

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2024/25



**Kinlochbervie High School**  
HIGHLAND COUNCIL | MANSE ROAD, KINLOCHBERVIE, IV27 4RG

## 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.

Kinlochbervie is located in a rural coastal town serving the local communities of Durness, Scourie and Kinlochbervie in the North West of Scotland. We have 3 associated primary schools and form a campus called North West Sutherland Schools.

There are currently 33 children and young people on the school roll. The headteacher is supported by 1 deputy headteacher, 2 curriculum faculty heads and 1 principal teachers pupil support. Our Deputy Headteacher is responsible for Support for Learning across the campus.

More than 80% of pupils use school transport. Of our current pupils, 70% have recognised additional support needs and 20% 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. We have worked hard over the past two years to increase attainment and 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.

We have had no exclusions this year.

If you have any questions about exclusions, you should contact us directly.



COURAGE - ASPIRATION - RESPECT - EQUALITY

## Date relating to our context:

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Teacher Numbers</b>
33	87.5%	8

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
8	6	6	4	4	5

<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q5</b>	<b>Unknown</b>
			100%		

<b>ASN</b>	<b>FSM</b>	<b>EAL</b>
70%	20%	0%

**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

## 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	All

Level 4

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

## Senior Phase

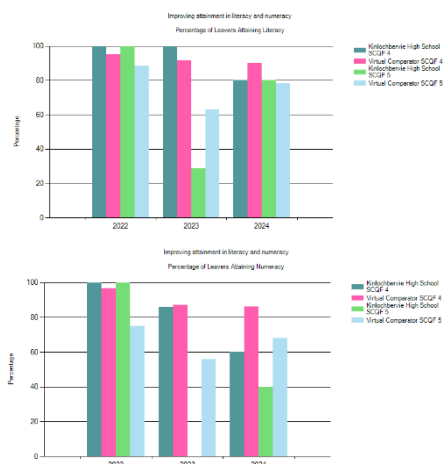
In **Literacy**, we are pleased to report that we are currently performing **above our Virtual Comparator (VC) at SCQF Level 5**. This reflects the sustained focus on reading, writing, and communication skills throughout the BGE and senior phase, supported by targeted interventions and consistent approaches to literacy across the curriculum.

In contrast, our attainment in **Numeracy remains an area of concern**. We are performing **below our VC at SCQF Levels 4 and 5**, and HMIE identified **attainment in Numeracy and Mathematics as extremely poor** during their inspection. We recognise the urgency of addressing this issue and have prioritised it within our School Improvement Plan.

A number of actions are now underway to raise attainment in this area, including:

- Enhanced **support and mentoring** for learners struggling with Numeracy in both the BGE and senior phase
- A focus on **staff collaboration and professional learning** to improve consistency in Numeracy teaching
- Greater use of **data-driven tracking and early intervention**
- Exploring more **contextualised and applied learning approaches** to build confidence and engagement in Mathematics

We are committed to ensuring that ALL learners leave school with secure core skills in both Literacy and Numeracy, and we will continue to monitor progress closely and adapt our approach based on what works.



## Senior Phase Leavers

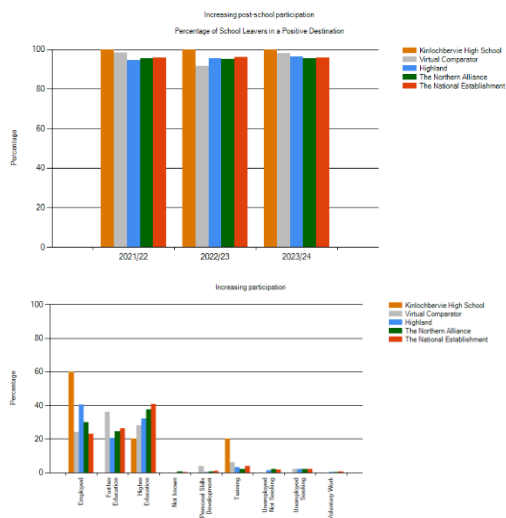
We are proud to report that **100% of our school leavers moved on to positive destinations**, placing Kinlochberrie High School **above the National Average, our Virtual Comparator (VC), and Highland Council** in this key measure.

**ALMOST ALL leavers progressed into employment**, with **FEW entering Higher Education** and **FEW moving into training opportunities**. This reflects the strong employability skills of our learners and the close relationships we maintain with local employers and training providers.

While this is a positive outcome, we recognise that **we must continue to raise educational aspirations**, particularly in relation to progression into **Further and Higher Education**. We are committed to addressing this by:

- Strengthening career education and personal guidance
- Enhancing partnerships with colleges, universities, and Skills Development Scotland
- Broadening senior phase subject choices and pathways that lead directly into tertiary education
- Embedding aspiration and ambition into our curriculum and leadership programmes

We are proud of our young people and their success beyond school, and we remain focused on ensuring they are equipped with the skills, confidence, and ambition to pursue the full range of opportunities available to them.



## Cohorts – Attainment for All

Due to the very small cohort sizes in our senior phase, we are unable to publish detailed attainment data without risking the identification of individual learners. However, through internal tracking and national benchmarking tools, we are able to draw key conclusions to inform our ongoing improvement work.

Our analysis shows that we are currently performing below our Virtual Comparator (VC) across all key attainment measures in the senior phase, including Literacy, Numeracy, and overall SCQF achievement. This performance gap is a significant concern and has been identified as an urgent and ongoing action point in our school improvement journey.

We acknowledge the need for a more consistent and aspirational approach to raising attainment. In response, the school has implemented a number of strategic actions:

- A focus on strengthening learning and teaching, particularly in Literacy and Numeracy, through targeted staff development and classroom-level coaching
- Improved tracking, monitoring, and intervention systems to identify underperformance earlier and respond more effectively
- Increased emphasis on senior phase curriculum planning, including qualifications pathways, progression routes, and learner personalisation
- Closer partnership working with parents, Skills Development Scotland, and wider agencies to support pupil engagement and post-school transitions
- Renewed efforts to raise aspirations among pupils and staff, with a focus on progression to Further and Higher Education, as well as meaningful employment and training

While challenges remain, we are committed to addressing these concerns with urgency, clarity, and collective responsibility. Our improvement priorities are now tightly focused on securing better outcomes for all learners in the senior phase.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

At the heart of our school ethos are the values of CARE – Courage, Aspiration, Respect and Equality. These values were developed in collaboration with our pupils, families, and wider community, ensuring they reflect what matters most to those who make our school a special place.

Today, CARE is more than just an acronym – it is embedded in the fabric of everyday life at our school. From classroom discussions and learning intentions to behaviour expectations and our rewards system, CARE shapes how we learn, how we treat one another, and how we grow together.

‘We Learn with CARE’ is more than a motto – it’s a shared commitment to creating a nurturing, ambitious, and inclusive environment for all.

At Kinlochbervie High School, our vision of "Education at the edge of the world" is more than a poetic phrase – it is a powerful expression of who we are, where we are, and what we aspire to be.

Nestled between rugged mountains and the wild Atlantic sea, our setting inspires resilience, curiosity, and a deep connection to place. This unique landscape reflects the strength, beauty, and challenge of the learning journey our young people embark on. It reminds us that even in remote places, great things happen – that education can thrive at the edge, sparking ambition and shaping confident, compassionate individuals.

Here, every learner matters. Our school community embraces the possibilities of our setting, nurturing global thinkers with local roots. We are proud to offer an education that is both grounded and aspirational – one that values creativity, diversity, and the courage to reach beyond the horizon.

At Kinlochbervie, the mountains meet the sea – and learning meets opportunity.

## 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: Health and Wellbeing	
Summary of impact:	Next steps
A significant foundation has already been laid in promoting health and wellbeing across the campus. However, continued focus in this area is essential to ensure that all pupils are empowered to become more resilient and equipped with the skills needed to manage their own health and wellbeing effectively.	
In the short term, this work is helping us see tangible improvements in learners’ cognitive functioning, greater confidence, and enhanced ability to articulate thoughts and feelings. Longer term, we aim to develop more resilient learners who feel safe, supported, and secure in their school environment, ultimately leading to improved attainment as they progress through school.	
To support this vision, we are implementing a number of key strategies:	
<ul style="list-style-type: none"><li>• <b>Highland Wellbeing Profile:</b> Pupils will begin using this tool to identify and understand their needs, fostering self-awareness and guiding appropriate supports.</li><li>• <b>Pupil Parliament:</b> Expanding representation to include voices from across the campus will ensure more inclusive dialogue and empower pupils to influence change within their school community.</li><li>• <b>Leadership Academy:</b> This initiative will build resilience, confidence, and leadership capabilities in our pupils, equipping them with lifelong skills.</li><li>• <b>Family Engagement:</b> Through life-long learning sessions and shared strategies such as Decider Skills, we aim to build strong partnerships with families to support mental health and reinforce learning at home.</li></ul>	

This ongoing work is integral to creating a nurturing and empowering school environment where every learner can thrive both emotionally and academically.

- ✓ Related to the NIF - Placing the human rights and needs of every child and young person at the centre of education. ALL pupils are understanding their rights and how to enable their rights to happen.
- ✓ Related to the NIF - Improvement in children and young people's health and wellbeing. ALMOST ALL pupils feel they have a positive say in their school and that their school is a safe and welcoming environment.
- ✓ Related to the NIF - the attainment gap between the most and least disadvantaged children and young people. ALL pupils across the school are impacted by the PEF plan and attainment in Literacy and Numeracy has raised for ALMOST ALL pupils.
- ✓ Pupil Parliament continues to develop and grow in strength with ALL pupils involved feeling that their voice is heard.
- ✓ Family engagement continues to be GOOD throughout Secondary engagement.
- ✓ Highland Profile has had little progress and needs to be addressed next year.

- ✓ Develop and embed the Highland Profile across all stages, ensuring that pupil wellbeing is tracked effectively and consistently, with a focus on identifying and addressing the needs of all learners, particularly those at risk of disadvantage.
- ✓ Deepen pupil participation by further empowering the Pupil Parliament to lead and evaluate health and wellbeing initiatives, ensuring their voice directly shapes school decisions and promotes equity and inclusion.
- ✓ Enhance staff capacity to support pupil wellbeing by delivering targeted professional learning on rights-based education and trauma-informed practice, aligned with GIRFEC and NIF priorities.
- ✓ Strengthen strategic family partnerships by building on our positive engagement to co-design wellbeing supports and further promote parent/carer involvement in whole-school wellbeing planning.
- ✓ Implement more systematic evaluation of wellbeing data and pupil/parent feedback to measure impact and guide continuous improvement, particularly in relation to closing the wellbeing-related attainment gap.
- ✓ Ensure a whole-school approach to rights and wellbeing by embedding children's rights more explicitly into learning

	experiences, school culture, and policies, promoting a shared language and understanding across the school community.
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**School Improvement Plan Priority 2: Learning and Teaching**

Summary of impact	Next steps
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**Purpose:**  
 Across our campus—nursery, primary, and high school—we recognise the need to ensure a consistently excellent learning and teaching experience for all learners. While there is already strong practice in place, the variety of approaches currently used highlights the need for greater coherence and shared standards. Our mission is to provide every young person with a high-quality, engaging, and equitable education, regardless of stage or setting. To achieve this, we are focusing on several key areas:

- ✓ **Digital Technology:** We will evaluate and develop our use of digital tools to support learning and teaching, ensuring they are used meaningfully to enhance pupil engagement and achievement.
- ✓ **Data-Informed Practice:** Staff will be supported to build confidence in analysing and using data to better understand individual learners. By using data effectively, we can personalise learning experiences, identify gaps, and plan more responsively to the needs of our pupils.
- ✓ **Feedback:** The quality of feedback is a priority. Across the campus, we are working to ensure feedback is timely, specific, and impactful—supporting pupils to make clear progress, address misconceptions, and understand their next steps in learning.
- ✓ **Pace and Challenge:** We acknowledge the need to provide greater challenge, particularly for our more able learners. The introduction of targeted ‘Booster’ classes in numeracy and literacy will help ensure that all pupils are both supported and stretched to achieve their full potential.
- ✓ **Collegiality and Consistency:** Through strengthened collaboration and moderation across sectors, we aim to build a more cohesive approach to learning and teaching, so that all pupils benefit from shared high standards and expectations.
- ✓ **Raising Aspirations:** We are committed to providing meaningful and challenging opportunities that raise the aspirations of all learners and help them see their potential, both in and beyond school.

By embedding these improvements, we aim to increase engagement in learning, improve attendance, reduce instances of low-level disruption, and ultimately raise attainment across the Broad General Education. The changes are rooted in a shared commitment to excellence and equity for every child across our campus.

<ul style="list-style-type: none"> <li>✓ Learning and Teaching Framework agreed by students and staff</li> <li>✓ Learning and Teaching Policy implemented</li> <li>✓ Enhanced continual professional development in Learning and Teaching (basics of a good lesson).</li> <li>✓ Learning walks to enhance consistency</li> <li>✓ Skills Framework created and launched with ALL pupils given copies to use in classes</li> <li>✓ Pace and Challenge focused on by each teaching staff member</li> <li>✓ ALL pupils given a mentor to support Learning and Teaching understanding.</li> <li>✓ GOOD Progress has been made by ALMOST ALL staff in this area.</li> </ul>	<p>To continue improving the quality of learning and teaching across the campus and support attainment for all, we will:</p> <ul style="list-style-type: none"> <li>✓ <b>Strengthen consistency in pedagogy</b> by continuing to support staff leadership and collaboration in planning, moderation, and delivery of high-quality learning experiences across all stages, with a focus on pace, challenge, and progression.</li> <li>✓ <b>Enhance our use of assessment and data</b> to further inform planning and teaching, ensuring interventions are timely, targeted, and evidence-based—particularly for</li> </ul>
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	<p>closing the attainment gap in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>✓ <b>Expand digital learning approaches</b>, building staff confidence and capacity to integrate digital tools in a way that enhances learning, increases pupil independence, and supports varied learning styles.</li> <li>✓ <b>Embed effective feedback practices</b> across the campus so all pupils receive regular, meaningful, and developmental feedback that supports them in taking ownership of their learning journey.</li> <li>✓ <b>Develop pupil leadership in learning</b> by increasing opportunities for learners to influence and reflect on their learning, including through self and peer assessment, learning conversations, and pupil voice forums.</li> <li>✓ <b>Build on shared learning experiences</b> across the campus to promote equity, inclusion, and a sense of community, while aligning curricular content and expectations to ensure continuity and progression.</li> </ul> <p>These actions will further our commitment to delivering consistently high-quality learning and teaching, ensuring every child achieves their full potential, regardless of background or circumstance.</p>
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<b>School Improvement Plan Priority 3: Attainment</b>	
Summary of impact	Next steps
<p>Raising attainment has been a central priority for Kinlochbervie High School over the past two years. Following an HMIE inspection which evaluated attainment as unsatisfactory, we undertook a critical and honest evaluation of our approaches to learning, teaching, assessment, and curriculum planning. This led to a renewed and school-wide commitment to improving outcomes for all young people.</p> <p>We identified several key areas for development, including:</p> <ul style="list-style-type: none"> <li>✓ Broadening and diversifying the senior phase curriculum, ensuring a wider and more flexible range of courses and pathways that reflect the interests, needs, and ambitions of our learners.</li> </ul>	

- ✓ Improving the coherence and structure of qualifications, allowing for clearer progression routes, earlier planning, and better tracking of pupil performance.
- ✓ Raising expectations and aspirations across the whole school community – encouraging pupils to aim higher and supporting staff to challenge learners through more rigorous target-setting and feedback.

A significant element of our improvement journey has been investing in staff development. We recognised that to raise attainment effectively, staff needed to feel confident, well-supported, and empowered in their roles. To support this, we have:

- ✓ Delivered targeted professional learning focused on assessment, moderation, and using data to inform learning and teaching.
- ✓ Introduced faculty-based and cross-school collaboration to share good practice and build collective efficacy.
- ✓ Developed a more robust tracking and monitoring system, supported by staff training, to better identify underachievement and intervene earlier.
- ✓ Increased leadership opportunities for staff at all levels, helping to foster a culture of shared responsibility for attainment.

We are beginning to see the impact of these changes in greater staff confidence, improved learner engagement, and more meaningful use of data to support progress. Although we recognise that this is an area still requiring significant improvement, our direction of travel is now clear and underpinned by a stronger foundation of professional learning and collective ambition.

- ✓ Numeracy and Literacy levels have increased
- ✓ Change of strategy regarding Maths with a new teacher in post.
- ✓ BGE assessments are more robust and varied
- ✓ Staff are using data more to support estimates, interventions and support for pupils.
- ✓ Pupils are being offered a variety of different courses more suited to their interests and therefore students are engaging and attaining better
- ✓ SATISFACTORY progress has been made by ALL teachers in this area.

- ✓ Strengthen learning and teaching through high-quality professional development, consistent use of effective pedagogies, and regular peer collaboration.
- ✓ Enhance tracking and monitoring systems to identify gaps earlier and implement timely, targeted interventions for pupils at risk of underachieving.
- ✓ Raise aspirations and expectations among staff, pupils, and families by promoting a culture of achievement and celebrating academic success.
- ✓ Improve curriculum pathways in the senior phase, ensuring clarity, progression, and greater opportunities for qualifications that lead to Further and Higher Education.

	<ul style="list-style-type: none"> <li>✓ Build strong partnerships with parents and external agencies to support learner engagement, attendance, and attainment both in and beyond the classroom.</li> </ul>
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<b>School Improvement Plan Priority 4: Curriculum</b>	
Summary of impact	Next steps
<p>Following an HMIE evaluation which identified attainment as unsatisfactory and learning and teaching as weak, Kinlochbervie High School undertook a significant and much-needed review of our curriculum. Over the past two years, we have worked collaboratively to refocus our curriculum design, particularly within the Broad General Education (BGE), with the aim of increasing pace, challenge, and coherence across all year groups.</p> <p>A key part of this work has involved deep staff engagement with pedagogy and curriculum planning. Through professional learning and collaborative dialogue, staff have contributed meaningfully to reshaping the curriculum, ensuring that learning and teaching approaches are better aligned with intended outcomes. This has resulted in more purposeful planning, clearer progression, and more consistent expectations across departments.</p> <p>Project-Based Learning (PBL) has been identified as a core ambition for our BGE. HMIE recognised the strength of this approach in their visit, noting its potential to foster interdisciplinary learning, creativity, and relevance. However, the impact of PBL has been limited by inconsistencies in learning and teaching, prompting us to take a step back and prioritise revisiting the fundamentals of high-quality pedagogy. While PBL remains central to our long-term vision, we are clear that effective, consistent learning and teaching must underpin its success. Where PBL is implemented well, it is already making a significant difference to pupil engagement and depth of understanding.</p> <p>We have also worked to ensure our curriculum is more relevant to the local context, drawing on the unique setting of Kinlochbervie – where the mountains meet the sea – to develop a more connected and meaningful learning experience. Local industry, environment, and culture now inform planning in a number of subject areas, and this will continue to evolve.</p> <p>However, we recognise that our PSE (Personal and Social Education) curriculum requires further attention, particularly in making it more relevant and responsive to the lived experiences, wellbeing needs, and voices of our young people. Strengthening this area will be a key priority moving forward.</p> <p>In summary, while there is still considerable work to be done, we now have a clearer, more community-rooted curriculum framework, and staff are increasingly confident in driving forward improvements in both design and delivery</p>	
<ul style="list-style-type: none"> <li>✓ Pupils and Staff becoming more aspirational (more subject choice, more subjects being chosen)</li> <li>✓ All S4 pupils achieving Scottish Studies</li> <li>✓ our 2+2+2 approach is enabling pupils to develop skills in a more supportive and safe environment.</li> <li>✓ We are now in the second year of curriculum reform with more subjects being offered to pupils.</li> <li>✓ ALL S3/S4 pupils are sitting Scottish Studies at SCQF 4 and 5</li> <li>✓ ALL Senior Phase Students are sitting Religion, Beliefs and Values at SCQF 5 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Review and refresh the BGE curriculum to ensure greater pace, challenge, and progression across all subjects, with clear links to skills for learning, life, and work.</li> <li>✓ Strengthen interdisciplinary learning (IDL) (Project Based Learning) through structured opportunities for Project-Based Learning, ensuring relevance, coherence, and learner engagement.</li> <li>✓ Ensure curriculum pathways in the senior phase offer breadth and personalisation,</li> </ul>

	<p>with a clear focus on progression to Further/Higher Education, training, or employment.</p> <ul style="list-style-type: none"> <li>✓ Embed the local context into curriculum design, using the unique geography, culture, and community of Kinlochbervie to create meaningful and authentic learning experiences.</li> <li>✓ Audit and improve the PSE curriculum to ensure it reflects the needs and voices of learners, including mental health, relationships, digital safety, and future planning.</li> </ul>
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<b>School Improvement Plan Priority 5: Leadership</b>	
Summary of impact	Next steps
<p>In our most recent HMIE inspection, <b>Leadership of Change</b> was evaluated as <b>Weak</b>. Inspectors did, however, recognise that the school had begun a <b>serious and credible journey of improvement</b>, with early signs of growing empowerment among both staff and pupils. Over the past two years, we have worked with clear intent to build a stronger leadership culture at all levels of the school.</p> <p>The <b>Head Teacher has led this change with clarity and purpose</b>, communicating a <b>clear set of aims, values, and a shared vision</b> for the school, rooted in our context and the belief that “Education at the edge of the world” can be aspirational, inclusive, and life-changing. This vision has become more deeply embedded across the school community and is now consistently referenced in planning, decision-making, and evaluation.</p> <p>All <b>middle leaders have stepped into their roles with increased confidence</b>, taking on more significant <b>leadership responsibilities</b>. Through regular leadership meetings, coaching conversations, and shared improvement planning, middle leaders now play a much more active role in shaping the strategic direction of the school and leading improvement within their faculties. This shift has had a measurable impact on staff morale, accountability, and professional ownership.</p> <p>Teachers across the school have developed a <b>stronger understanding of their statutory responsibilities</b> and are now more aware of their role as <b>leaders within their own classrooms</b>. Professional learning and collegiate working time have been used effectively to build leadership capacity, with a particular focus on curriculum development, learning and teaching, and tracking and monitoring. Staff now have greater ownership of their practice and are engaging more confidently with self-evaluation.</p> <p>Importantly, <b>pupil leadership has grown significantly</b>, most visibly through the establishment of our <b>Leadership Academy</b>, which provides structured opportunities for young people to develop their leadership skills. This includes roles in peer mentoring, leading assemblies, planning community projects, and contributing to school improvement groups. Pupils now see themselves as active participants in shaping their school and are developing <b>skills that will prepare them for life beyond school</b>.</p> <p>While we fully acknowledge that leadership remains an area requiring continued focus and development, we are proud of the progress made and confident in the direction of travel. We are now working from a much stronger foundation, with leadership more widely distributed and a school culture that increasingly values collaboration, empowerment, and shared responsibility for change.</p>	
<ul style="list-style-type: none"> <li>✓ Pupils are taking on more leadership opportunities across the school; Hospitality, Physical Education, Transition.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Build leadership capacity at all levels by providing targeted CLPL and</li> </ul>

<ul style="list-style-type: none"> <li>✓ Middle leaders are being supported to look at their role and remits across the school and take more of a leadership role.</li> <li>✓ Teachers are becoming leaders in their classrooms with ALL teachers understanding their statutory duties in relationship to their remits.</li> <li>✓ The Leadership Academy offers ALL pupils a chance to develop and enhance their leadership skills whilst developing skills that will support their own school pathway.</li> <li>✓ Senior Leadership Team remits have developed with DHT now taking leadership for ASN across the campus resulting in a more consistent approach to supporting our young people.</li> </ul>	<p>coaching for middle leaders, classroom teachers, and aspiring leaders.</p> <ul style="list-style-type: none"> <li>✓ Develop a consistent and shared understanding of strategic improvement planning, ensuring all staff contribute to and engage with the school's vision, values, and priorities.</li> <li>✓ Strengthen pupil leadership through structured programmes such as the Leadership Academy, with clear roles, responsibilities, and impact tracking.</li> <li>✓ Promote distributed leadership, encouraging staff to lead on key areas such as curriculum development, learning and teaching, and equity.</li> <li>✓ Enhance self-evaluation and improvement planning processes, ensuring they are robust, evidence-informed, and regularly reviewed in collaboration with staff, pupils, and partners.</li> </ul>
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## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

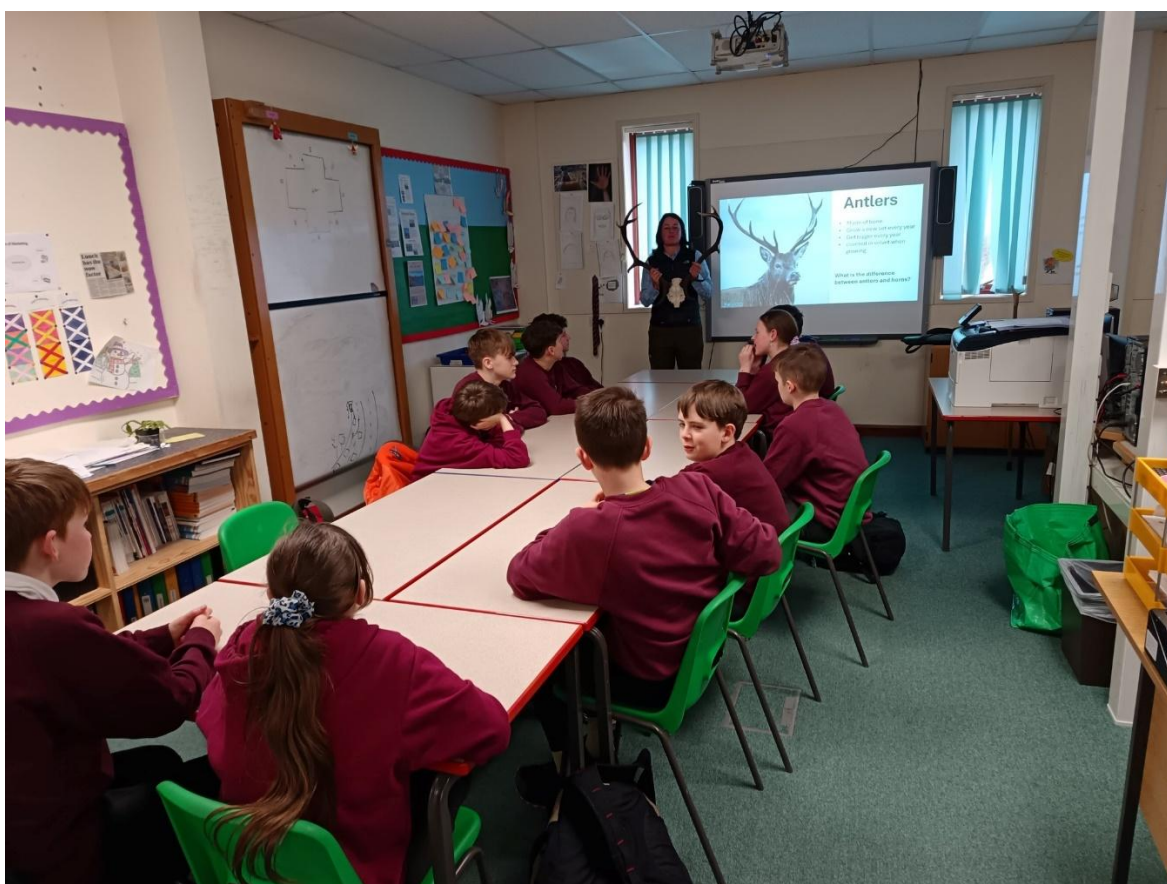
This year, our targeted use of Pupil Equity Funding has had a **significant and measurable impact** on pupils across the school, particularly in the areas of **literacy, attainment, and leadership development**.

Through a **whole-school focus on literacy**, we have provided enhanced support across the BGE to build learners' confidence and core skills. As a result, **ALL pupils have reported increased confidence in their approach to literacy**, and **ALL pupils have attained either Level 3 or Level 4 by the end of the BGE**. This success is underpinned by differentiated support, structured interventions, and literacy-rich teaching strategies embedded across departments.

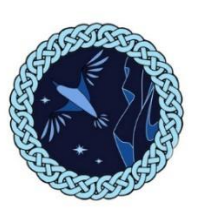
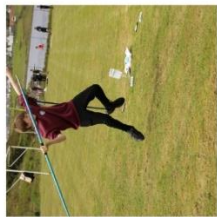
We have also seen a **rise in overall attainment**, due in large part to a **more robust and relational approach to engaging families in the learning journey**. Stronger partnerships with parents and carers have enabled earlier identification of barriers to learning, more effective communication, and the co-creation of strategies to support progress at home and in school. This approach reflects our understanding that **attainment is strengthened when families feel included, informed, and empowered** to support their child's learning.

Our **Leadership Academy**, introduced as part of our commitment to equity and learner agency, has provided **ALL pupils across the high school with opportunities to reflect on how they learn and develop their leadership skills**. The Leadership Academy focuses on personal responsibility, goal-setting, and communication – skills that support learning across the curriculum. We are proud to report that **MOST pupils have now taken on active leadership roles within the school**, whether through mentoring, organising pupil voice activities, supporting events, or contributing to whole-school improvement.

Overall, our PEF interventions this year have contributed not only to improved attainment and confidence, but also to a **more inclusive and empowered school culture**. We remain committed to using our funding in a strategic and pupil-centred way that supports **long-term, sustainable change**.



# Wider achievements Coileanaidhean nas fharsainghe



COURAGE - ASPIRATION - RESPECT - EQUALITY

# Comments from learners, families, stakeholders and staff

## Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

"This year I have seen a difference in the teaching in nearly all my subjects. I feel we're being listened to" S4 pupil

"The school go above and beyond to give our children so many different opportunities."

Parent of primary pupil from parent council.

"As a community, we believe in the school and we support them. We want what is best for our children".

Parent of primary pupil from parent council.

"Our CPD training this year during our in service days has helped me focus my learning and teaching. It's important that we have this time to refocus our work".

Teacher

"The school gives us opportunities to go on so many trips. We have more opportunities than some of the big schools"

S2 pupil.

"The options this year have been interesting. I chose Theatre Design and was able to look at stage make-up, set design and puppetry. It made me look at the careers available"

S3 pupil



## 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: This has been evaluated against our recent HMiE inspection report from March 2025.

	2024-2025
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Weak
QI 3.2 Raising attainment and Achievement	Weak

**Our overall evaluation of our capacity for continuous improvement is:**

**We are confident in our capacity for continuous improvement.**

We were inspected by HMiE in 2024 and this gave us the ground plan to start work on an improvement journey (that had already began). The journey is much needed and we have worked hard to achieve consistency in Learning and Teaching as well as developing skills across the whole school in Leadership. QI 3.1 and QI 3.2. still require improvement and this will be ongoing.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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As part of our ongoing **three-year cycle of improvement**, our key focus areas for the upcoming session will be:

1. **Leadership** – Developing leadership at all levels to drive sustainable change.
2. **Attainment** – Raising attainment for all learners, with a focus on equity and early intervention.
3. **Learning and Teaching** – Embedding consistent, high-quality pedagogy across the school.
4. **Curriculum** – Continuing to refine and adapt our curriculum to meet the needs of all learners.
5. **Health and Wellbeing** – Prioritising the wellbeing of our young people and staff as a foundation for learning.

These priorities will guide our improvement planning, ensuring we provide a high-quality, inclusive learning experience for every pupil.

## 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 <https://www.nws-schools.com/> or by contacting the school office.

In this report the following words are used to describe the numbers and proportions used:

<b>All</b>	<b>Almost all</b>	<b>Most</b>	<b>Majority</b>	<b>Less than half</b>	<b>Few</b>
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

**Self-evaluation summary for school improvement - Core Qis – For professional dialogue – remove from parental versions**

<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
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**QI 1.3 Leadership of change**

<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
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<p><b>Theme 1: Develop a shared vision, values and aims</b> School vision, values and aims were recently created by the school community and now being embedded across the school.</p>	<p>Publicly seen across the school, discussed in classes, used in LI &amp; SC, assembly focus and tutor time focus.</p>	<p>Make sure there is consistency across the school by staff using the values as a means to support behaviour and classroom practice.</p>	<p>Satisfactory</p>
<p><b>Theme 2: Strategic Planning for continuous improvement</b> All staff have consistently high expectations of all learners. All staff are committed to change which results in improvements for all learners. All staff are clear on the schools strengths and areas for development based on a range of evidence.</p>	<p>Observations, PRDs, Staff Meetings, Mentoring sessions, learner conversations, CPD events.</p>	<p>Consistency needed across ALL staff members on how we embed this into our everyday practice.</p>	
<p><b>Theme 3: Implementing improvement and change</b> Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities. Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies). All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.</p>	<p>Staff meetings, HMiE Action Plan, Observations, Pupil Voice, Data.</p>	<p>Establish clear, strategic planning processes. Use a range of evidence-informed improvement methodologies. Ensure all staff are actively involved in school improvement. Embed high-quality, career-long professional learning (CLPL). Monitor and evaluate the impact of change.</p>	

**QI 2.3 Learning, teaching and assessment**

<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
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<p><b>Theme 1: Learning and engagement</b> Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work. A Framework has been created and policy implemented to ensure high quality learning and teaching which then reinforces engagement of pupils.</p>	<p>Data, Pupil Voice, Learning Walks, Classroom observations.</p>	<ul style="list-style-type: none"> <li>✓ Strengthen pupil engagement strategies</li> <li>✓ Embed learning and teaching framework</li> <li>✓ Promote wider achievement recognition</li> <li>✓ Link achievements to skills development</li> <li>✓ Monitor impact on learner outcomes.</li> </ul>	<p>Satisfactory</p>
<p><b>Theme 2: Quality of teaching</b> ALL staff using the Learning and Teaching Framework. PBL is being embedded in the BGE to engage pupils. ALL staff using the LI &amp; SC template for consistency.</p>	<p>Pupil Voice, Learning Walks, Classroom Observations, Attainment.</p>	<ul style="list-style-type: none"> <li>✓ Embed Learning and Teaching Framework</li> <li>✓ Consistently apply LI &amp; SC template</li> <li>✓ Develop PBL across all BGE</li> <li>✓ Monitor impact on pupil engagement</li> <li>✓ Share effective practice regularly</li> </ul>	
<p><b>Theme 3: Effective use of assessment</b> Learners receive quality feedback and have an understanding of their progress in learning and what they need to do to improve. Assessment approaches are starting to be matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. A mix of summative and formative assessment is being used across the BGE and Senior Phase.</p>	<p>Pupil Voice, Learning Walks, Classroom Observations, Attainment, Data.</p>	<ul style="list-style-type: none"> <li>✓ Improve quality of learner feedback</li> <li>✓ Strengthen learner progress discussions</li> <li>✓ Match assessment to learner needs</li> <li>✓ Embed formative and summative balance</li> <li>✓ Use assessment to inform teaching</li> </ul>	
<p><b>Theme 4: Planning, Tracking and Monitoring</b> ALL staff are starting to use a body of evidence to support assessment judgements and decisions about next steps. Processes for assessment and reporting are being put in place so that they are manageable and effective in informing improvements in learning and teaching. Learner conversations are becoming more regular. TMR is needing</p>	<p>TMR, Learner Conversations, Parent Partnerships, Attainment.</p>	<ul style="list-style-type: none"> <li>✓ Use evidence to inform assessment</li> <li>✓ Standardise assessment and reporting processes</li> <li>✓ Increase frequency of learner conversations</li> <li>✓ Embed TMR across all staff</li> <li>✓ Use data to guide interventions</li> </ul>	

to be used by ALL staff to make judgements and support intervention.			
<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
<b>Theme 1: Wellbeing</b> Pupils feel they have good relationships with staff. Pupils work outside of school is acknowledged and rewarded. Pupil Reward System has been improved. ALL staff are understanding their role in addressing Health and Wellbeing for all in their remits. PSE curriculum has been updated.	Classroom observations, pupil voice, Wellbeing profile, attainment.	<ul style="list-style-type: none"> <li>✓ Strengthen positive staff-pupil relationships</li> <li>✓ Celebrate achievements beyond school</li> <li>✓ Embed improved reward system</li> <li>✓ Prioritise health and wellbeing responsibility</li> <li>✓ Implement updated PSE curriculum</li> </ul>	Weak
<b>Theme 2: Fulfilment of statutory duties</b> ALL Staff have had in depth training on their statutory duties. ALL staff are looking at differentiation within their classroom for both support and challenge. Positive behaviour policy has been implemented but consistency needed. Staffing using the CIRCLE framework to support learners.	Minutes from meetings, Observations, Attainment, Pupil Voice, Data evidence.	<ul style="list-style-type: none"> <li>✓ Ensure consistency in behaviour policy</li> <li>✓ Embed differentiation for all learners</li> <li>✓ Use CIRCLE framework effectively</li> <li>✓ Apply statutory duties confidently</li> <li>✓ Support and challenge all pupils</li> </ul>	
<b>Theme 3: Inclusion and equality</b> Transition has become more structured and enhanced (for pupils who need it). PSE Curriculum has been updated and reworked to make it connect more with the local community. Child Protection Courses have been created and run for young people. Developed a more formal pastoral and curricular primary-secondary transition programme.	Pupil Voice, Minutes from meetings, Data evidence, observations.	<ul style="list-style-type: none"> <li>✓ Enhance targeted transition support</li> <li>✓ Strengthen community links in PSE</li> <li>✓ Embed child protection education Formalise transition programme delivery</li> <li>✓ Monitor impact of transition changes</li> </ul>	
<b>QI 3.2 Raising attainment and achievement</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>

<p><b>Theme 1: Attainment in Literacy and Numeracy</b>          ACEL Data and SCQF data has shown that attainment for Literacy levels is increasing, as is Numeracy (But at a slower pace). PTs in charge of Literacy and Numeracy have led development sessions for ALL staff on their responsibilities in these areas and how to collect evidence from their subjects. Apps for Maths has been introduced.</p>	<p>Data insight, Minutes from meetings, TMR, Attainment.</p>	<ul style="list-style-type: none"> <li>✓ Accelerate progress in Numeracy</li> <li>✓ Embed literacy across all subjects</li> <li>✓ Strengthen evidence gathering processes</li> <li>✓ Continue staff CLPL in Literacy/Numeracy</li> <li>✓ Monitor impact of Maths apps</li> </ul>	<p>Weak</p>
<p><b>Theme 2: Attainment over time</b>          More options for pupil pathways. More subjects at S4 being taken. ALL pupils in S4 taking Scottish Studies. ALL pupils in S4/5/6 taking Religion, Beliefs and Values. Mentoring introduced to support learners. PTs given more training on developing faculty plans and analysing data to support attainment. TMR used to support pupils with early interventions and support.</p>	<p>Data insight, Minutes from meetings, TMR, Attainment.</p>	<ul style="list-style-type: none"> <li>✓ Expand pupil pathway options</li> <li>✓ Monitor uptake of new subjects</li> <li>✓ Embed core curricular experiences</li> <li>✓ Strengthen mentoring for attainment support</li> <li>✓ Train PTs in data analysis</li> <li>✓ Use TMR for early interventions</li> </ul>	
<p><b>Theme 3: Overall quality of learners' achievement</b>          ALL staff are being more aspirational (one of school values). Parental engagement on how we can work together to support learners achievement. Learner conversations happening more throughout classes. Formative and Summative assessment being used to support learners. Celebrating wider achievement.</p>	<p>Pupil Voice, Minutes from meetings, Data evidence, observations.</p>	<ul style="list-style-type: none"> <li>✓ Promote aspirational school culture</li> <li>✓ Strengthen parental engagement strategies</li> <li>✓ Increase frequency of learner conversations</li> <li>✓ Embed balanced assessment approaches</li> <li>✓ Celebrate and track wider achievement</li> </ul>	
<p><b>Theme 4: Equity for all learners</b>          Teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment and becoming more confident by ALL staff. ALL students now sitting Group Awards or NQ instead of units only. Curriculum reform in year 2 with a wider choice of subjects being offered. ALL staff supporting pupils to attain.</p>	<p>Pupil Voice, Staff confidence, Data, Observations.</p>	<ul style="list-style-type: none"> <li>✓ Strengthen teacher judgement confidence</li> <li>✓ Use assessments to inform attainment</li> <li>✓ Monitor impact of Group Awards</li> <li>✓ Expand subject choice opportunities</li> <li>✓ Support all learners to attain</li> </ul>	

**QI 2.2 Curriculum: theme 3 Learning pathways**

<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
<p>School moved to a 2+2+2 approach to be able to offer more subjects, pathways and support with attainment. School leaders provide clear direction through a manageable and ambitious long-term plan for the ongoing development of the curriculum. Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time. Outdoor learning is a regular, progressive curriculum led experience for all learners.</p>	<p>Minutes, Observations, Learner Conversations, Parental Engagement, Partnerships.</p>	<ul style="list-style-type: none"> <li>✓ <b>Embed and evaluate the 2+2+2 structure</b> to ensure it enhances subject choice, pathways, and attainment for all learners.</li> <li>✓ <b>Strengthen curriculum leadership</b> by regularly reviewing the long-term plan to ensure it remains manageable, ambitious, and responsive to learners' needs.</li> <li>✓ <b>Ensure progression pathways are clear</b> across all four contexts of learning, building knowledge, understanding, and skills over time.</li> <li>✓ <b>Develop consistency in planning for progression</b>, ensuring all staff understand how learning builds from BGE into the senior phase.</li> <li>✓ <b>Enhance outdoor learning provision</b> by ensuring it is planned, progressive, and embedded across the curriculum for all learners.</li> </ul>	<p>Satisfactory</p>
<p><b>QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)</b></p>			
<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
<p>Parental Engagement is developing however remains weak. Parent consultations have moved to a blended approach of being online and in person to support engagement. Work surrounding attendance has improved.</p>	<p>Activities, Minutes, Data.</p>	<ul style="list-style-type: none"> <li>✓ Parental classes to support young people.</li> <li>✓ Development of more consistency in parental engagement.</li> </ul>	<p>Weak</p>

COURAGE - ASPIRATION - RESPECT - EQUALITY