



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

GLEN URQUHART HIGH SCHOOL



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.

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 209 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, 55% have recognised additional support needs and 22% 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.

Data relating to our context:

Pupil Numbers		Attendance		Teacher Numbers	
209		88.96%		22	
S1	S2	S3	S4	S5	S6
40	39	39	52	32	17
SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
1.45%	0.48%	1.93%	43%	52.17%	0.07%
ASN	FSM	EAL	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		
55.07%	7.2%	1.1%			

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

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

Level 3

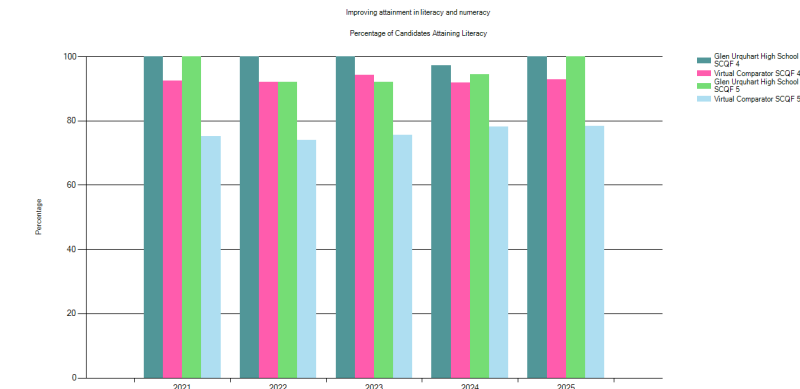
Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

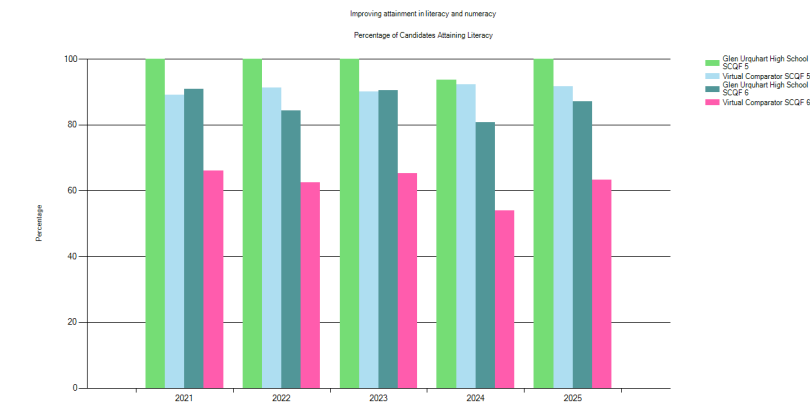
Senior Phase

Improving Attainment in Literacy and Numeracy
Attainment at SCQF level 5 Literacy in S4



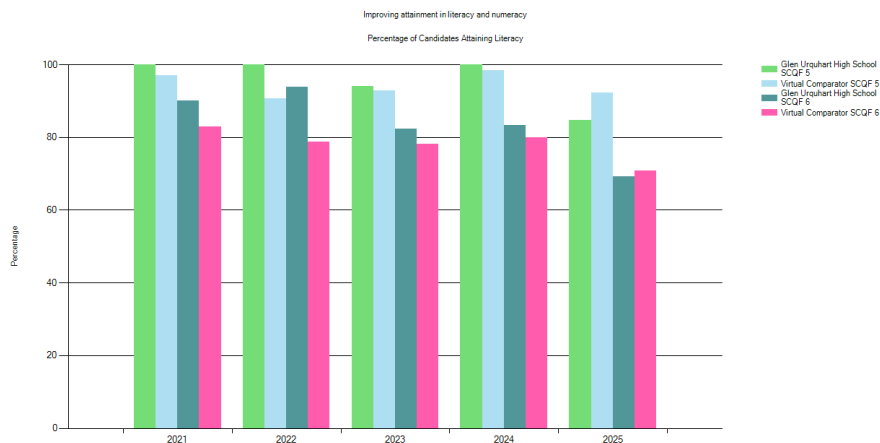
100% of S4 pupils achieved level 5 literacy, putting us 21.67% ahead of our virtual comparator, 28% above Highland, and 23% above National outcomes. This is an improvement on the previous three years, putting us back at 2021 levels.

Attainment at SCQF level 6 Literacy in S5



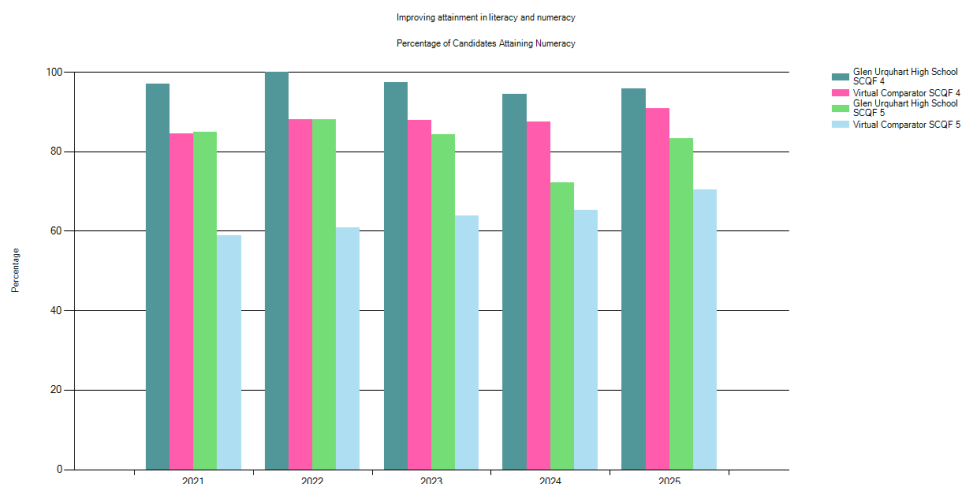
87.1% of S5 pupils achieved level 6 literacy, putting us 23.87% ahead of our virtual comparator, 43.1% above Highland, and 38.1% above National. This is a 6.45% increase on last year’s attainment, but still below the 90% highs of 2021 and 2023.

Attainment at SCQF level 6 Literacy in S6



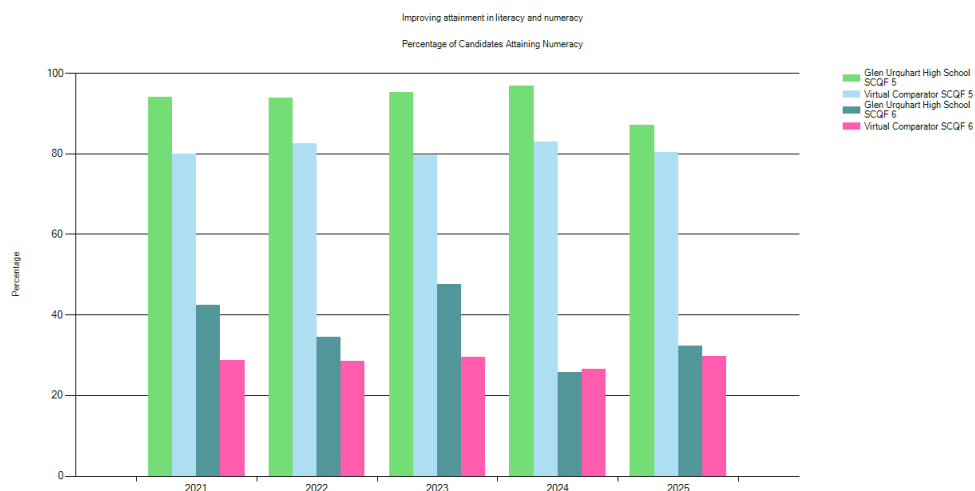
69.23% of S6 pupils achieved level 6 literacy in S6. This places us 1.5% below the Virtual Comparator, 19.23% above Highland, and 16.23% above the National dataset. This is a 14.1% decrease from last year and the lowest attaining cohort from the last five years.

Attainment at SCQF level 5 Numeracy in S4



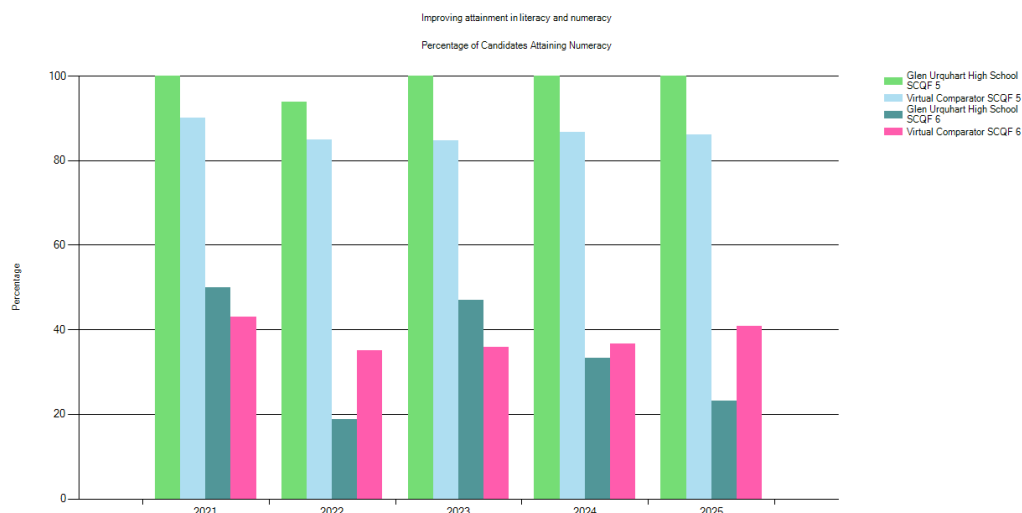
83.33% of S4 pupils achieved level 5 Numeracy. This is 12.91% above the Virtual Comparator, 21.33% above Highland, and 15.33% above National attainment. This an 11.11% improvement on last year's results, but still below the previous three years.

Attainment at SCQF level 6 Numeracy in S5



32.26% of S5 pupils achieved level 6 Numeracy. This is 2.58% above the Virtual Comparator, 8.26% above Highland, and 6.26% above National. This is a 6.45% increase upon last year but significantly below the high of 47.62% in 2023.

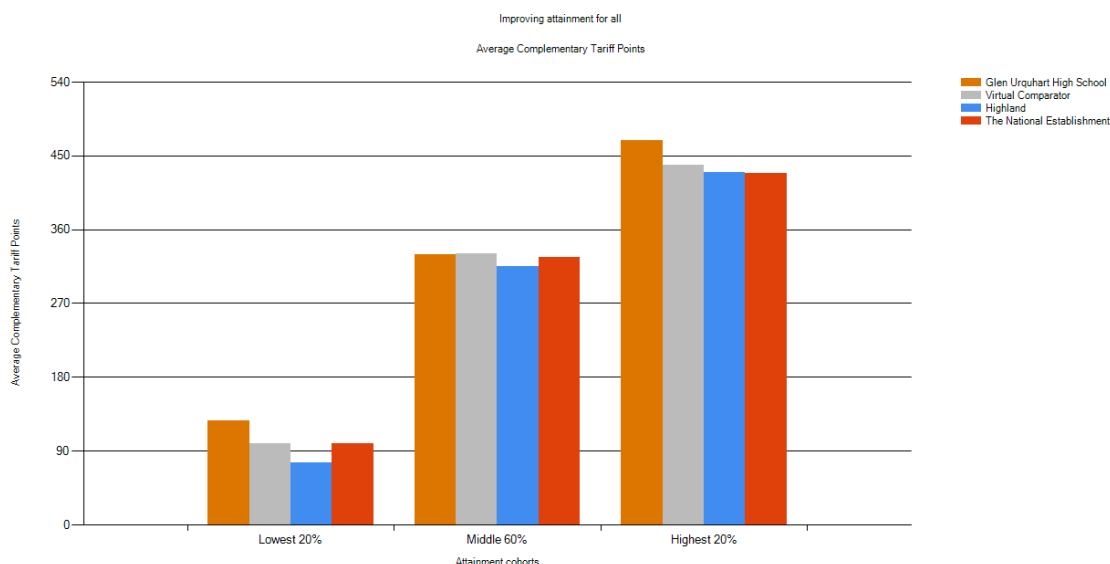
Attainment at SCQF level 6 Numeracy in S6



23.08% of S6 pupils achieved level 6 numeracy in S6. This is a 10.25% decrease on last year's attainment. It marks us 17.69% below the Virtual Comparator, 2.92% below Highland, and 4.92% below National. With the exception of 2022, we have fallen significantly behind in the last five years.

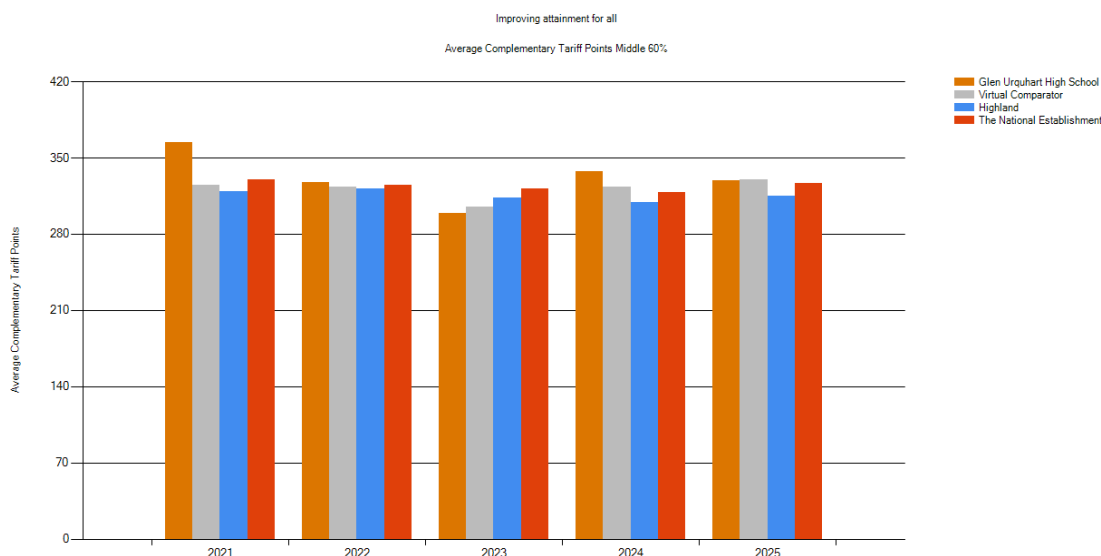
Improving Attainment for All

Attainment for All S4



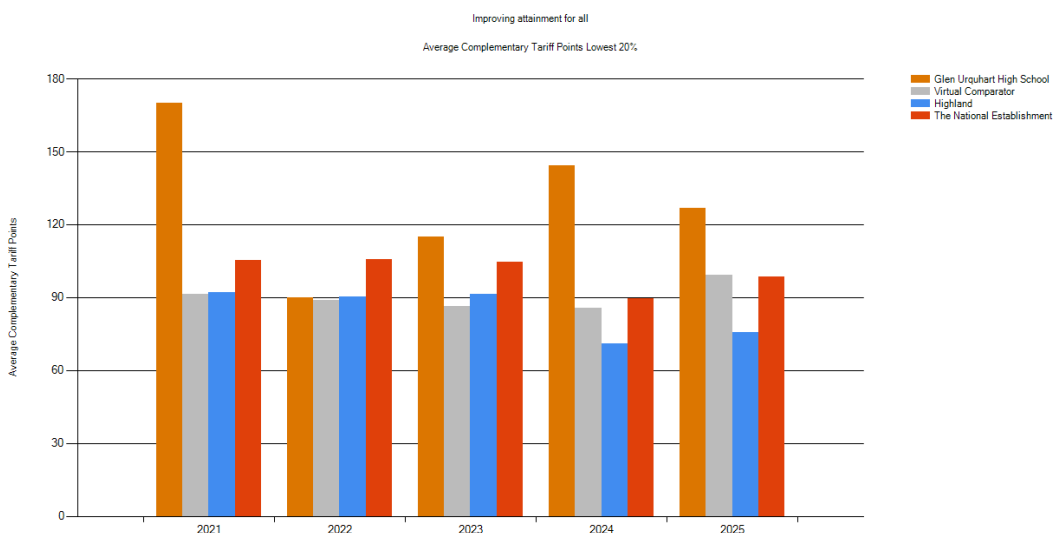
Our middle 60% cohort are performing in line with all comparators and our lowest and highest 20% cohorts are outperforming all comparators.

Middle 60%



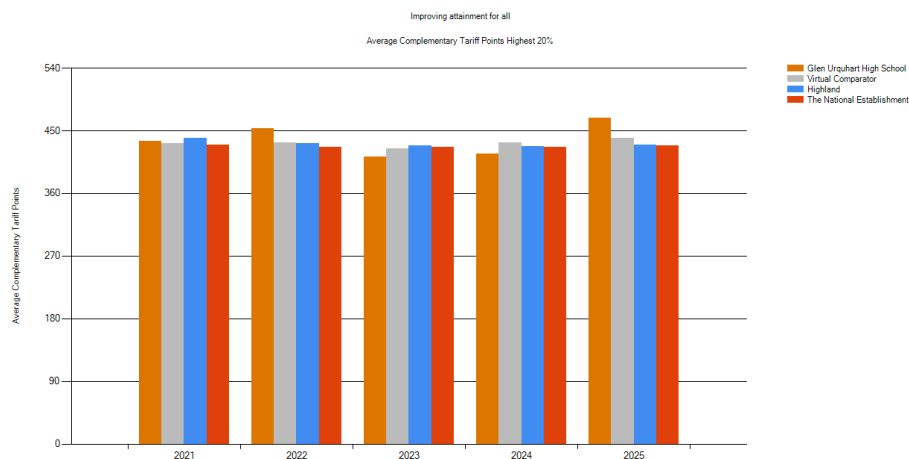
The average complementary tariff points for our middle 60% sit at 329, which is in line with our virtual comparator, 14 above Highland, and 3 above National.

Lowest 20%



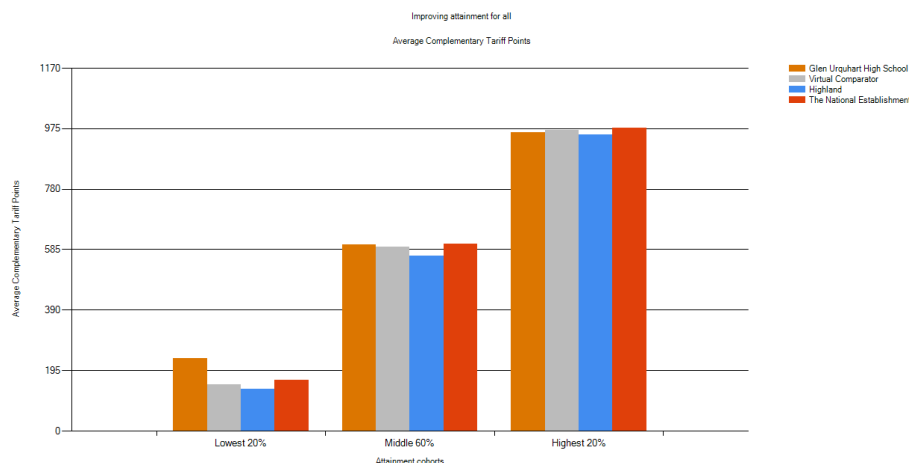
The lowest 20% in S4 achieved an average of 127. This is 28 points above both the Virtual Comparator and the National averages and 51 points above Highland. Apart from 2022, the last five years demonstrate that we are consistently outperforming all comparators. However, we have fallen 17 points behind last year's attainment and 43 points below the highest performance in 2021.

Highest 20%



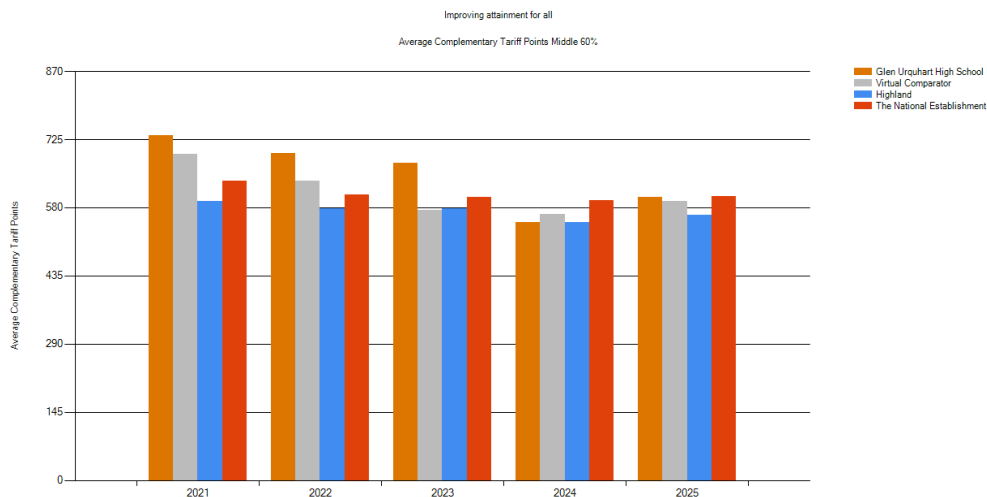
The highest 20% in S4 achieved an average of 468 complementary tariff points. This is equivalent to 48 above top passes 5 @ 5.

Attainment for all S5



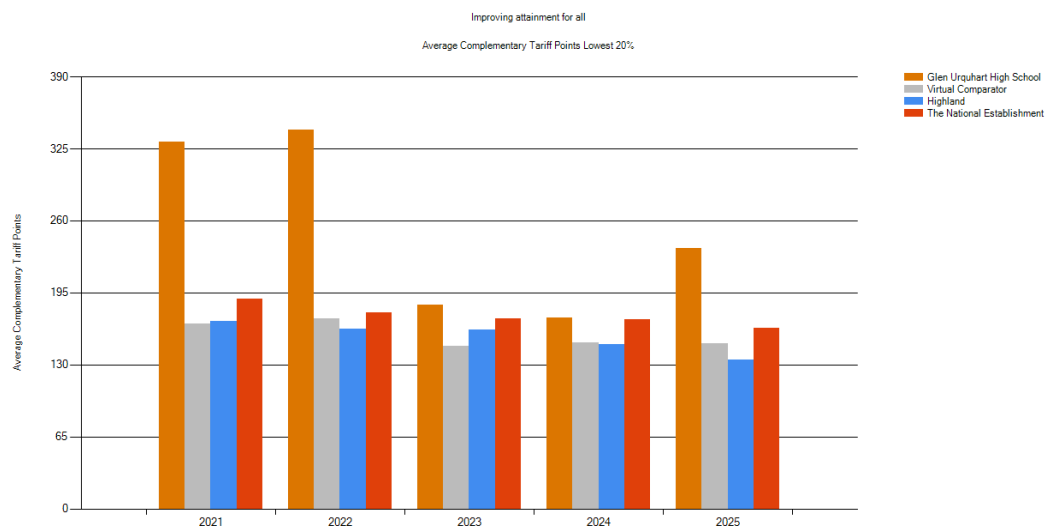
Our middle and top 20% cohorts are in line with all comparators, and our lowest 20% is outperforming all comparators.

Middle 60%



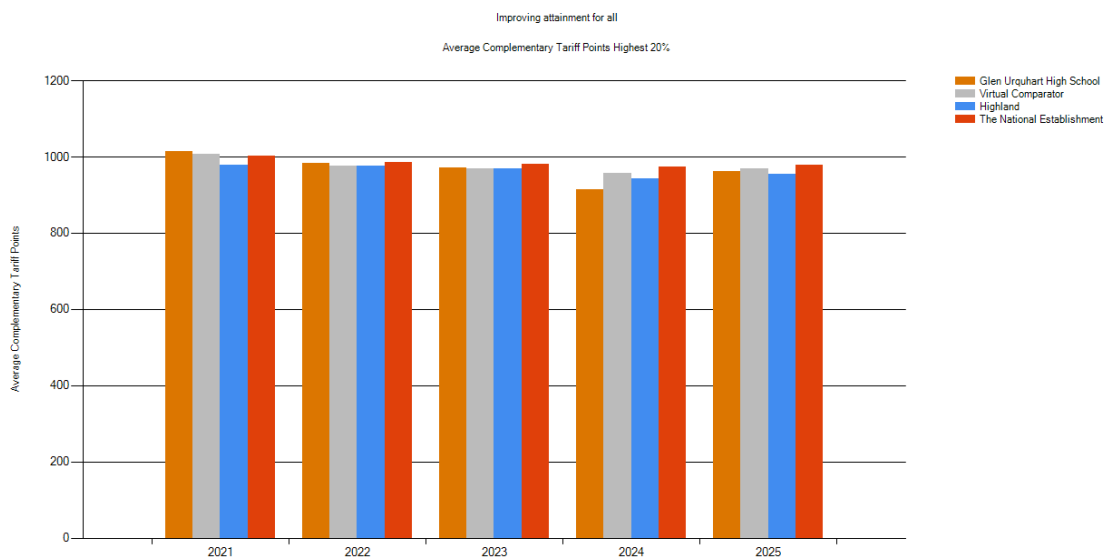
The average complementary tariff points of our middle 60% is 601. This is 3 points below the national average, 8 above the VC and 37 above the Highland average.

Lowest 20%



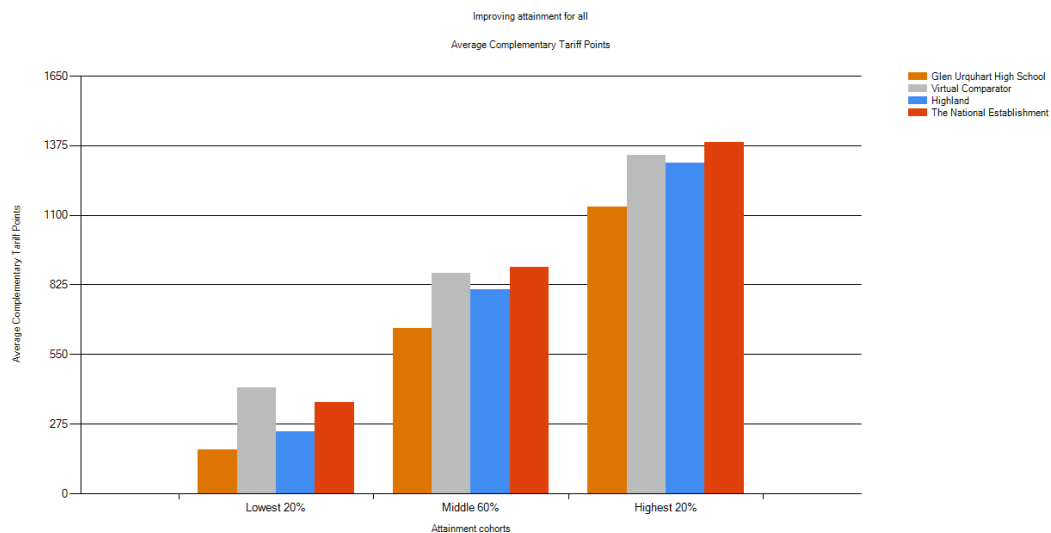
For the last 5 years, we have maintained higher average complementary tariff points than all comparators. However, there was a significant dip in 2022 and 2023, and although the last year has seen improved performance, we are 107 points below our high of 342.

Highest 20%



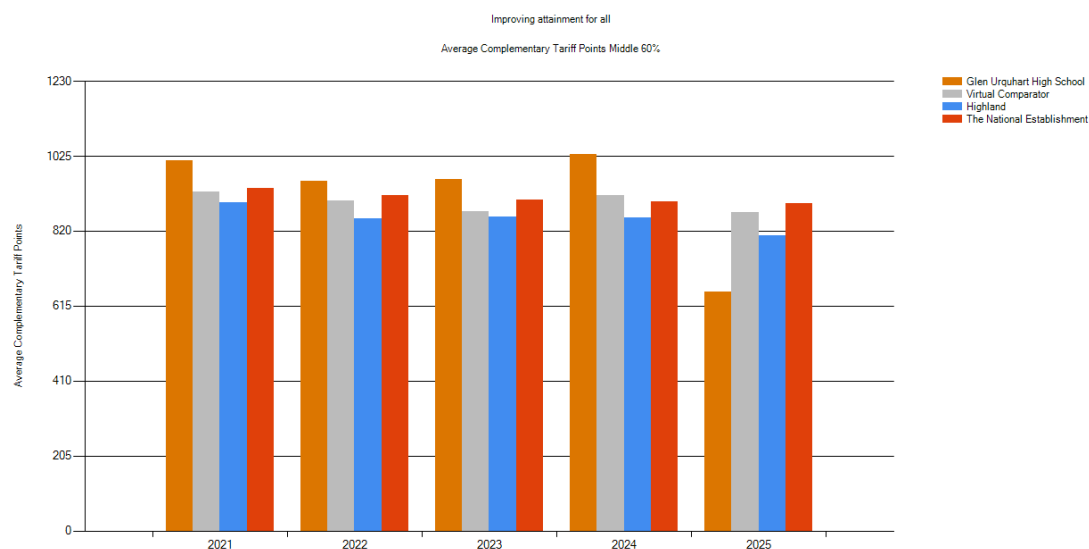
Our highest 20% cohort achieved an average of 963 tariff points. This is 6 points below our VC, 14 points below the national and 8 above Highland.

Attainment for all S6



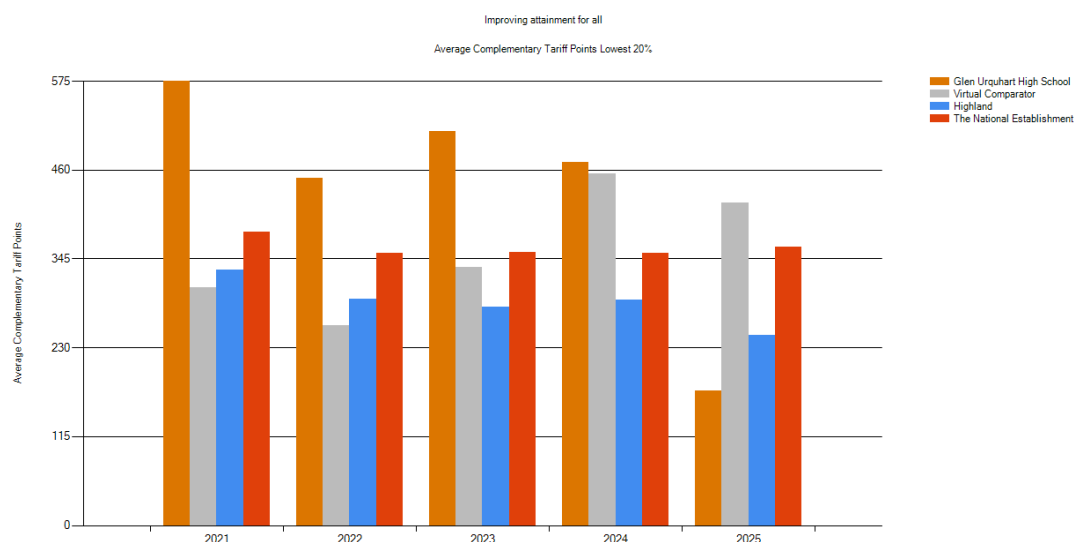
We are below all comparators for all cohorts within S6.

Middle 60%



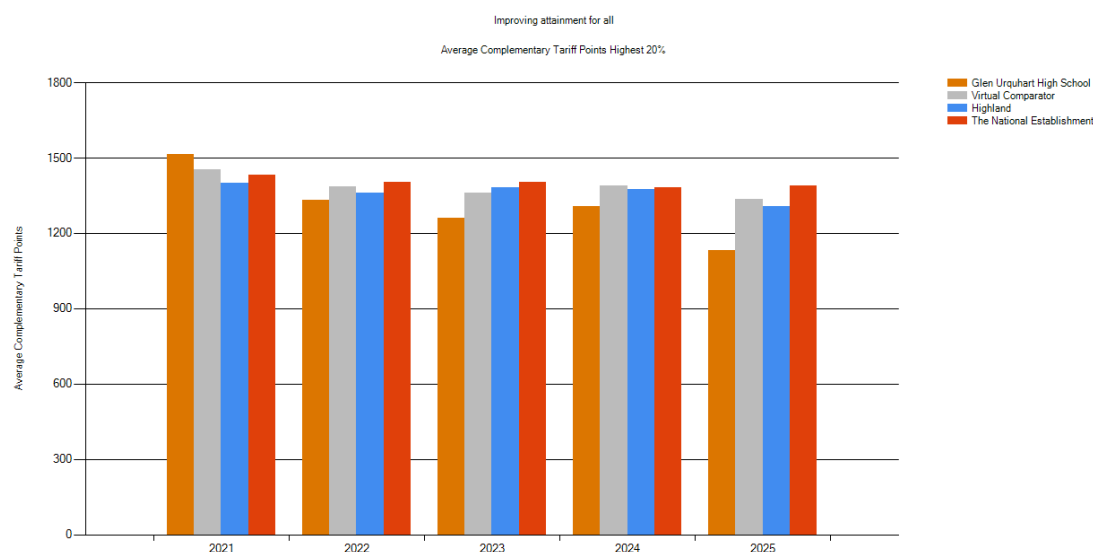
Our S6 middle 60% cohort suffered a significant dip last year – 653 from 1029 from the previous year. This is a difference of 376. Between 2021 and 2024 we sat comfortably above all comparators. 2025's achievements put us 218 points behind our VC, 242 below the national outcomes and 154 behind Highland.

Lowest 20%



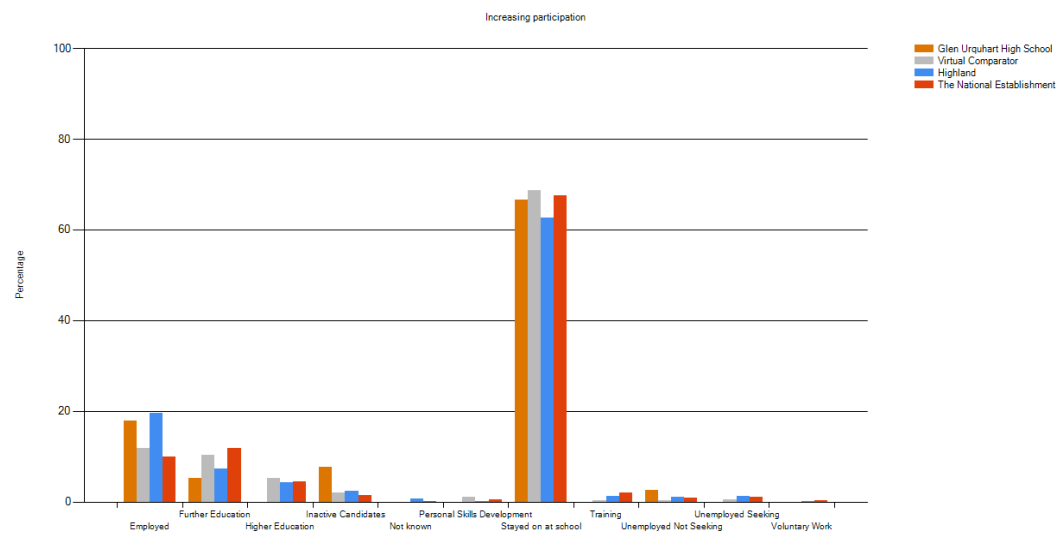
Our lowest 20% suffered the same dip last year – 174 from 470 on the previous year. This is a difference of 296. When we compare that to 2021 where we achieved a high of 575, and 2023 our second highest year with 510 we are looking at a significant decrease. 2025 demonstrates a significant low in comparison to all other benchmarks – 243 points below our VC, 72 below Highland, and 186 below National.

Highest 20%



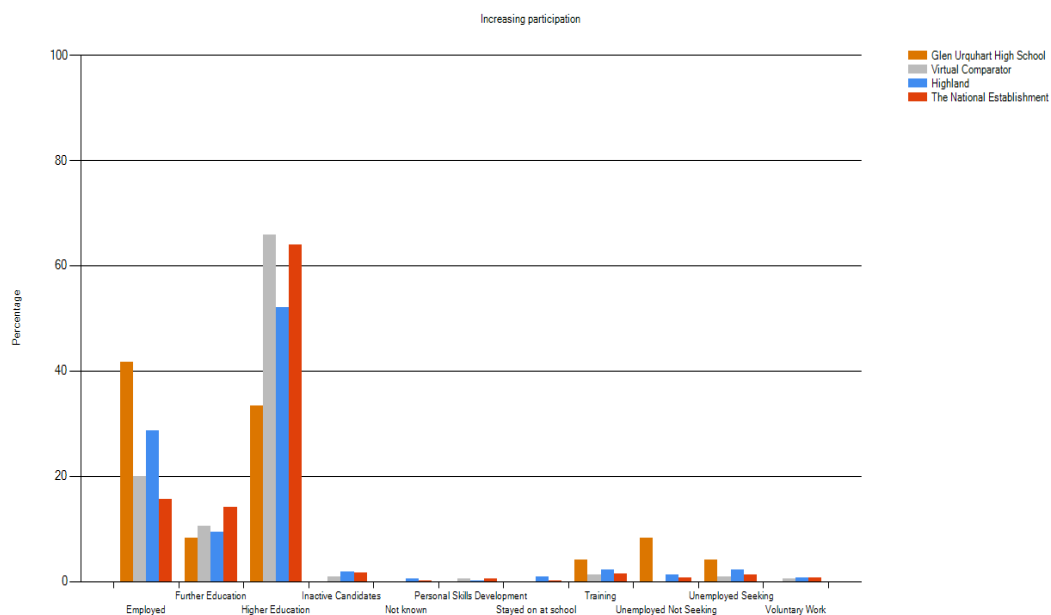
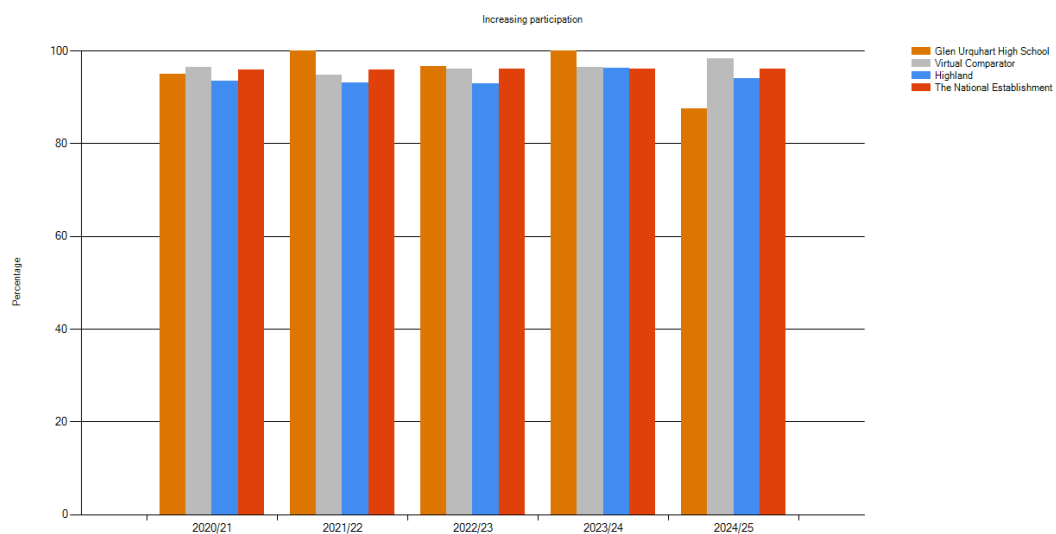
Our highest 20% achieved the least amount of tariff points within the last five years. An 1133 average puts us 203 below the VC, 175 below Highland, and 254 behind the national average.

Senior Phase Leavers S5



89.7% of leavers went onto a positive destination. This is 7.4% below our VC, 5.2% below Highland and 6.6% below the national cohort.

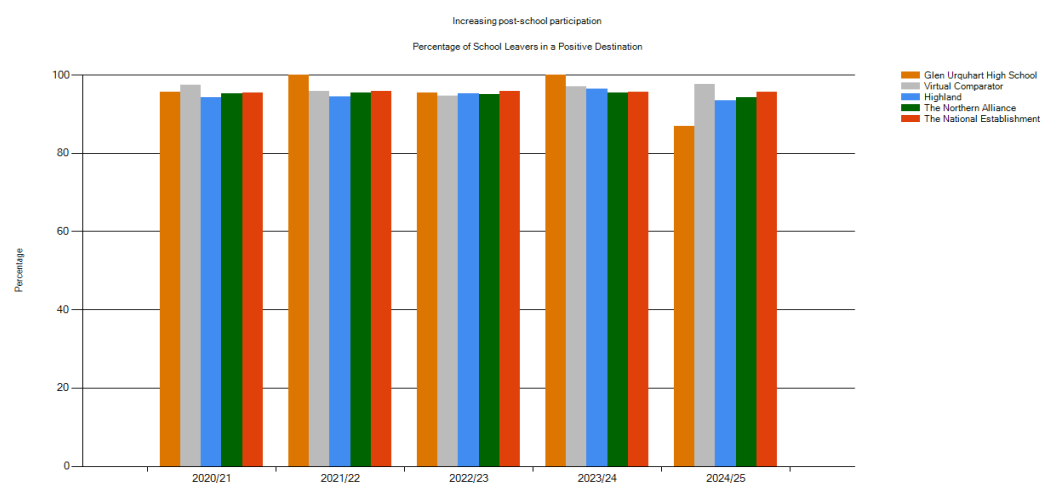
Senior Phase Leavers S6



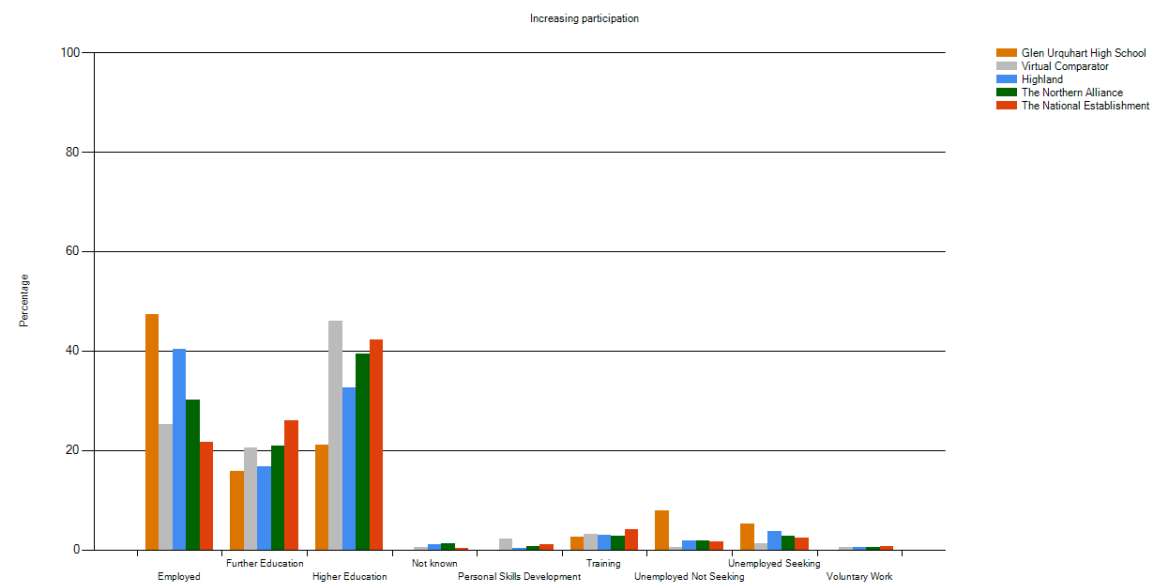
87.5% of leavers went on to a positive destination. This is 10.8% below our VC, 6.5% below Highland and 8.66% below the national cohort.

Inclusion, Compassion, Ambition, Respect, Expression.

Destinations of School Leavers



86.8% of all leavers moved into a positive destination. 47.4% of leavers moved into full time employment. This is significantly higher than all our other comparators. 36.8% of leavers moved into further or higher education, significantly lower than our VC and the local and national cohorts.



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

To be a welcoming and inclusive school where everyone is supported to achieve their best, build strong relationships and develop the skills, confidence and creativity needed for life beyond school.

Our Values

Inclusion – Everyone belongs and is valued in our school.

Compassion – We show kindness, empathy and support for others.

Ambition – We work hard and aim to achieve our best.

Respect – We treat others and ourselves with dignity and fairness.

Expression – We encourage creativity, curiosity and confidence in learning.

Our Aims

- Create a safe, inclusive and supportive environment where every young person feels they belong.
- Build positive relationships based on respect, kindness and trust across the school community.
- Provide engaging and high-quality learning experiences that promote achievement, creativity and ambition.
- Develop confident, resilient and responsible young people who are prepared for their future.
- Work in partnership with families and the wider community to enrich learning and strengthen opportunities for all.

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: Ethos and Wellbeing	
School Improvement Plan Priority 1: Since 2020, the school has experienced significant changes in leadership. As a result, there has been a clear focus on reviewing and strengthening management structures and procedures to ensure consistently high standards of practice across the school.	
Summary of progress	Next steps
✓ Through the development of a shared Vision, Values and Aims (VVA), our school community has established high expectations as a defining feature of our school. By working together, we are committed to achieving the highest possible standards and successes for all children and young people. ✓ Our refreshed VVA aligns our long-term priorities with national expectations, with a strong focus on raising attainment, continually improving through self-evaluation, and ensuring equity for every learner. ✓ These values and aims will guide key decisions across the school, including curriculum design and the use of resources, while enabling us to respond effectively to the needs of our unique community. ✓ The review process was inclusive and collaborative, involving staff, pupils, parents and partners. We engaged in in-person consultation sessions alongside digital surveys, ensuring that a wide range of voices contributed. This has helped to build a strong sense of shared ownership across our community. ✓ Our concise and clearly defined VVA sets out our expectations for behaviour, learning and achievement, ensuring that everyone is working together towards common goals. ✓ Pupil voice has been central to this process, with young people playing an active and meaningful role in shaping the future direction of the school. ✓ There has also been a renewed focus on strengthening our Pupil Council and Prefect structures, enhancing leadership opportunities and increasing engagement across all aspects of school life. Pupils report having greater opportunities to share their views, take on responsibility, and contribute to improvements across the school. ✓ Young people in elected roles also report increased confidence and the development of important leadership skills because of their experiences. ✓ Alongside this, we have consulted all stakeholders on key policies, including our mobile phone policy and our approach to promoting positive relationships. By establishing clear and consistent expectations aligned with national guidance, we are	✓ The VVA should be fully implemented next session with pupils working on posters and visuals via the Art department to display around the school building to ensure everyone is able to match the expectations with their learning. ✓ A T&L Working Group will be implemented as part of collegiate time to design a policy, framework, and lesson observation and feedback sheets/templates to incorporate and illustrate how VVAs are being reflected in T&L across the school. ✓ Embed the planned assembly calendar to ensure all stakeholders are working within the school's refreshed VVAs.

strengthening our shared aspirations and further enhancing the culture and ethos of the school community.	
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Impact

Overall, we have made good progress in this area. The development of a shared Vision, Values and Aims has strengthened a collective understanding of high expectations and priorities across the school community. Through inclusive consultation and a strong focus on pupil voice, stakeholders demonstrate increased ownership of school improvement. Enhanced pupil leadership opportunities, alongside a consistent approach to relationships and behaviour, are contributing to improved engagement, wellbeing and participation. A majority of learners report a greater sense of belonging, increased confidence, and opportunities to develop skills for learning, life and work. Clear, consistent expectations and a strengthened focus on equity are creating improved conditions for learning, supporting positive behaviour and contributing to improved attainment and achievement. Collectively, these approaches are embedding a culture of continuous improvement and ensuring sustained progress in line with National Improvement Framework priorities.

We continue to demonstrate a strong capacity for excellence and are building on this by developing more consistent, collegiate approaches to improvement. A renewed emphasis on pupil voice is also ensuring that young people play an active role in shaping the future direction of the school.

School Priority 2: Raising Attainment - Learning, Teaching and Assessment

School Improvement Plan Priority 2: A review of published data indicates a decline in attainment across key measures over consecutive years. This has been identified as a priority area for improvement, with a clear focus on implementing strategies to support all learners in achieving their full potential.

Summary of progress

- ✓ We have made strong progress in further developing our whole-school approach to supporting learners with additional support needs (ASN). This has strengthened consistency in pace, challenge, differentiation and assessment, helping to ensure that all learners are supported effectively in class.
- ✓ As a result, we have seen improvements in engagement and achievement for learners across ASN Levels 1–4, particularly in the BGE. A continued focus on high expectations, including the quality and presentation of work, is helping most young people to take pride in their learning and achieve their best.
- ✓ We set out to introduce a high-quality learning and teaching framework—the Glen Urquhart Gold Standard—to ensure consistently high-quality learning experiences across all classrooms, with the right balance of support and challenge for every learner. While this has not yet been fully implemented, initial discussions have taken place and early planning is underway. Our evaluation shows that practice in this area is currently variable, and improving consistency in learning and teaching will remain a key priority as we move into next year.
- ✓ Alongside this, we have aimed to strengthen moderation and quality assurance processes to ensure that learning meets individual needs and that pupils receive clear feedback with next steps. Some progress has been made, with examples of strong practice emerging in different subject areas. Staff have also engaged in collaborative work across the local authority to share and develop effective approaches. Further work is required to ensure this is embedded consistently across the school.
- ✓ We planned to introduce a whole-school tracking and monitoring system to support progress in the Broad General Education, improve presentation standards in the Senior Phase, and enable earlier intervention, particularly in literacy and numeracy across all subjects. However, this work has not progressed as planned. We recognise the importance of having robust systems in place to effectively track progress and provide timely support for learners. This will now be a key priority moving forward, with a focus on developing a clear and consistent approach to ensure all pupils are supported to achieve the highest levels possible.
- ✓ We have introduced targeted study support for Senior Phase pupils who may be at risk of not achieving their full academic potential. This programme is now underway and is designed to provide additional support, guidance and encouragement, helping learners to build confidence, strengthen their skills and improve their progress.

Next steps

- ✓ Introduce and embed the Glen Urquhart Gold Standard framework and supporting documentation.
- ✓ Continue to offer and support CLPL to strengthen moderation and QA opportunities.
- ✓ Create and implement a whole school M&T system to replace multiple departmental systems.

Impact

The school has made satisfactory progress in developing approaches to learning, teaching and support, however, improvements are not yet consistent or fully embedded across all areas.

There are clear strengths in the school's commitment to supporting learners with additional support needs. This has resulted in more consistent approaches to pace, challenge and differentiation in some classes, with positive impact on engagement and progress, particularly within the Broad General Education. Targeted interventions, including study support and mentoring for Senior Phase pupils, have also been introduced and are beginning to provide additional support for those at risk of underachievement.

The school has identified appropriate priorities for improvement, including the introduction of the *Glen Urquhart Gold Standard* for learning and teaching, and the development of a whole-school tracking and monitoring system. While initial planning and discussion have taken place, these developments remain at an early stage and have not yet led to consistently high-quality experiences for all learners. As a result, practice across the school is variable.

There has been some progress in moderation and quality assurance, with examples of effective collaboration within departments and across the local authority. However, these approaches are not yet sufficiently embedded to ensure consistent, high-quality feedback and clear next steps for all learners. The absence of a fully implemented tracking and monitoring system limits the school's ability to systematically track progress, identify gaps, and evaluate the impact of interventions. This, in turn, effects the pace of improvement in raising attainment.

Overall, while there is evidence of emerging strengths and appropriate early action, the pace of implementation and consistency of practice require further development. The school has clear capacity for improvement, with next steps focusing on embedding a shared understanding of high-quality learning and teaching, strengthening systems for tracking and monitoring, and ensuring that effective practice is consistently applied across all areas.

School Priority 3: Raising Attainment - Curriculum

School Improvement Plan Priority 3: Building on the 2024–2025 attainment review, the school has refined subject offerings and developed clearer learner pathways to better support progression. Analysis of leaver destination data highlights the need to further strengthen retention into the Senior Phase, while continuing to expand the breadth and coherence of learning pathways from S1 onwards.

Summary of progress and impact

- ✓ We have expanded the range of SQA qualifications available to pupils within the school. Despite being a small rural school with a limited staff, we have successfully introduced several new courses, including L4-6 Spanish, Skills for Work Languages (Levels 5–7), Sports Coaching (Level 5), Leadership Award (Level 6), and NPA Photography (Level 5). We have also broadened our curriculum offer with the introduction of S3 Drama and new Higher courses in Environmental Science, Modern Studies, Classics and Spanish.
- ✓ We continue to sustain a strong senior offering, maintaining Advanced Higher courses in Biology, History, Music and Chemistry.
- ✓ Despite the challenges of a small rural context, the introduction of new SQA courses demonstrates strong leadership and a clear commitment to equity, ambition and opportunity for all.
- ✓ Learners now benefit from increased personalisation and choice, with a well-balanced offer of academic and vocational pathways.

Next steps

- ✓ Continue to look for new and emerging qualifications.
- ✓ Introduce a system for tracking and profiling skills development (e.g. learner profiles, digital portfolios).
- ✓ Expand links with employers, local businesses and community partners to provide real-life learning contexts.
- ✓ Increase use of interdisciplinary learning and problem-solving activities.
- ✓ Improve positive destination rate.

✓ The school has made good progress in embedding skills for learning, life and work across curricular areas, in line with Developing the Young Workforce priorities. Through strong collaboration with the DYW Coordinator and effective career-long professional learning supported by the local authority, some staff have developed a clearer understanding of how to integrate relevant skills into learning and teaching and their subject areas. ✓ There has been an increase in meaningful learning experiences, where learners are developing greater awareness of employability skills such as communication, teamwork and problem-solving. For example, Hill to Grill for S2, Week of Work for S3, Career Interviews, Careers Fair and Local Business Q&A sessions.	
Impact The school has made good progress in strengthening the curriculum and developing skills for learning, life and work. The expansion of the SQA offer has increased personalisation and choice, ensuring a broader and more balanced range of academic and vocational pathways. This is supporting improved learner engagement and providing clearer progression routes into the Senior Phase and beyond as evidenced through course numbers and uptake. In line with Developing the Young Workforce priorities, there is growing evidence that learners are developing key employability skills such as communication, teamwork and problem-solving through increasingly relevant and meaningful learning experiences. Planned opportunities such as “Hill to Grill,” Week of Work, careers interviews and employer engagement activities are helping learners better understand the connection between their learning and future pathways. These developments are contributing positively to NIF priorities, particularly: Improvement in employability skills and sustained, positive destinations and Raising attainment and achievement through increased engagement. However, progress is not yet consistent across all areas. While some staff demonstrate strong practice, a whole-school approach to embedding DYW is still developing. The absence of robust systems to track and profile skills development limits the ability to measure impact fully and ensure equity of experience for all learners.	

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 local partnership agencies.

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, teaghlaichean, luchd-ùidhe is luchd-obrach

The following information was collated from our school and stakeholder ethos consultation, May 2026.

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:

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Ethos, Culture and Leadership.
2. Self-evaluation: Understanding and developing effective self-evaluation tools and procedures for whole school improvement.
3. Learning & Teaching: Consistency and quality of learning and teaching.
4. Monitoring & Tracking: Use of data, tracking and evaluation for improved attainment, wellbeing, and attendance.

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 [Glen Urquhart High School](#) or by contacting the school office.