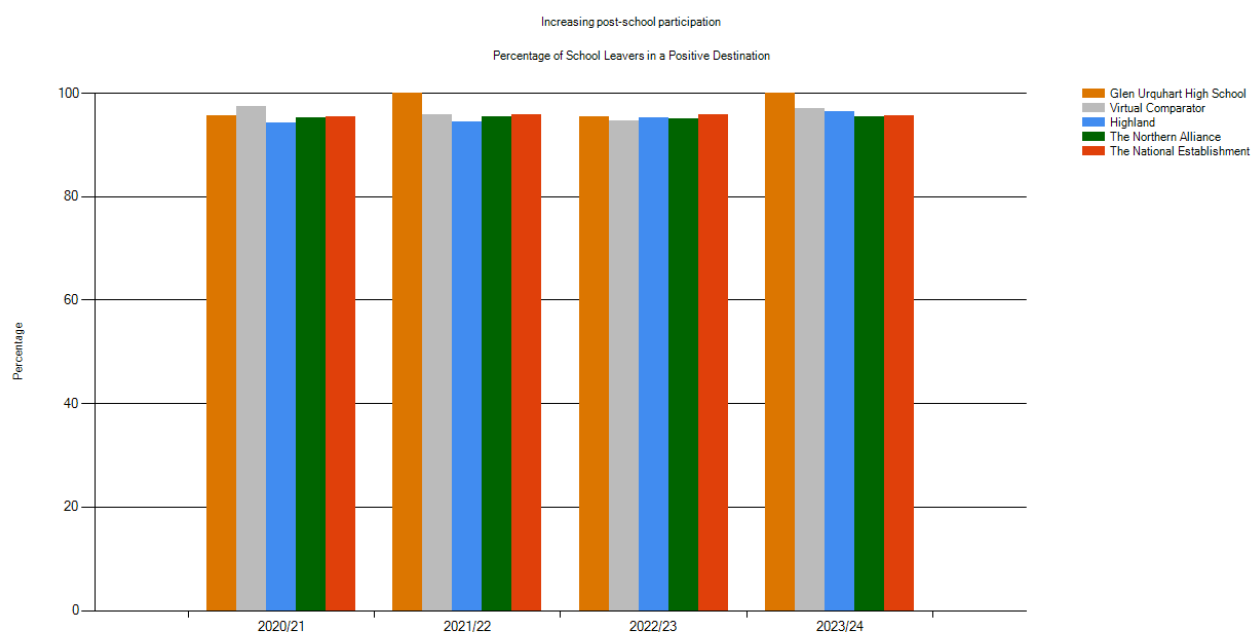
We are very good at supporting the lower 20%. More challenge for our middle and top cohorts is a priority moving forward.

Accepting, Achieving, Motivating, Nurturing, Respecting, Relationships



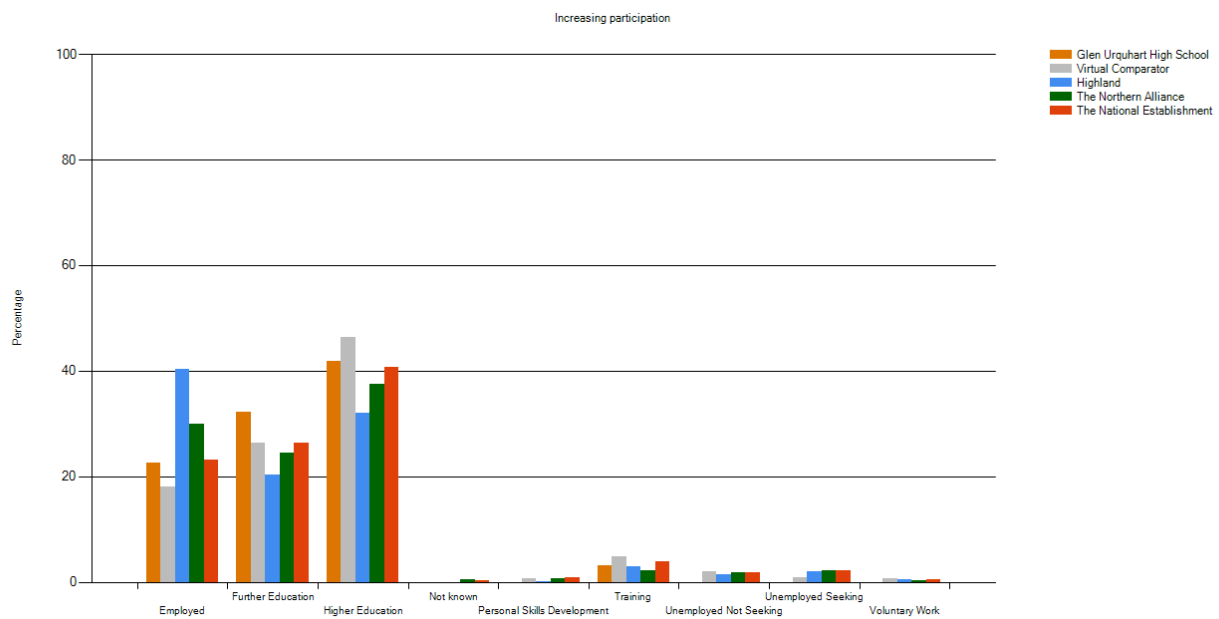
S6 are attaining lower than all comparators. Curriculum offerings are a priority moving forward.

Destinations of School Leavers



Overall, we are very good in ensuring that our pupils move on to positive destinations, with 100% moving on to positive destinations for 2 out of the last 4 years. For 3 out of 5 years we have sat above our virtual and national comparators, demonstrating success for our pupils. A higher number of our pupils move on to employment and training, rather than further education. This is in line with regional data and reflects the opportunities for our rural context relating to land management, fishing, crofting, construction, hospitality and tourism.

Accepting, Achieving, Motivating, Nurturing, Respecting, Relationships



Accepting, Achieving, Motivating, Nurturing, Respecting, Relationships

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

The Vision, Values and Aims our School Community feel best defines Glen Urquhart High School are: –

Respecting - to understand and accept our peers and ourselves

Motivating - striving to exceed expectations

Nurturing - to help our students grow and develop down their chosen paths

Achieving- to aspire to always do our best

Accepting - to treat others equally regardless of who they are

Relationships- are key to our success we strive to positively connect and form bonds with all other people

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: Leadership of change	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ The school has seen significant changes across leadership positions since 2018 leading to a priority focus for the evaluation of school management procedures & structures ensuring the required level of excellence in practice is re-established and embedded. ✓ Poor progress was made in this area due to staff turnover, absences, and retention rates. 	<ul style="list-style-type: none"> ✓ Review and develop VVAs with a fully transparent stakeholder consultation to improve school culture, ethos and the wellbeing of staff and pupils. ✓ Staff to engage in CLPL to get back to basics and focus on T&L & raising attainment.

School Improvement Plan Priority 2: Raising attainment, wellbeing and achievement	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Following a review of data, attainment has dropped across most comparator measures in consecutive years. ✓ Unsatisfactory progress was made in this area due to staff turnover, absences and retention rates. 	<ul style="list-style-type: none"> ✓ Train staff on how to use INSIGHT for improvement in subject areas. ✓ Deliver collegiate session on Tariff Points by qualification to ensure

Accepting, Achieving, Motivating, Nurturing, Respecting, Relationships

	<p>departments know what each qualification gives pupils.</p> <ul style="list-style-type: none"> ✓ Re-visit whole school policies with a focus around positive behaviour and attendance.
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School Priority 3: Self-evaluation: Understanding and developing effective self-evaluation tools and procedures for whole school improvement.

Summary of impact	Next steps
<p>Progress:</p> <ul style="list-style-type: none"> ✓ Collegiate sessions have taken place throughout the year devised to assist teachers in recognising the value of self-evaluation. ✓ Teachers have begun to engage with HGIOS4 quality indicators to understand what constitutes robust self-evaluation. ✓ Unsatisfactory progress was made in this area due to staff turnover, absences and retention rates. 	<ul style="list-style-type: none"> ✓ Implement a whole school quality assurance calendar.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Almost all targeted pupils have increased their attainment to age target for numeracy and literacy. Where required, additional support strategies are in place with Highland Council's 'My Future, My Success' team and HVA.

Wider achievements

Coileanaidhean nas fharsainghe

Most pupils are involved in lunch and after school activities provided by Active Schools, and staff. Less than half of the school role are actively volunteering through the HLH leadership program for Active Schools Activities. Volunteering and leadership opportunities are present through youth clubs and after school clubs.

The activities and wider achievement opportunities include:

- ✓ Shinty
- Handball
- Running
- Rugby Union
- Football
- Girls Football
- Table Tennis
- Volleyball
- Badminton
- Film G
- The Mod
- Music tuition
- Eco-Schools
- Digital Leaders
- Pupil Council
- House leadership
- YPI
- Debating

Comments from learners, families, stakeholders and staff

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

The following information was collated from our campus and stakeholder ethos consultation, December/January 2024.

Almost all parents responded that their child likes being in school and that they feel safe, and that staff treat them fairly and with respect. Most parents would recommend the school to other parents.

A majority of pupils enjoy learning at school, and almost all report that school work is challenging, that staff help them to understand how they are progressing, and that staff encourage them to always do their best.

A majority of staff responded that they find it rewarding to be a member of staff at the school, that they are valued and well supported.

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:

	2024-25
QI 1.3 Leadership of change	Weak
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

This is due to a high staff absence rate throughout the last year and a half, vacant posts and a high SLT turnover.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Develop and embed effective self-evaluation tools and procedures for whole school improvement and to support the raising attainment agenda.
2. Develop and refresh VVAs with the community to ensure consistency when developing policies and procedures.
3. Improve Learning, Teaching and assessment to consistently deliver high quality learning experiences that provide support and challenge.
4. Implement termly tracking points and source assessments to provide targets. Staff should be allocated time to become more data literate to support the raising attainment agenda.

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 or by contacting the school office.

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

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