



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Kinlochleven 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.

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. We have 5 associated primary schools.

There are currently 102 children and young people on the school roll. The campus headteacher has overall leadership responsibility for Kinlochleven Primary School and Kinlochleven High School. The campus headteacher has a teaching commitment in the high school. The campus headteacher is supported by a Deputy Head Teacher (secondary), a Deputy 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 Deputy Head Teacher (secondary) has strategic and operational responsibilities for the high school, while the Deputy 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, 56% or percentage 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.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Data relating to our context:

Pupil Numbers		Attendance		Teacher Numbers	
102		93%		16FTE	
S1	S2	S3	S4	S5	S6
9	17	20	24	18	14
SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
2%	43%	19%	34%	0%	0.9%
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		
58%	6%	9%			

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

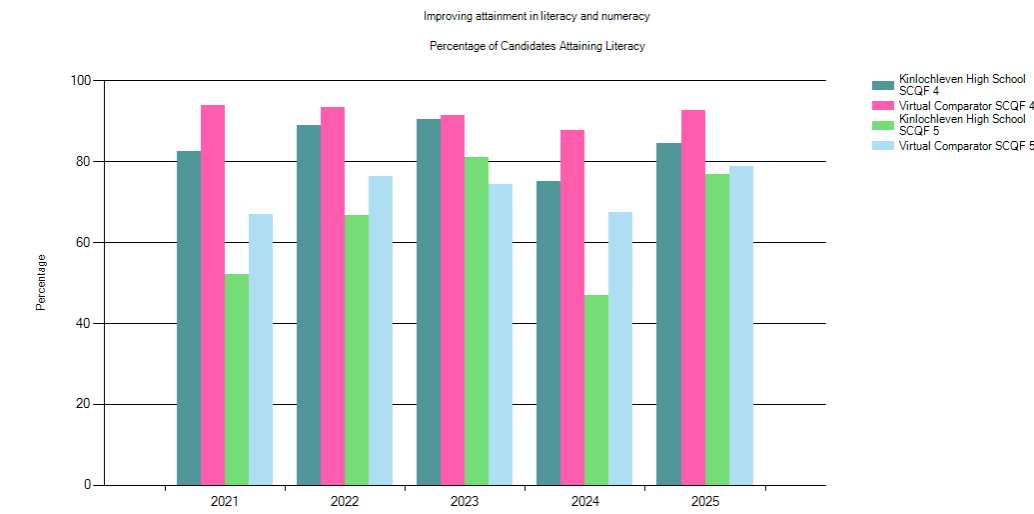
Reading	Writing	Listening and talking	Numeracy
All	All	All	Almost all

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Less than half

Senior Phase

S4 Level 4 and Level 5 Literacy



Overall, the % of pupils attaining level 4 literacy or better in S4 is improving although performance in 2025 remains below the virtual comparator.

The % of pupils attaining level 5 literacy or better in S4 is improving and performance is almost in line with the virtual comparator. Attainment is 30% higher than 2024.

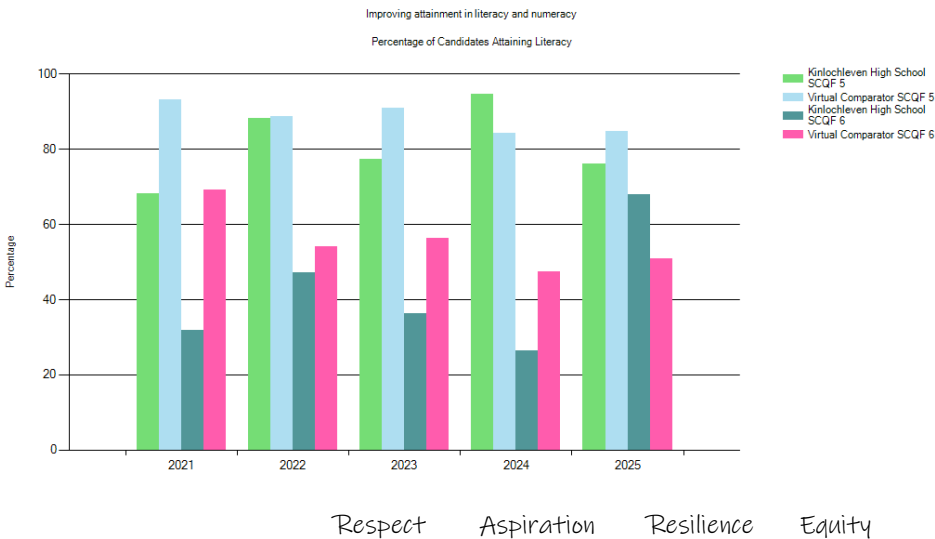
S4 Level 4 and 5 numeracy



The % of pupils attaining level 4 numeracy is improving, with an increase of 15% from 2024. However, performance is still below the virtual comparator.

Level 5 attainment is decreasing slightly and remains significantly below the virtual comparator.

S5 Level 5 and 6 Literacy



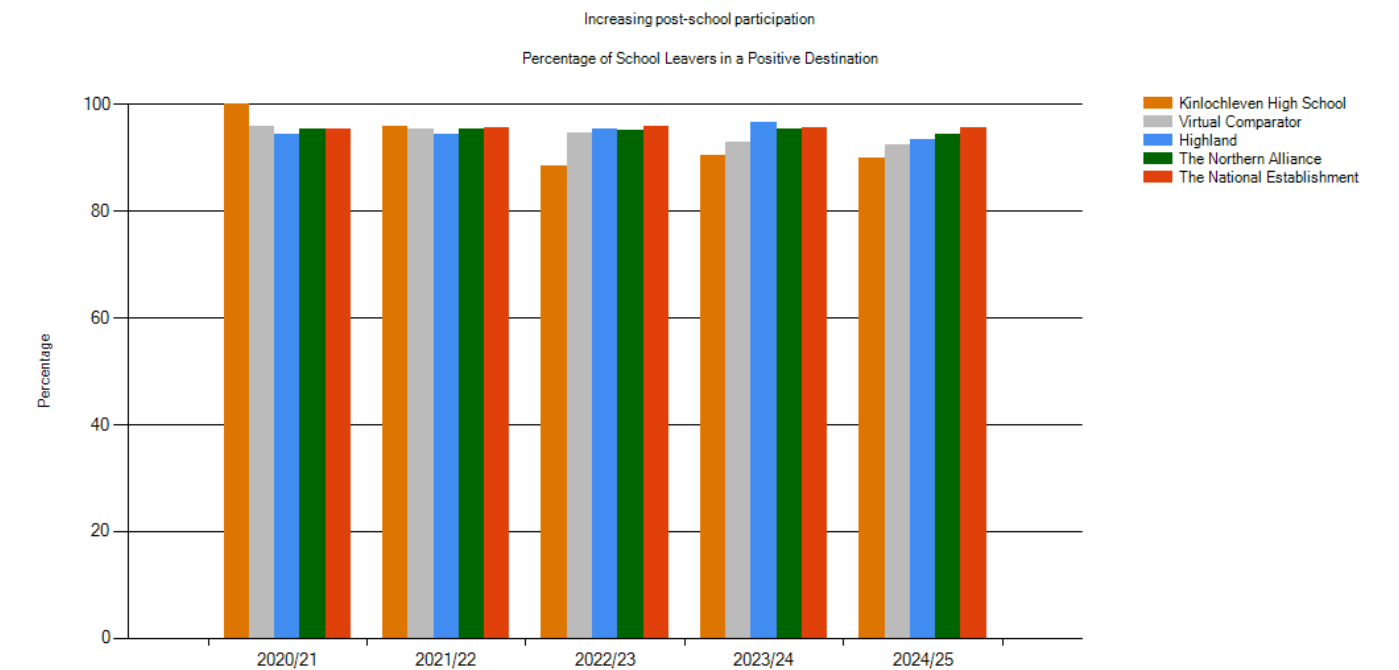
Level 5 literacy attainment in S5 has declined from 2024, but Level 6 attainment has increased and is now 20% above the virtual comparator and 50% higher than 2024.

S5 Level 5 and 6 Numeracy



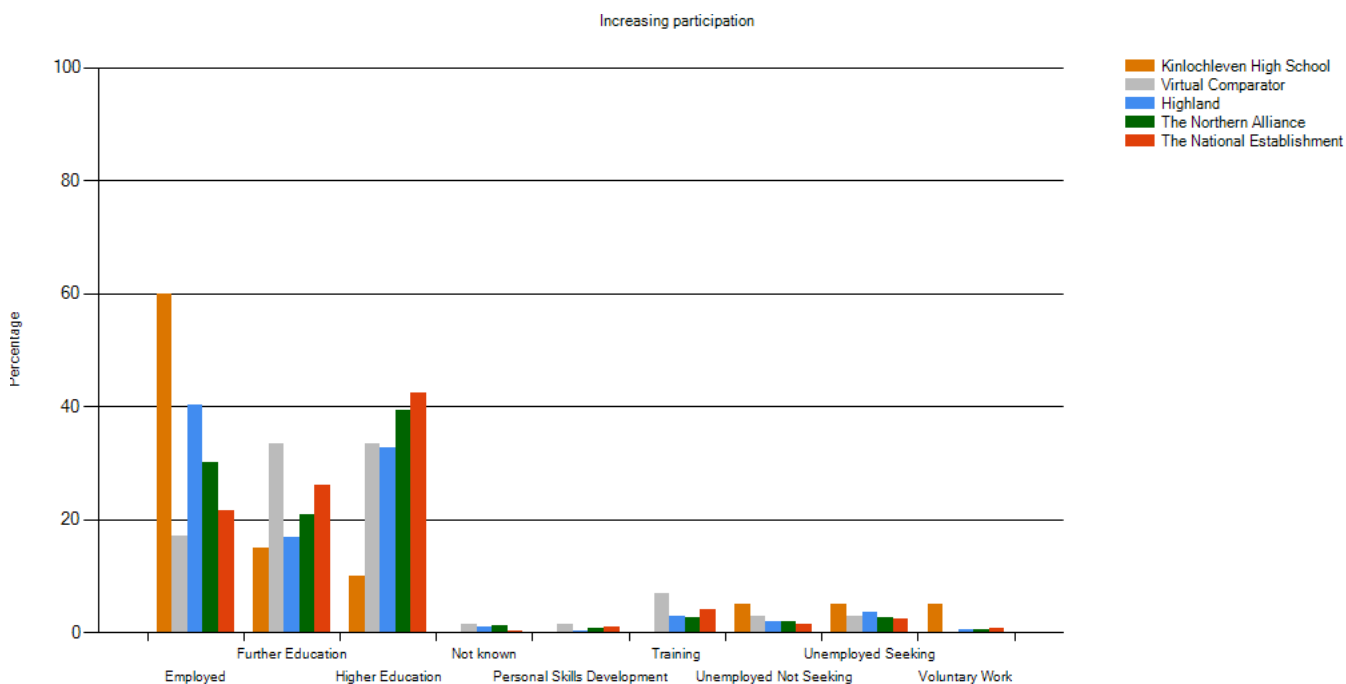
Level 5 numeracy attainment in S5 continues to decline. Level 6 attainment has increased by 7% from 2024.

Senior Phase Leavers



90% of leavers achieved a positive destination.

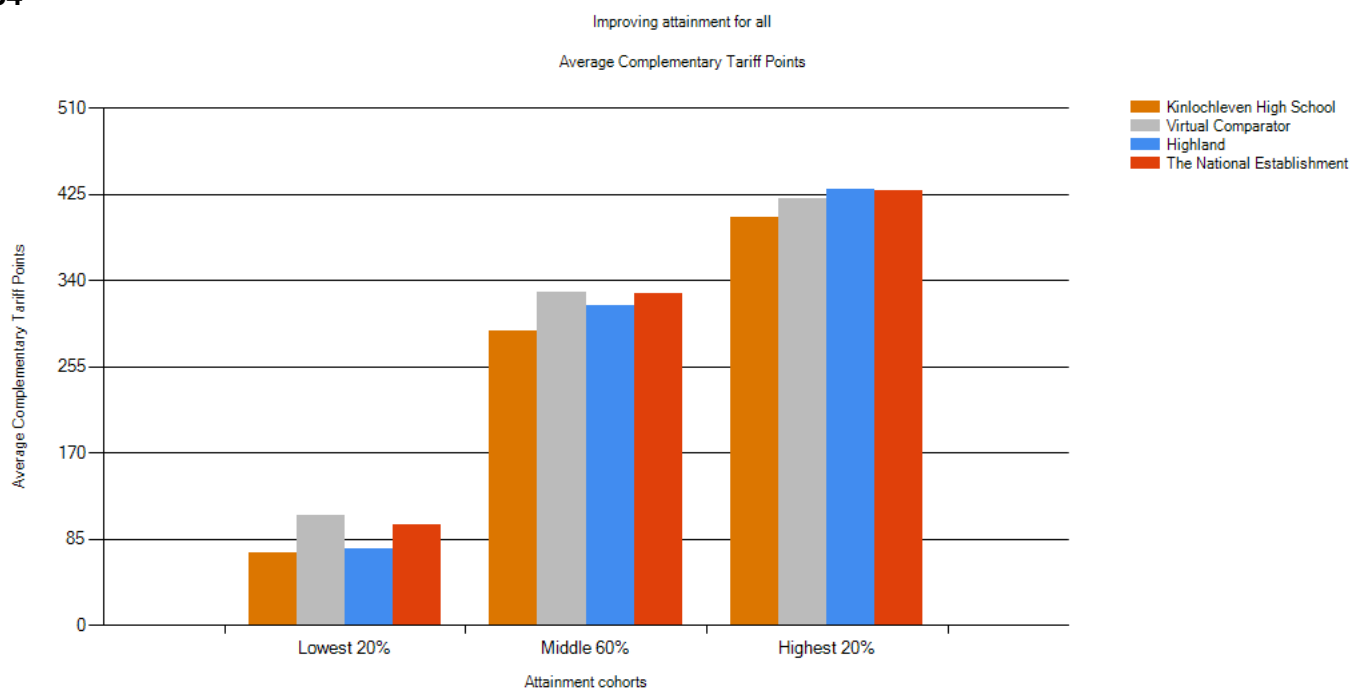
Destinations of School Leavers



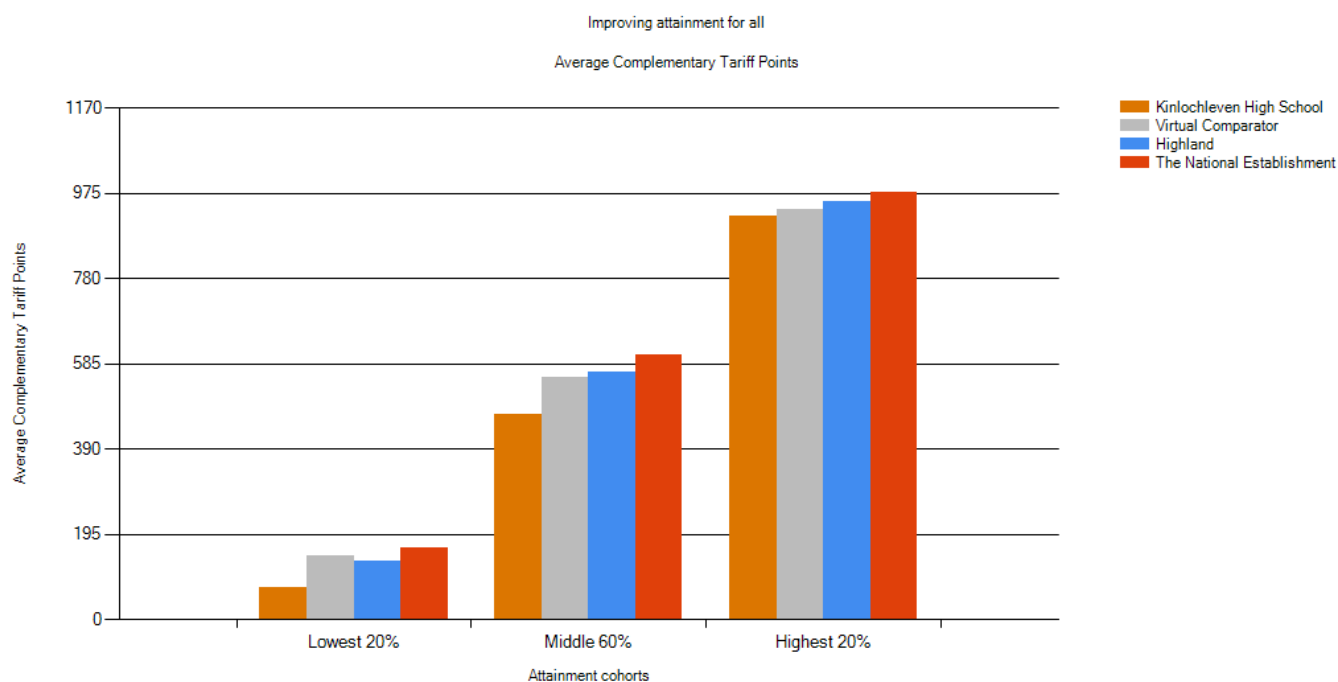
The majority of leavers went to employment.

Cohorts – Attainment for All

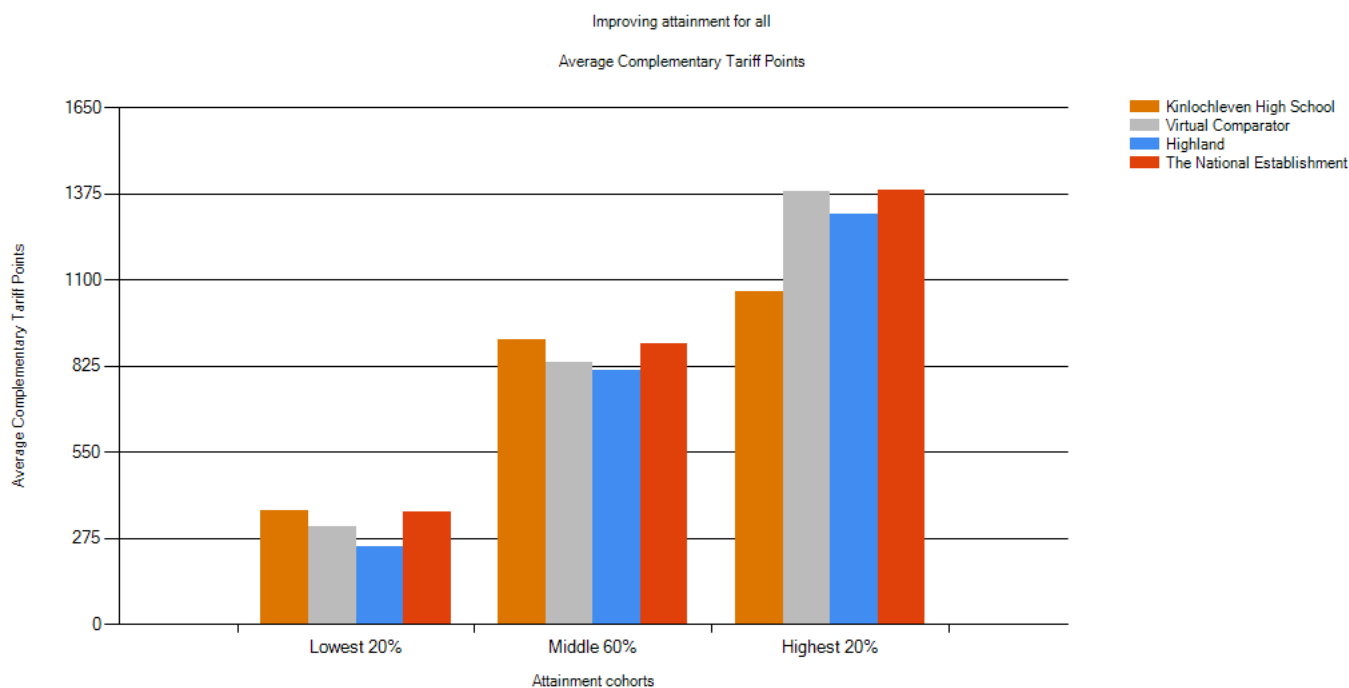
S4



S5



S6



In S6, the lowest 20% and middle 60% of learners outperform our virtual comparator, showing that attainment of our pupils increases by the end of S6. Our highest 20% of learners perform best in S4 and S5, where we are almost in line with the virtual comparator.

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 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: Learning, teaching and assessment	
School Improvement Plan Priority 1	
Summary of progress	Next steps
We have made positive progress with this priority. Almost all young people in S3 have evidenced their learning experiences at either National 3 or National 4 and progress to the next level at the start of S4. All teachers have a shared understanding of our planning guidance and incorporate this when planning learning experiences. Almost all teachers understand and apply our learning and teaching expectations. Almost all teachers have a shared understanding of the whole school assessment strategy and national expectations in their subject. As a result of well-focused professional learning, teachers have an enhanced and shared understanding of effective learning and teaching. All teachers have reviewed how learning is planned across S1-3. All new and early career teachers have undertaken high quality professional learning. In all lessons, there is evidence of an increased understanding of specific additional support needs, with appropriate work set for pupils.	Introduce and embed the CIRCLE framework so all staff use the framework as part of their practice. Ensure that learning and teaching is of a consistently high quality. Investigate and introduce creative activities which include the use of higher order thinking skills during lessons to increase independent learning. Increase and embed use of learning conversations. Ensure all teachers provide written feedback with next steps. Engage with the Curriculum Improvement Cycle.
Impact	
Young people experience better-structured lessons. They are clearer on what they will learn and how they will be successful. Most young people's lessons are based on better planning matched to national standards and expectations. As a result, young people's learning is becoming more progressive and builds more reliably on what they have already learnt. Teachers are improving their skills in ensuring learning is set at the right level of challenge.	

School Priority 2: Raising attainment and achievement	
School Improvement Plan Priority 2	
Summary of progress	Next steps
We have made positive progress with this priority.	Share draft Raising Attainment strategy with

Staff have received training in the use of insight, GL and NSA data. NSA data has been used to moderate ACEL levels in literacy and numeracy. Middle and senior leaders have attended training with an insight advisor and use insight data for attainment meetings and to set appropriate stretch targets for the school. This has improved the accuracy of predictions for attainment. We have created a draft Raising Attainment strategy for the school. Teachers have discussed and identified barriers to attainment and possible solutions to raising attainment which have been used to draft the strategy. Teachers have further provided feedback and input to the policy.	pupils and parents and finalise. Increase use of assessment data to review effectiveness of learning programmes. Gain Reading Schools accreditation. Create and embed a whole-school numeracy strategy.
Impact We have increased the number of tariff points for the lowest 20% and middle 60% of learners in S4, and the top 20% of learners in S5. Young people's attainment in literacy and numeracy in S1-3 improved in 2024/25. All young people in S3 achieved level 3 or better in literacy and almost all young people attained level 3 or better in numeracy in 2024/25. Teachers are developing opportunities for learners to apply their literacy and numeracy skills in other contexts e.g. the school show in December 2025. Earlier and targeted use of literacy and numeracy awards at SCQF levels 3, 4, 5 and 6 are beginning to close the attainment gap.	

School Priority 3: Wider Achievement

School Improvement Plan Priority 3

Summary of progress and impact

We have made positive progress in this area.

We have established a pupil leadership structure including house captains, school captains and year group representatives. Year group representatives have taken part in pupil council meetings

School and house captains have led bi-weekly assemblies which have focused on school values and relevant articles from the United Nations Convention on the Rights of the Child.

We have undertaken the My SHANARRI School survey and analysed the results, looking for deeper reasons behind some of the data. Interventions have been put in place for young people with our Children's Services Worker as a result of this analysis.

We have increased our wider achievement offer, with almost all pupils taking part in at least one wider achievement activity this session. All pupils taking part in wider achievement activities have received positive recognition or accreditation.

We continue to offer the John Muir Award in S1, Youth Philanthropy Award in S3, National Progression Award Level 5 Mental Health and Wellbeing in S5 and Level 5 Volunteering Skills in S6.

A majority of teachers have offered supported study, clubs and achievement activities at lunch time and after school.

A majority of young people took part in the school show in December 2025.

We have introduced the Unifrog system to staff.

Next steps

Develop knowledge and use of the Unifrog system to support tracking of young people's participation and achievement in and out of school.

Use the Unifrog system to support young people in identifying and communicating the benefits and impacts of their achievements across the totality of the curriculum.

Work towards Rights Respecting Schools Silver award.

Continue to engage with My SHANARRI School and analyse data.

Revisit a parental engagement strategy.

Impact

Pupils have greater ownership of the celebration of wider achievement. With support, senior pupils plan whole school assemblies and independently deliver these to the whole school.

Through pupil council, pupils are able to directly influence matters of importance to them. This year, they have undertaken work on increasing the number of activities available and launched a consultation about sports day.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

All pupils can access a healthy breakfast via the campus breakfast for all provision. This is offered in partnership with St. Mary's Church.

All pupils can access materials they need to help address the cost of the school day. This includes personal items, stationery and items of uniform should they be required. Pupils have had input to the items stored in the 'take what you need' trolley.

Staff have worked closely with young people and their families to support attendance. Attendance has improved for this group of young people.

All pupils receiving literacy interventions have increased their literacy levels in all organisers.

Wider achievements

Coileanaidhean nas fharsainghe

Young people have participated in poetry competitions with 3 young people being published in an anthology. This boosted confidence and led to young people entering a prestigious Oxbridge competition. 2 young people have had stories published in the 'Stranger Sagas' anthology and a few young people have attended the Young Scottish Speakers event at Lochaber High School.

Our HE department has developed a partnership with the Crerar Hotels group with the support of Developing the Young Workforce West Highland (DYW). This has provided practical insight to the hospitality industry and supported young people's skills development.

A few pupils have attended a metalworking club in the technical department, giving them opportunity to widen their experience of the technologies curriculum and develop their experience of heating, shaping, forming and assembling metals.

Study support has been offered in a number of subjects. Drama and art clubs have been run at lunch time, with after-school portfolio sessions offered to senior pupils in art. This has contributed to greater engagement and attainment for pupils.

We have re-established the Duke of Edinburgh's Award Scheme.

Young people participated in the STEMovators event in Oban, meeting employers and completing STEM challenges which included presenting to a panel of judges. This widened knowledge of STEM employers and increased confidence with presentation skills.

S1-3 pupils have had weekly rugby lessons with Stevie McAleer from Lochaber Rugby Club. Many young people have played in tournaments, have visited Murrayfield and a few pupils now play for Lochaber Rugby Club. Primary pupils from our ASG and high school pupils have had the opportunity to attend after-school football on a Thursday throughout the year. They have represented the school at the Smalls School Football tournament and the MacRobert Cup in Oban.

In December 2025, most young people participated in the school musical, Sister Act Jr. They had the opportunity to perform or work as: stage managers, graphic designers, choreographers, hair and make-up artists, costume designers, lighting and sound technicians. Many had the opportunity to transfer their new skills by helping with lighting operation during Dance Platform in Fort William, school assemblies and/or lighting and stage management during senior phase performance exams. This has increased independent and team working as well as technical and leadership skills for a wide range of young people.

Drama pupils have travelled to the Highland Cinema in Fort William, Lochaline Village Hall, the Lowry Theatre Manchester and the Traverse Theatre in Edinburgh to watch performances. They have also attended workshops in Film Making with the Royal Conservatoire of Scotland and with Matthew Bourne, a theatre producer. This has widened understanding of the arts in Scotland and beyond, and helped young people make connections with a range of professionals from arts institutions in Scotland and the UK.

Comments from learners, families, stakeholders and staff

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

Most young people feel safe at school and feel they are treated fairly and with respect. A majority say that they enjoy learning and school and most feel their work is challenging enough for them. Most feel that staff help them understand how they are progressing with school work and that the feedback they get helps them to improve. A minority of young people feel they are listened to and that their views are taken into account.

Most parents state that their child enjoys attending the school and almost all state that their child is safe at school. Most state that they receive regular feedback about their child's progress at the right time. Most parents feel they receive advice from the school on how to support learning at home. Almost all parents believe that the school encourage young people to treat others with respect.

Almost all staff feel that it is rewarding to be a member of the school community. Most feel appropriately supported in their role and to undertake professional learning. Most also feel involved in setting priorities for the school and are actively involved in self-evaluation. Almost all believe that children are encouraged to treat others fairly and with respect.

Most partners feel that the school values their contribution and that services are appropriately signposted to potential service users and that their partnership with the school works well. A minority of partners think that the school needs to provide more information about the needs of the young people they are working with.

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	Satisfactory
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

Learning, Teaching and Assessment
Raising attainment and achievement

Respect Aspiration Resilience Equity

Wider achievement and partnerships

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 www.kinlochlevencampus.co.uk or by contacting the school office.