

STANDARDS AND QUALITY REPORT

2025/26



An Cala Intensive Support Centre

THE HIGHLAND COUNCIL, UHI NORTH, WEST & 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.

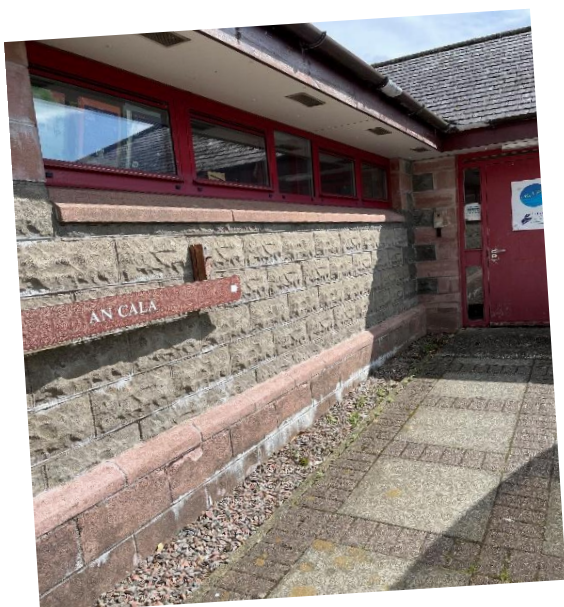
An Cala Centre Information

Address: An Cala, The Highland Council,
UHI North, West & 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.



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.

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 North, West & 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.

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.

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

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: our learning and teaching.

We believe we have made the following progress this session:

This session, we have made strong progress in promoting wellbeing, equality and inclusion across our learning and teaching. Feedback from pupils, parents/carers, staff and partners highlights a consistently positive, inclusive ethos at An Cala.

Almost all pupils report feeling safe, supported and free from bullying. They describe staff as approachable and responsive, with trusted relationships in place. Most feel learning is clearly explained, help is available when needed, and achievements are recognised.

Parents and carers are highly positive, noting a warm, supportive environment and strong communication. They feel confident that young people are cared for, treated fairly and supported to achieve their potential.

Partners and staff also identify care, relationships and teamwork as key strengths. Staff report a nurturing environment, effective communication and strong commitment to wellbeing, alongside high levels of job satisfaction.

Across all groups, young people feel included and treated fairly. A small number of responses highlight areas to develop further, including:

- Communication around progress and next steps
- Increased learner voice in improvement

Overall, An Cala provides a safe, inclusive and nurturing environment where strong relationships support engagement, confidence and a sense of belonging. Continued focus on consistency and participation will support further improvement.

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:

	2025-2026
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

Our Learning and Teaching

Improvement Priority Title

1. Through inclusive and equitable learning and teaching, we ensure every student is seen, heard, and supported to thrive — regardless of their background, identity, or individual needs.

3.1 Ensuring wellbeing, equality and inclusion.

Theme: our learning and teaching.

Progress summary:

Inclusive Practice Development

- Staff have engaged in professional learning around inclusive pedagogy and trauma-informed approaches.
- Differentiated planning and flexible pathways are increasingly embedded in classroom practice.

Student Voice and Agency

- Learners are more involved in shaping their learning through regular feedback, co-created targets, and personalised learning plans.
- Student participation groups have been established to influence decisions around curriculum and wellbeing.

Equity of Access

- Targeted interventions and support plans are in place for students with additional needs.
- Digital tools and assistive technologies are being used to remove barriers to learning.

Collaborative Working

- Stronger partnerships with families, support services, and community organisations are helping to meet individual student needs.
- Staff collaborate regularly to share inclusive strategies and reflect on practice.

Impact Summary:

- **Increased Engagement:** Students report feeling more included, supported, and motivated in their learning.
- **Improved Outcomes:** There is evidence of progress in attainment and wellbeing, particularly among previously disengaged students.
- **Positive Relationships:** Stronger, more trusting relationships between staff and students are contributing to a nurturing learning environment.

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.

- **Staff Confidence:** Staff feel more equipped to meet diverse needs and adapt their teaching approaches.

Evidence:

Inclusive Practice Development

- Staff CPD logs or evaluations from training sessions (e.g. trauma-informed practice, inclusive pedagogy).
- Lesson observations or peer reviews showing differentiated strategies.
- Planning documentation showing adaptations for individual needs.

Student Voice and Agency

- Minutes or feedback from student voice groups or learner councils.
- Examples of co-created learning plans or targets.
- Surveys showing increased student satisfaction or students feeling that they have control over their learning — that their choices, voices, and actions matter in shaping their education).

Equity of Access

- Records of targeted interventions (e.g. literacy/numeracy support, 1-1 sessions).
- Use of assistive technology or alternative formats in lessons.
- Data showing increased participation or attainment among previously underrepresented groups.

Collaborative Working

- Multi-agency meeting minutes and partnership logs.
- Meetings/minutes showing impact of family or community involvement.
- Staff feedback on collaborative planning and professional dialogue.

Impact Evidence

- Increased engagement: attendance data, engagement trackers, learner feedback.
- Improved outcomes: attainment data, progress tracking, ASN review reports.
- Positive relationships: wellbeing surveys, behaviour logs, restorative practice records.
- Staff confidence: staff surveys, reflective journals, professional enquiry outcomes.

Planning ahead:

- Deepen inclusive practice: continue staff training on inclusive and trauma-informed approaches. Share practical strategies and tools across the team.
- Strengthen student voice: continue to involve students in planning and reviewing their learning. Expand opportunities for student-led initiative and feedback.
- Enhance equity of access: audit and improve support for students with additional needs. Use digital tools and flexible pathways to remove barriers.

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.

- Build collaborative capacity: strengthen partnerships with families and external agencies. Continue to facilitate/attend regular multi-agency planning and reviews.
- Monitor and celebrate impact: track progress using simple tools e.g. CfE health & wellbeing planners. Share and celebrate success stories regularly.

Full details of the school's 2026/27 improvement priorities and actions are detailed on the centre improvement plan, which can be accessed on our website or by contacting the An Cala office.

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.