

STANDARDS AND QUALITY REPORT

2024/25



An Cala Intensive Support Centre

THE HIGHLAND COUNCIL, UHI WEST, NORTH & HEBRIDES,
CARMICHAEL WAY, FORT WILLIAM, PH33 6AN.

Working in partnership to enable young people to achieve their potential by engaging in learning
while planning for their future in a safe and supportive environment.

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our off-site provision community and what needs further improvement.

Our young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement project, we use key questions at planned review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

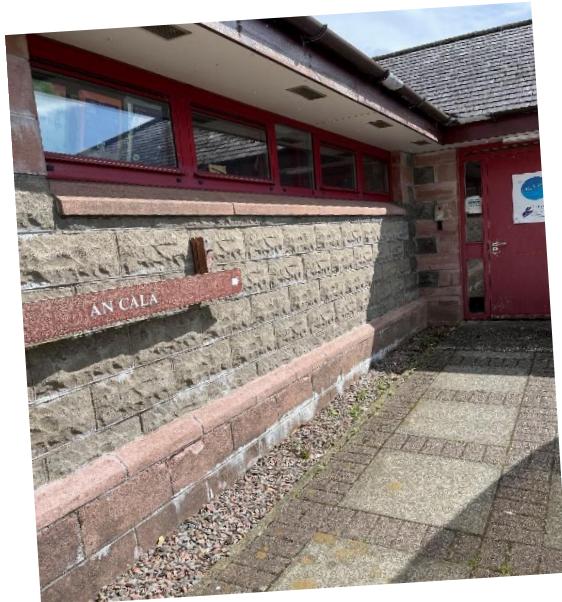
An Cala Centre Information

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UHI West, North & Hebrides, An Aird,
Fort William, Highland, PH33 6AN.

Telephone: 01397 280010

Email: Vania.Eaton@highland.gov.uk

Facilities: office, toilets, small classroom, large classroom/recreation area, kitchen and dining room.



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An Cala Intensive Support Centre Profile

An Cala provides part time support to young people who are at risk of missing their education due to the nature of their individual challenges. We are situated on the UHI West, North & Hebrides College Campus in Fort William and serve the High Schools of Lochaber. We have capacity to support between 5 and 10 young people normally between S1 and S4. At present there are 10 young people attending An Cala. Our staffing is made up of the following, full time manager, full time children services worker, 0.9 teaching post, two full time pupil support assistants and 0.4 admin assistant.

We implement the principles of GIRFEC and Curriculum for Excellence. We work alongside partner agencies in Education, Health, Skills Development Scotland, Police, Colleges as well as parent/carers, voluntary sector, and employers to ensure that individual needs are met.

An Cala takes a child centred approach; we work on the principle of providing a safe and supportive environment in which young people can achieve their potential while planning for their future. We encourage an ethos of mutual respect between all staff and young people.

All young people have an individual plan agreed with the school, young person and parents which may include supporting curricular subjects, vocational training, skills for life and work, outdoor learning, and post school transition.

A large part of our work involves supporting families and offering emotional support to the young people.

An Cala, our Vision, Values and Aims

Working in partnership to enable young people to achieve their potential by engaging in learning while planning for their future in a safe and supportive environment.

to....

- Provide appropriate programmes based on individual needs.
- Provide high quality learning and teaching.
- Set realistic and achievable goals.
- Provide ongoing evaluation and review.
- We set good examples by providing appropriate role models.
- We ensure staff development is ongoing and relevant, improving practice.
- Promote healthy lifestyles and wellbeing.
- Promoting personal achievement.
- Promote equality of opportunity.
- We form good links with partnership agencies and maintain good working relationships.
- Identify local resources e.g., colleges and employers.
- We ensure parents/carers are involved in all aspects of their child's development and learning.
- We involve the young people in the decision-making process.

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

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity.

3.1 Ensuring wellbeing, equality and inclusion, theme: health and wellbeing. We believe we have made the following progress this session:

- Attendance and engagement
- Meetings with parents, staff, and partner agencies
- Termly reports and education reviews
- Newsletters and celebration lunches

Health and Wellbeing

- Health and wellbeing tracking and monitoring
- Social education and CEOP
- As many opportunities as we can to engage the young people in outdoor learning, outings and extra-curricular activities, governed by the young people's preference.

Attainment and Achievement - qualifications gained:

- National 2 Social Studies
- National 3 English
- National 3 Maths
- National 4 Numeracy
- Employability SCQF Level 3

Achievement Certificates:

- Dynamic Youth Awards
- Employability achievement certificates

Planning and Transitions

- Intervention planners
- Transition and future destination

How Progress is Measured and Evaluated

- Regular tracking of attendance and wellbeing
- Monitoring academic qualifications and SCQF levels
- Recording soft skills and personal development through daily debriefs & weekly summaries
- Documenting engagement through meetings and termly reviews
- Celebrating success via newsletters and events
- Using transition data to evaluate long-term impact

An Cala Student Feedback Summary – May/June 2025

The recent student questionnaire has provided overwhelmingly positive feedback about the experiences of young people at An Cala. Here are the key highlights:

-  **Enjoyment:** All students reported that they enjoy being at An Cala.
-  **Safety and Security:** 100% of students said they feel safe and secure at An Cala.
-  **Trusted Relationships:** Every student shared that at least one staff member knows them well.
-  **Support with Worries:** All students agreed that An Cala is good at supporting them when something is worrying them.
-  **Being Heard:** 100% of students stated that staff listen to what they say and help them when they are having difficulties.
-  **Student Voice:** Students agreed that they have a say in how An Cala can be improved.
-  **Learning Support:** Students feel that teachers are good at letting them know how their learning can be improved.

Summary of staff feedback and additional comments gathered from the May/June questionnaire, daily debriefs, and weekly meetings at An Cala:

Overall Sentiment

- Extremely positive feedback about the manager and staff team.
- An Cala is described as functioning at its best currently.
- Staff feel valued, supported, and empowered in their roles.

Team Dynamics

- The team is closely knit and works well together.
- Challenging situations are acknowledged but are openly discussed and well-supported.
- Staff feel they can reach their potential and are comfortable seeking help when needed.

Leadership

- The manager is highly praised for:
 - Centring both students and staff in decision-making.
 - Being approachable and supportive.
 - Fostering a positive and inclusive environment.

Workplace Environment

- An Cala is described as a pleasant and supportive place to work.
- Staff feel that the students' needs are prioritised, and that they are equipped to meet those needs effectively.

Feedback from Partner Agencies – An Cala Questionnaire.

- **Staff Commitment:** All respondents agree that An Cala staff consistently demonstrate genuine concern for the care and welfare of the students.
- **Effective Collaboration:** An Cala works effectively with our agency. Service collaboration and information sharing are both timely and efficient.

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- **Quality of Reports:** Reports and reviews provided by An Cala are informative, clear, and helpful in supporting our work with young people.
- **Consultation and Decision-Making:** An Cala is proactive in consulting with us on decisions that affect the young people we support.
- **Responsiveness to Concerns:** When concerns are raised, An Cala staff do their best to listen, respond, and provide appropriate support.

Parent and Carer Feedback – An Cala

- **Welcoming Environment:** The atmosphere at An Cala is consistently described as welcoming and friendly, helping families feel at ease and supported.
- **Clear Educational Priorities:** Parents and carers feel well-informed about An Cala's priorities for improving pupil education, indicating strong communication and transparency.
- **Care and Welfare:** Staff are recognised for showing genuine concern for the care and welfare of pupils, fostering trust and reassurance among families.
- **Consultation and Collaboration:** An Cala is praised for being good at consulting parents and carers on decisions that affect their children, promoting a collaborative approach.
- **Helpful Reviews:** Regular reviews are seen as helpful and informative, contributing to a clear understanding of pupil progress and support strategies.

Capacity for continuous improvement

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	Very good
QI 3.2 Raising attainment and Achievement	Good
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

Improvement in young people's health and wellbeing.

Improvement Priority Title
1. Supporting young people's mental, physical and emotional wellbeing to ensure improved outcomes for young people and their families.

3.1 Ensuring wellbeing, equality and inclusion.

Theme: health and wellbeing

Progress & summary of impact:

- We have successfully embedded a child-centred approach that prioritises creating a safe, supportive environment where young people can thrive and plan for their future. Our tailored individual education programmes are designed to build confidence and address barriers to learning, giving each young person the best possible chance to realise their potential.
- Our young people consistently tell us that they feel their views are both sought and acted upon. They report high levels of satisfaction with An Cala's provision, expressing that they feel valued and listened to. Opportunities to share their perspectives are embedded into daily routines, including morning check-ins where staff and young people gather to focus on a theme and share thoughts. We also use questionnaires and group discussions to gather feedback and explore any issues affecting them. These approaches have helped us better understand their needs and adapt our support accordingly. A notable strength is the way our young people support one another during discussions about personal challenges. This peer empathy is a strong indicator of their emotional intelligence and helps inform the type of support we provide. Our practice has evolved through experience, allowing us to foster a calm, flexible, and encouraging ethos. This has significantly enhanced the overall environment and the effectiveness of our support.
- At An Cala, we know our young people well and understand their individual circumstances, allowing us to work effectively to reduce barriers to learning. We have developed strong, collaborative relationships with partner agencies, whose support and guidance are invaluable in helping us meet the diverse needs of our learners. Each young person benefits from one-to-one support provided by either our Children's Service Worker or Youth Development Officer, both of whom are trained in delivering targeted interventions for social and emotional wellbeing. We also engage a range of health professionals to deliver informative sessions on personal safety, health, and wellbeing. We are proactive in sourcing and integrating new resources in these areas, continually expanding our bank of teaching materials. These resources are carefully selected and adapted to reflect the specific needs of our young people, and we combine our team's skills to design and deliver relevant, engaging session plans.
- At An Cala, we place a high value on our relationships with families and carers, fostering open and frequent communication. While this remains an ongoing area for development, we are committed to evolving our approach in response to the diverse and changing challenges we face.
- We continuously implement and review new ideas aimed at improving our practice. Our self-evaluation process is holistic, encompassing not only learners' achievements and successes but

also their well-being, health, and emotional resilience. Reflective practice is embedded in our ethos. We regularly assess the effectiveness of current strategies and remain open to new initiatives, ensuring that our provision remains responsive, inclusive, and impactful.

Evidence:

- Attendance data 2024/25.
- Health and wellbeing tracking and monitoring data.
- Young people attainment/achievement record An Cala 2024/25 (qualifications gained) - National 2 Social Studies, National 3 English, National 3 Maths, National 4 Numeracy, and Employability SCQF Level 3.
- Achievement certificates received by An Cala young people – Dynamic Youth Awards & Employability.
- Feedback received through, meetings/minutes with young people, parents/carers, staff and partnership agencies. Parents/carers and young people are always involved in the reviews/decision making process as well as encouraged to discuss relevant issues with staff at any convenient time.
- Termly reports are read as well as discussed with young people, their student comment added prior to being sent to parents/carers and partner agencies.
- Minutes of termly education reviews attended by young person, parent/carers and partner agencies.
- We ensure regular reviews, long-term and short-term target setting and evaluation.
- Intervention planners, each young person has at least one 1:1 slot with An Cala's Children Service Worker (CSW) or a Youth Development Officer (YDO) trained in interventions for social and emotional issues.
- Transition/future destination data – we use the Highland Practice Model of partnership working to ensure that barriers to progression and transition are addressed. In 3rd/4th year each young person has a timetabled transition and employability programme in place. We work closely with an Skilled Development Scotland (SDS) keyworker to prepare the young people for the world of work and future careers.
- Celebration lunches – young people's achievement is encouraged, praised and celebrated.
- Positive destination data.

Planning ahead:

- At An Cala, we are deeply committed to continuous self-evaluation, with all staff, partners, and carers actively involved in the process. As a team of highly reflective practitioners, we prioritise daily briefings and debriefings to ensure that every member of staff has the opportunity to contribute to ongoing discussions about our practice. These regular touchpoints allow us to critically analyse our methodologies, share insights, and identify areas for improvement. This collaborative approach ensures that our provision remains responsive, inclusive, and aligned with the needs of the young people we support.
- To ensure that An Cala continues to meet the needs of young people and those who support them, we will: gather and respond to the views of parents/carers, young people, and key stakeholders including schools, Skills Development Scotland, Health, and Social Care. Engage young people directly through regular conversations with An Cala staff to understand what works best for them in terms of support, learning, and wellbeing. Share insights with the team to enable a responsive and flexible approach, ensuring that support strategies are adapted based on individual feedback. Maintain open communication with families and partners to strengthen collaboration and ensure a shared understanding of progress and next steps.
- In-Service Days - An Cala will strategically utilise in-service days to ensure staff remain informed and responsive to current developments, national and local initiatives, and evolving best practices. These sessions will be designed to: deepen understanding of policy changes and educational

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reforms. Support continuous professional development aligned with SEBN (Social, Emotional and Behavioural Needs) priorities. Facilitate collaborative reflection and planning to inform responsive practice. Embed a culture of adaptability and innovation in service delivery.

- An Cala will continue to apply the GIRFEC (Getting It Right for Every Child) model to assess the strengths and pressures affecting our young people. We will work collaboratively with partner services to identify areas for development and secure meaningful improvements in outcomes.
- Continue to prioritise a consistent and predictable approach in all interactions with young people. This consistency is essential in building the trust and psychological safety required for them to feel secure enough to share honest and realistic impressions of their thoughts and feelings. By maintaining clear boundaries, routines, and expectations, we aim to create an environment where young people feel respected, understood, and supported—laying the groundwork for meaningful engagement and personal growth.
- Flexibility in responding to the individual needs of the current An Cala cohort remains essential. Equally important is maintaining a cohesive and collaborative staff team to ensure consistent, high-quality support and provision.

Full details of the school's 2024/25 improvement priorities and actions are detailed on the centre improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the An Cala office.

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