



# STANDARDS AND QUALITY REPORT

## AITHISG INBHEAN IS CÀILEACHD

2024/25



**KINLOCHLEVEN HIGH SCHOOL**  
HIGHLAND COUNCIL | RIVERSIDE ROAD, KINLOCHLEVEN. PH50 4QH.

# School Profile

## Pròfil 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.

Kinlochleven High School is located in a rural setting serving the local community of Kinlochleven, Glencoe, Ballachulish, North Ballachulish and Duror in Lochaber. Kinlochleven High School is part of the wider Kinlochleven 3-18 Campus which also contains a nursery, primary school and the public library in one building. The site is also home to the Leven Centre which provides leisure facilities and hosts UHI North West and Hebrides.

There are approximately 122 pupils in S1-S6.

The campus headteacher has overall leadership responsibility for Kinlochleven Primary School and Kinlochleven High School. The campus headteacher has a small teaching commitment in both establishments. The campus headteacher is supported by a Depute Head Teacher (secondary), a Depute Head Teacher (primary), three curricular principal teachers and a pastoral principal teacher in the secondary department. There is a principal teacher of ASN for the campus. The Depute Head Teacher (secondary) has strategic and operational responsibilities for the high school, while the Depute Head Teacher (primary) has strategic and operational responsibilities for the primary school and is the nursery manager.

More than 49% of pupils use school transport. Of our current pupils, 50% have recognised additional support needs and 6% 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 satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, the majority of children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

We have had no exclusions this year.

## Data relating to our context:

<b>Pupil Numbers</b> <b>122</b>	<b>Attendance</b> <b>85%</b>	<b>Teacher Numbers</b> <b>14.09FTE</b>
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<b>S1</b> <b>16</b>	<b>S2</b> <b>18</b>	<b>S3</b> <b>26</b>	<b>S4</b> <b>26</b>	<b>S5</b> <b>25</b>	<b>S6</b> <b>11</b>
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<b>SIMD Q1</b> <b>0.97%</b>	<b>SIMD Q2</b> <b>2.91%</b>	<b>SIMD Q2</b> <b>42.72%</b>	<b>SIMD Q3</b> <b>19.42%</b>	<b>SIMD Q5</b> <b>33.98%</b>	<b>Unknown</b> <b>0%</b>
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<b>ASN</b> <b>49.51%</b>	<b>FSM</b> <b>6%</b>	<b>EAL</b> <b>2.5%</b>
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### Glossary:

FTE – Full Time Equivalent

SIMD – Scottish Index of Multiple Deprivation

SIMD1 % pupils living in most deprived areas

SIMD5 – % pupils living in least deprived areas

ASN – Additional Support Needs

EAL – percentage of learners whom English is an Additional Language

## 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

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
All	All	All	Almost all

Level 4

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Majority	Majority

## Senior Phase

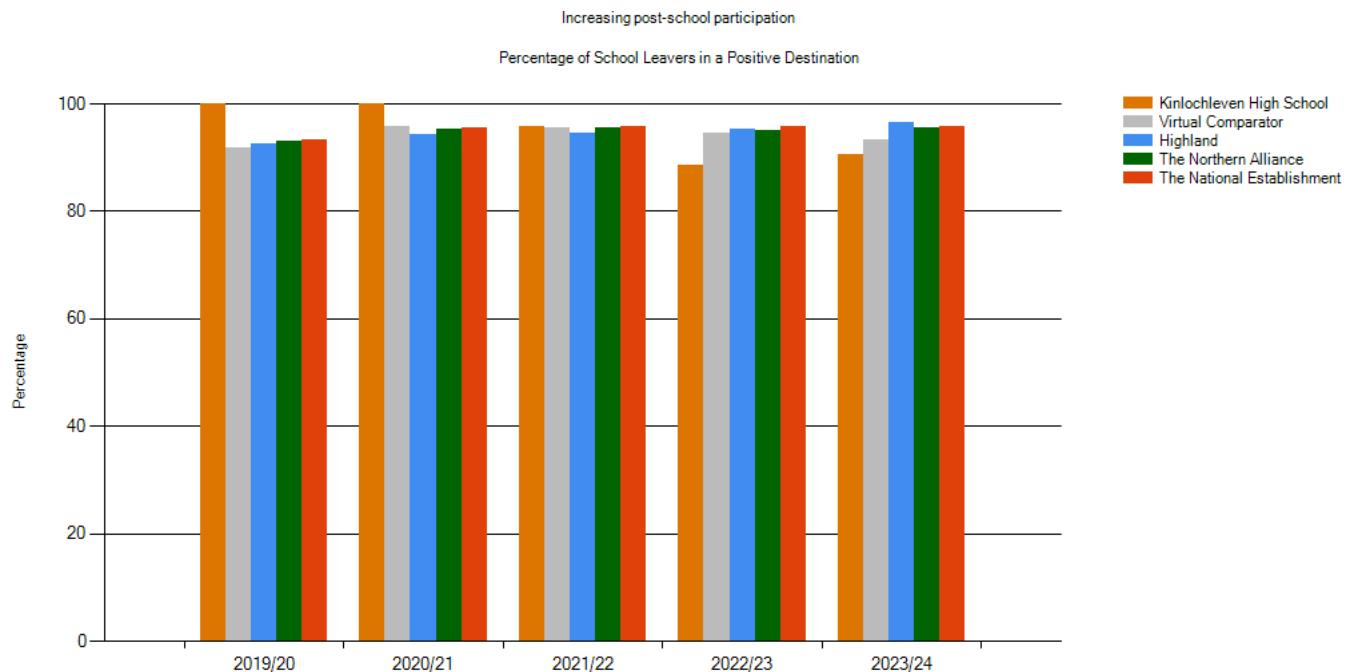
95% of pupils have achieved at least level 4 literacy compared to 86% in the virtual comparator, 76% of pupils leave with level 5 literacy compared to 68% in the virtual comparator. This is the best performance in literacy since 2020.

81% of leavers have achieved at least level 4 numeracy compared to 87% in the virtual comparator. There is less of a gap at level 5, with 62% of pupils achieving a level 5 award in numeracy compared to 63% in the virtual comparator.



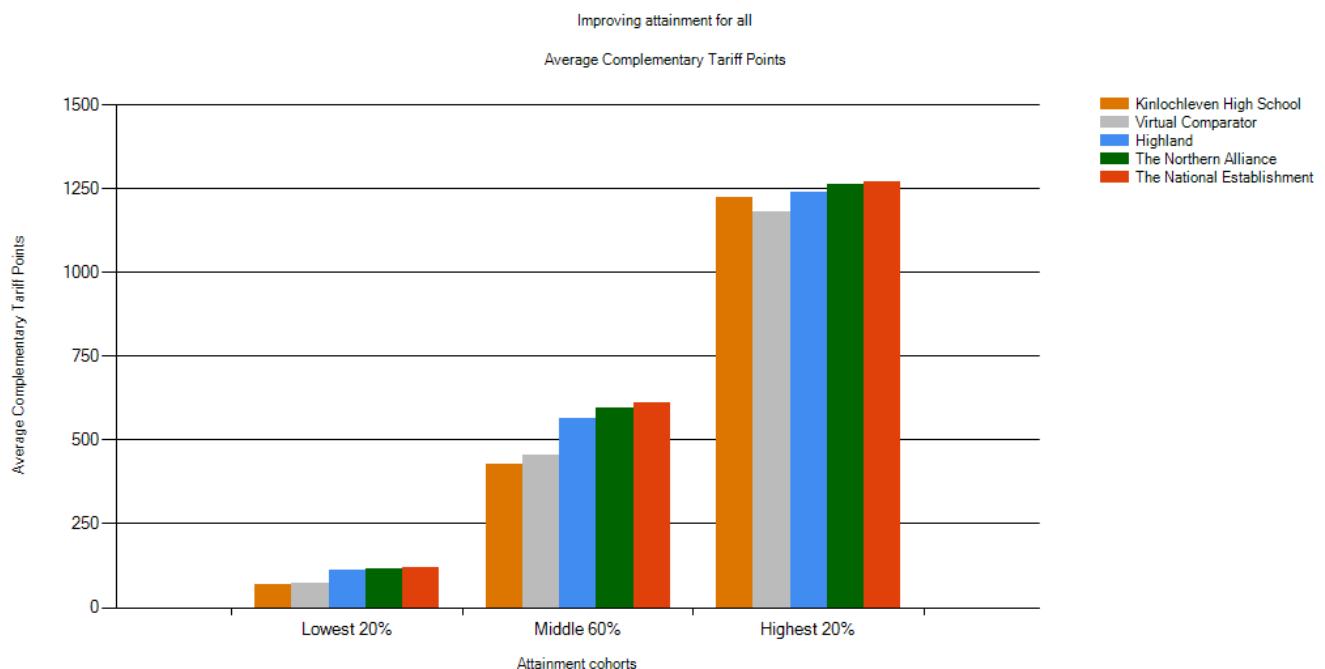
## Senior Phase Leavers

90% of leavers achieved a positive post-school destination. Although this is below the virtual comparator which is 93%, this is an increase on last year's figure of 88%.



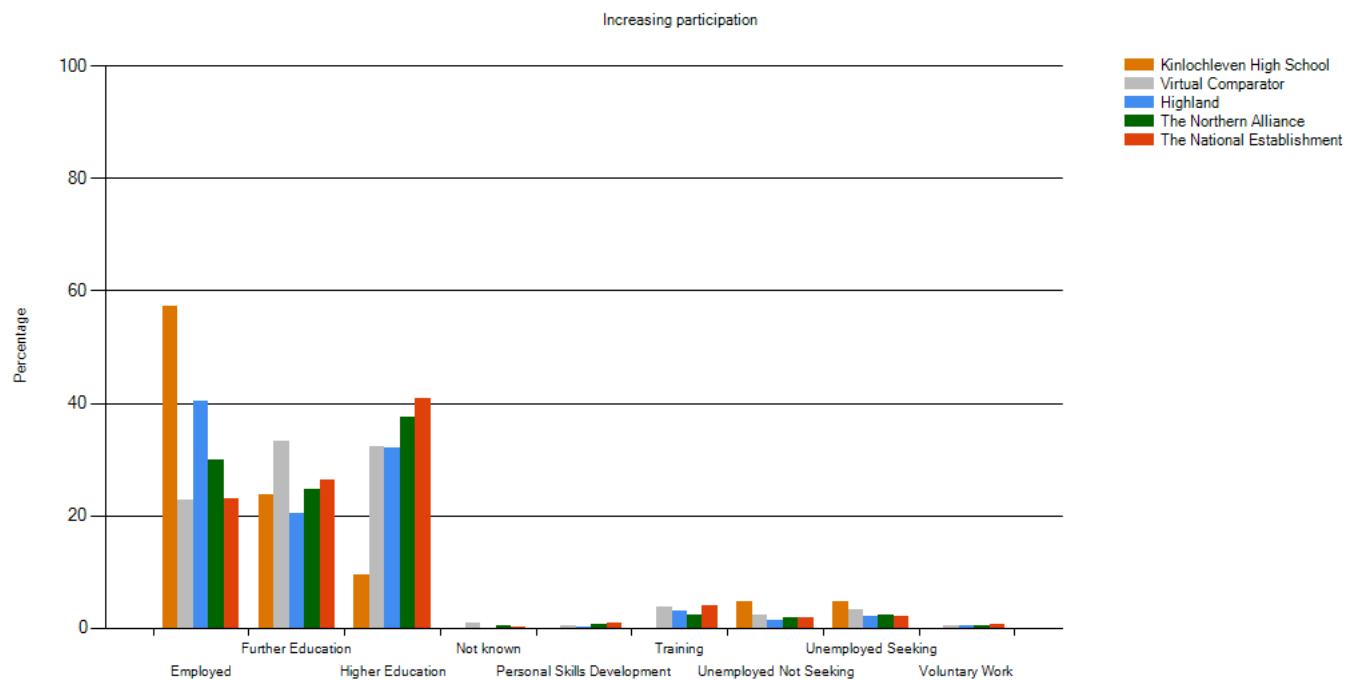
## Cohorts – Attainment for All

The highest attaining 20% of leavers achieve 1222 tariff points compared to 1178 in the virtual comparator. The middle attaining 60% of leavers attain 427 tariff points which is below the virtual comparator at 454. The lowest attaining 20% of leavers attain 68 tariff points compared to 74 in the virtual comparator.



## Destinations of School Leavers

57% of our leavers go into employment, while 24% go into further education and 10% go to higher education.



# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

At Kinlochleven 3-18 Campus we believe that a happy child is a successful child.

We work collectively and creatively with our whole school community to ensure positive and sustained success for every student. We believe that to ensure success for each of our students we need to provide a high-quality education in a safe, respectful and inclusive environment, which builds a foundation for life-long learning.

We encourage everyone on campus to embrace the following values:

**Respect      Aspiration      Resilience      Equity**

As such, we feel that our school motto reflects how all of us view our school.

***“Small school, big ideas”***

Our aims is to produce:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

## 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 - Self-evaluation for school improvement	
Summary of impact	Next steps
<ul style="list-style-type: none"><li>• Quality assurance calendar established with activities and timings. This has allowed the gathering of evidence to support accurate judgments about the school's work. This was validated during the HMIE inspection in November 2024.</li><li>• Learning visits have been established to allow teachers the opportunity to receive feedback on their teaching and reflect on their practice. This has enabled senior leaders to identify whole school priorities for learning, teaching and assessment.</li><li>• We have re-established and re-organised pupil leadership opportunities. In addition to school and house captains in the senior phase, BGE learners have the opportunity to be year group representatives. A pupil council has been established.</li><li>• The school has continued to engage with parent council. Senior leaders attend all meetings. School and house captains also attend to update parents on pupil activities and achievements.</li></ul>	<ul style="list-style-type: none"><li>• Identify staff training needs around activities on the quality assurance calendar</li><li>• Provide additional training to staff on data analysis and interpretation</li><li>• Develop and embed the pupil council structure</li><li>• Increase the gathering of parental views and look for further opportunities to increase parental engagement</li></ul>

<b>School Improvement Plan Priority 2 – Raising attainment in literacy</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<ul style="list-style-type: none"> <li>A number of whole school events, organised by staff and pupils, have promoted a reading culture in the school. This has included Drop Everything and Read sessions, whole school themed displays, treasure hunts. Reading attitude surveys have been conducted before and after events were introduced to measure impact. The number of learners who reported that they enjoy reading very much has increased by 3%</li> <li>The Reading Schools working group has made good progress towards Reading Schools accreditation. An application for this will be submitted in September 2025.</li> <li>A dedicated PSA for literacy interventions has delivered Fresh Start sessions. This has led to the majority of young people attending increasing their reading age and reading rate.</li> <li>Small group and individual interventions for literacy have been carried out by an English teacher. This has led to all young people involved in interventions increasing their CfE levels for literacy in at least 1 organiser.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve Reading Schools accreditation</li> <li>Introduce a Dyslexia Friendly teaching toolkit</li> <li>Have additional training on the Highland Literacy Roadmap</li> </ul>

<b>School Improvement Plan Priority 3 – Ensuring wellbeing, equality and inclusion</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<ul style="list-style-type: none"> <li>The pupil support team have introduced the use of the CIRCLE resource to evaluate learning environments and relationships. This has led to a reduction in the number of behaviour referrals.</li> <li>Key staff have undertaken nurture training.</li> <li>A School Improvement Group on positive relationships has achieved the Rights Respecting Schools Bronze award for the school.</li> <li>The school has used Highland Council's My SHANARRI School survey to identify positive and negative trends in health and wellbeing.</li> <li>We have begun gathering data on wider achievement and participation to identify potential individual or group interventions.</li> <li>In June 2025, we appointed a full-time permanent Children's Services Worker (CSW).</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Boxall profiling to identify needs and interventions around nurture. Plan programme of work for CSW.</li> <li>Work towards Rights Respecting Schools silver award</li> <li>Gather more detail on SHANARRI by having 1-2-1 pupil health and wellbeing conversations</li> <li>Plan interventions based on SHANARRI and wider achievement data. Share this detail at child's plans or other relevant meetings.</li> </ul>

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

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All pupils attending literacy interventions increased their level in at least one organiser from listening and talking, reading and writing. All senior PEF pupils obtained awards at levels 4, 5 or 6 for literacy by the end of S5.

Breakfast For All continues to run every morning, providing a positive start for all pupils who attend.

Late coming and attendance has improved for the majority of PEF pupils this session.

## Wider achievements

### Coileanaidhean nas fharsainge

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We offer a range of wider achievement activities which include opportunities to gain additional awards. Pupils attending the after school Musical Theatre club have gained a Level 6 NPA in Musical Theatre. Additionally in the creative arts, there are lunch time and after school sessions offered in art and music to allow pupils more time to have access to materials and practice spaces. A range of music tutors also visit the school to provide specialist input in brass, woodwind and strings. We have been fortunate to receive funding from Kinlochleven Benefit Fund to provide a guitar tutor for senior music students. Fèisean nan Gàidheal have provided Mòd Academy this year. This has allowed pupils to receive tuition in Gaelic singing and bàrdachd (poetry recital) and enter the local Lochaber Mòd in June, with pupils winning bronze and silver medals. S2 pupils also made a short film and entered the national Gaelic film competition, Film G.

Lochaber Rugby Club has worked with pupils to provide rugby sessions. S1 pupils had the opportunity to travel to Murrayfield. Our girls have been particularly successful, playing in the Lochaber team which won the U16 Challenger series and the U14 Challenger series. The school's girls' team were overall runners up at the Lochaber Secondary Touch Rugby tournament. The school continues to participate in the Smalls School Football tournament with S1 boys reaching the final. This year we took part in a new football event, the Hostel Cup, which was hosted by the School Hostel at Oban High School. Pupils have access to the Leven Centre at lunch times with many pupils playing football, badminton or table tennis as a social activity. The school also works in partnership with Active School and HighLife Highland to run these activities. Active Schools and HighLife Highland also provide many opportunities such as Dance Platform, Youth Clubs and a summer activity programme to engage pupils throughout the year.

The school has developed strong health and wellbeing partnerships with Kooth, Lochaber Women's Aid, Police Scotland and RASASH with these organisations providing workshops on a range of topics such as mental health, relationships, domestic violence, online safety and community safety.

Developing the Young Workforce West Highland and Skills Development Scotland are represented in school 1 day per week. DYW have organised events and speakers involving local employers to broaden knowledge of the local economy and employment opportunities in Lochaber and beyond. They have also supported work experience placements for individuals and organised input from the army for a skills development workshop. DYW also organised and delivered an employability month, in conjunction with the school and local employers, for S4 students in May. SDS continue to support young people in developing career aspirations through individual and group work. Our careers advisor continues to support young people in finding and sustaining a positive destination post school.

Staff continue to engage young people in their local community through a series of planned curricular opportunities in art, music and business studies. All S1 pupils have achieved their John Muir Explorer

award, undertaking environmental projects in the local community with the Kinlochleven Community Trust. S1-3 pupils took part in the Worldwise Geography quiz in Mallaig and S3 pupils participated in the Youth Philanthropy Initiative, with the winning group securing £3000 in funding for Lochaber Women's Aid. S1 pupils also attended Loch Eil Outward Bound centre to engage in personal development and team building activities. S3 pupils travelled to Glasgow to visit the science centre while S6 leavers visited Milan.

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

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Stakeholder views have been gathered through questionnaires, individual discussions, pupil activities and formal meeting structures such as staff meetings and parent council meetings.

Most pupils feel safe at school with a majority stating that they have someone they can talk to in school if they feel upset or worried. Most young people believe the school helps them to understand and respect other people. A majority of young people enjoy learning at school and most know who to ask for support if their work is too hard. Most young people feel they are encouraged to do the best they can.

A minority of young people feel that the school listens to them and takes their views into account. The majority of young people are happy with the quality of teaching in the school some of the time. A minority disagree or strongly disagree that the school deals well with bullying.

Most staff agree that the school is well led and managed. Almost all staff believe that the school has effective strategies to support children and young people with their learning, including those requiring additional support. Almost all staff believe there have been improvements in communication and want to see this further developed to support the school ethos.

Almost all parents are supportive of the school leadership team.

## **Capacity for continuous improvement** **Comas airson leasachadh leantainneach**

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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:

	<b>2024-25</b>
QI 1.3 Leadership of change	Good
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 are confident in our capacity for continuous improvement.

# Key priorities for improvement planning

## Prìomhachasan airson planadh airson leasachadh

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Improvement Priority Title
1. Learning, Teaching and Assessment including Meeting Learners' Needs
2. Raising Attainment and Achievement
3. Partnerships

## Planning ahead

### A' planadh air adhart

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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 [www.kinlochlevencampus.co.uk](http://www.kinlochlevencampus.co.uk) 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%	75% - 90%	50% - 74%	15% - 49%	Less than 15%

Respect Aspiration Resilience Equity

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