



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Kinlochbervie 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.

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.

Data relating to our context:

Pupil Numbers		Attendance		Teacher Numbers	
28		84.8%		8.65	
S1	S2	S3	S4	S5	S6
3	9	7	8	2	2
SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
		10%	90%		
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%	22.6%	0%			

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	All

Level 4

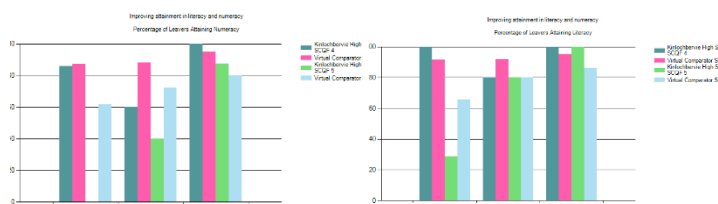
Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	All

Senior Phase

In session 2025/26, attainment in literacy and numeracy is a clear strength for the school. All leavers attained literacy at SCQF Level 4 and Level 5, placing the school above the Virtual Comparator. In numeracy, all leavers attained SCQF Level 4, with most attaining SCQF Level 5, again above the Virtual Comparator.

This represents a strong improving picture from 2024 and provides evidence that approaches to raising attainment are having a positive impact. While small cohort sizes mean percentages must be interpreted

carefully, the data indicates that learners are being well supported to achieve positive outcomes in literacy and numeracy, with attainment now comparing favourably against national benchmarking measures.

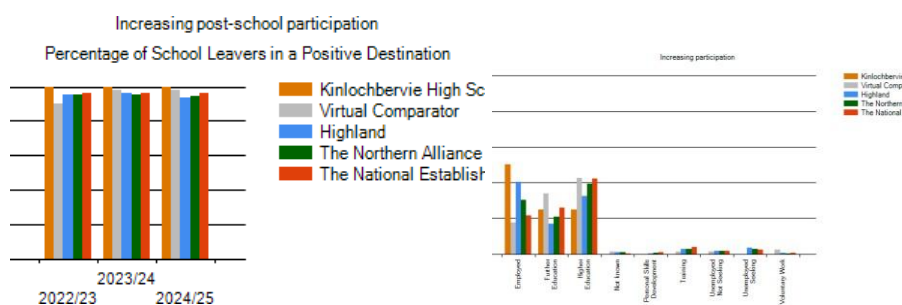


Senior Phase Leavers

In relation to post-school participation, the school continues to demonstrate a strong and sustained performance. The percentage of school leavers entering a positive destination remains high, with performance broadly in line with, or above, comparator measures over time.

This provides evidence that young people are being well supported to move into appropriate next steps beyond school, including further education, training, employment or other positive pathways. The data reflects effective approaches to personal support, curriculum pathways, skills development and transition planning.

While small cohort sizes mean the data should be interpreted with care, positive destinations remain a clear strength and indicate that learners are leaving school with the skills, confidence and support needed to progress successfully beyond Kinlochbervie High School.



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, professional judgement and national benchmarking tools, we are able to draw clear conclusions to inform our ongoing improvement work.

Our most recent analysis shows that we have made significant progress in improving attainment, particularly in Literacy and Numeracy. In 2025/26, leavers' attainment in Literacy and Numeracy shows a much stronger picture than in previous sessions, with performance now comparing more favourably against the Virtual Comparator in key measures. This is an encouraging indication that our approaches to tracking, monitoring, intervention and curriculum planning are beginning to have a positive impact.

We are also seeing a stronger culture of aspiration across the senior phase. Pupils are increasingly being supported to achieve with their next steps in mind, whether that is further education, higher education, training, employment or another positive destination. Attainment is therefore being viewed not simply as the achievement of qualifications, but as part of a wider pathway towards successful, sustained and ambitious post-school outcomes.

This progress has been supported by:

- a sharper focus on improving learning, teaching and assessment across the school
- more effective tracking and monitoring of pupil progress
- earlier identification of learners who require support or challenge
- improved senior phase curriculum planning and qualification pathways

- stronger conversations with young people about attainment, achievement and future aspirations
- continued partnership working with parents, Skills Development Scotland and wider agencies

While the improving attainment picture is positive, we recognise that there is still a long way to go. We need to ensure that progress is sustained over time and that high expectations are consistently embedded across all subjects and stages. Our next steps are to continue strengthening the quality and consistency of learning and teaching, further develop targeted interventions, and ensure that all learners experience appropriate pace, challenge and support.

Overall, the school is now demonstrating a clearer and more aspirational approach to raising attainment. The direction of travel is positive, and there is growing evidence that young people are being better supported to achieve successful outcomes. Our continued improvement work will focus on embedding this progress so that improved attainment becomes consistent, sustainable and evident across the whole 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 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](#).

1. School Priority 1: Learning and teaching (3-18 Campus focus) - year two of a three year cycle	
School Improvement Plan Priority 1	
Summary of progress	Next steps
Overall, we have made clear and positive progress in strengthening learning and teaching across the school. The overall position remains Amber , as there is evidence of improvement, but this is not yet consistent enough across all subjects, stages and classrooms. A wider range of active and participatory approaches is beginning to be used more regularly. This has supported improved pupil engagement, motivation and participation in lessons. Where practice is strongest, learners are working more collaboratively, taking greater ownership of their learning, and showing increased confidence in contributing to class activities and discussions. There is also early evidence that project-based and more practical learning	Embed consistency across all classrooms Continue to use the Learning and Teaching Charter as the shared standard, with SLT and PTs using learning walks, observations and professional dialogue to ensure active learning, pace, challenge, learning intentions and success criteria are consistently evident.

approaches are helping pupils develop independence, resilience and problem-solving skills. However, this now needs to be embedded more consistently so that all learners experience this level of engagement and agency across the curriculum.

Progress has also been made in planning learning with pupils' needs in mind. Staff are increasingly using information about learners to plan appropriate support and challenge, and the Learning and Teaching Charter has provided a clearer shared expectation for classroom practice. Learning walks and observations show that many lessons are now better paced, more purposeful and more focused on meeting individual learner needs. However, differentiation remains variable, and further work is required to ensure all pupils are consistently challenged at the right level to support improved attainment.

There has been improvement in the use of learning intentions, success criteria and learner conversations. Pupils are becoming more aware of the purpose of their learning and, in some areas, are beginning to reflect more meaningfully on their progress and next steps. Where this is done well, learners can explain what they are learning, how they are progressing, and what they need to do to improve. This is not yet fully embedded across all classes, and further work is needed to ensure success criteria are consistently focused on progress rather than task completion.

Attainment meetings with Principal Teachers have supported a stronger focus on progress, pace, interventions and readiness for SQA deadlines. These discussions have helped identify where learners require additional support or challenge. This has contributed to a more focused and aspirational approach to raising attainment, although continued monitoring will be required to ensure interventions have the intended impact.

Our next steps are to ensure that the improvements already made become **consistent, embedded and measurable**. This will require continued monitoring by SLT and Principal Teachers, further use of learning walks and observations, and ongoing professional dialogue around effective classroom practice. The key priority moving forward is to ensure that all learners experience high-quality, active, challenging and reflective learning that supports improved engagement, independence and attainment.

Examples:

More active and practical learning in lessons

We have increased the use of active learning approaches across a number of subject areas. Pupils are now more regularly involved in practical tasks, group activities, discussion-based learning and real-life problem-solving. This has helped pupils become more engaged

Strengthen differentiation and learner support

Ensure all staff use tracking data, ASN information and learner needs to plan tasks that provide the right level of support and challenge, so that all pupils can make progress and attainment continues to improve.

Develop pupil agency and reflection

Build in more regular opportunities for pupils to lead aspects of learning, work collaboratively, reflect on progress, and identify their own next steps through learner conversations, success criteria and project-based approaches.

in lessons and has supported better participation, particularly where learning is linked to meaningful contexts.

For example, in practical subjects and electives, pupils have had opportunities to learn through doing, creating, planning and evaluating. This has supported stronger engagement and has helped pupils see the purpose of their learning more clearly.

Pupils taking more responsibility for their learning

In some classes, pupils are now being given more opportunities to make choices about how they approach tasks, how they present their learning, or how they contribute to class activities. This has supported greater pupil agency and encouraged learners to take more responsibility for their own progress.

Where this is strongest, pupils are beginning to lead parts of learning, contribute ideas, support peers, and take greater ownership of classroom routines and expectations.

Use of the Learning and Teaching Charter

The Learning and Teaching Charter has helped create a clearer shared expectation of what high-quality learning and teaching should look like across the school. Staff are increasingly using this to shape lesson planning, classroom routines and learning experiences.

This has supported more consistent expectations around active learning, pace, challenge, learner conversations, reflection and the use of learning intentions and success criteria.

Better use of information about learners

Staff are increasingly using information about pupils' learning needs, barriers, prior attainment and wellbeing to plan more appropriate learning experiences. This includes making adjustments for pupils who require additional support, as well as considering how to provide greater challenge for pupils who are ready to move further.

This has helped some learners access learning more successfully and has supported a stronger focus on differentiation.

A stronger focus on aspiration and attainment

Attainment meetings with Principal Teachers have helped strengthen the focus on pupil progress, pace and outcomes. These meetings have encouraged staff to consider whether pupils are on

track, what further support is required, and how learners can be supported to achieve the best possible outcome. This has contributed to a more aspirational culture where pupils are encouraged to aim high and where staff are more focused on removing barriers to success.	
Impact Learners are now experiencing more active, purposeful and engaging lessons, with increased opportunities to collaborate, think independently and take ownership of their learning. The Learning and Teaching Charter has created clearer expectations for classroom practice, and learning walks show improvement in pace, engagement, learner conversations and the use of learning intentions and success criteria. Staff are making better use of pupil information, tracking data and attainment discussions to plan support, challenge and interventions. This is helping pupils understand their progress more clearly and encouraging a more aspirational approach to learning and attainment. Impact is evident, but it is not yet consistent across all subjects and classes. The priority now is to embed this practice fully so that all learners experience high-quality, active, challenging and reflective learning every day.	

School Priority 2: Attainment at all levels

School Improvement Plan Priority 2

Summary of progress

We have made clear progress in strengthening attainment across the BGE and Senior Phase, particularly through a sharper focus on literacy, numeracy, tracking, moderation and learner pathways. The overall position remains Amber because systems are now in place and beginning to have impact, but they are not yet fully embedded or consistently used across all subjects and stages.

There is now a stronger whole-school understanding that literacy, numeracy, assessment and attainment are the responsibility of all staff. Tracking and monitoring are improving, attainment discussions are becoming more focused, and learner conversations are helping pupils better understand their progress, next steps and future pathways.

Examples

Whole-school focus on literacy and numeracy

Literacy and numeracy are being reinforced as whole-school priorities, not just the responsibility of English and Maths. Staff are increasingly expected to support key skills across all subject areas.

This is helping pupils see literacy and numeracy as part of all learning and not as isolated skills.

Targeted booster support

Targeted interventions and booster support are being used to address gaps in key literacy and numeracy skills.

This is helping learners build confidence, revisit core skills and improve their readiness for BGE progression and Senior Phase qualifications.

Stronger focus on numeracy and mathematics attainment

There has been a clearer strategic focus on improving outcomes in mathematics, particularly in the Senior Phase.

This includes closer tracking, more targeted support, and a stronger focus on ensuring pupils are entered at the right level with appropriate challenge and support.

Next steps

Embed literacy and numeracy across all subjects

Ensure all staff consistently plan for literacy and numeracy development within their own subject areas, supported by clear expectations, moderation and targeted interventions.

Strengthen tracking, monitoring and intervention

Ensure TMR data is accurate, regularly updated and used by all staff to identify pupils at risk, plan timely interventions and monitor impact.

Improve consistency in assessment and moderation

Finalise and embed the whole-school assessment and moderation policy so staff judgements are reliable, aligned with national benchmarks, and used to support progress across the BGE and Senior Phase.

Raise aspiration through learner conversations and pathways

Ensure all pupils have regular, recorded conversations about progress, qualifications, skills and destinations, with a continued focus on DYW, equity and overcoming rural barriers.

Moderation to support professional judgement Moderation is being used more systematically to support staff confidence in making accurate judgements, particularly in relation to BGE levels and national benchmarks. This is helping improve consistency in teacher judgement and ensuring learners receive more reliable information about their progress. Improved tracking, monitoring and reporting A more robust whole-school approach to tracking and monitoring is being developed. Staff are taking greater responsibility for TMR information and using data to inform discussions about pupil progress. This is helping identify pupils who need intervention earlier and is supporting more informed planning.	
Impact All Learners are beginning to benefit from a more focused and systematic approach to attainment across the school. Literacy, numeracy, tracking, moderation and learner pathways are now more clearly understood as whole-school responsibilities, and staff are using data more effectively to identify progress, barriers and next steps. Pupils are receiving more targeted support, clearer feedback and more aspirational conversations about their learning and future destinations. This is supporting improved confidence, stronger progress and a clearer focus on achievement across the BGE and Senior Phase. Impact is evident, but not yet consistent. The priority now is to fully embed tracking, moderation, interventions and learner conversations so that all pupils experience the support, challenge and ambition needed to achieve their full potential.	

School Priority 3: Curriculum	
School Improvement Plan Priority 3	
Summary of progress and impact	Next steps
We have made positive progress in strengthening curriculum planning across the BGE and Senior Phase. There is now a clearer focus on equity, progression, learner entitlement and pathways. The overall position remains Amber because key developments are underway, but further work is required to ensure curriculum planning, tracking and progression are fully consistent across dual year groups and across all subject areas.	Embed clear progression pathways across dual year groups Ensure all faculties have carefully planned programmes that show progression, avoid repetition and meet the needs of learners at

Learners are beginning to benefit from more carefully planned programmes, improved thinking around BGE entitlement, and a stronger focus on ensuring Senior Phase pathways are ambitious, relevant and linked to positive destinations. Examples Improved planning for dual year groups Staff are increasingly planning programmes that take account of learners working across mixed year groups. This is helping reduce repetition, support progression and ensure pupils are not disadvantaged by being in combined classes. Greater focus on progression There is now a stronger expectation that courses should be planned to build knowledge, skills and confidence over time. This is helping staff consider what learners need to know, understand and be able to do before moving into the next stage. BGE entitlement is being reviewed The BGE is being redeveloped to ensure pupils continue to receive a broad and balanced curriculum through to the end of S3. This supports equity and ensures learners do not narrow their choices too early. Delaying final subject choices Work is underway to ensure pupils make final Senior Phase subject choices at the right time, after they have had appropriate breadth, experience and guidance. This should help learners make better informed and more ambitious choices. Stronger tracking and reporting Tracking and monitoring are being strengthened so that staff, pupils and families have a clearer picture of progress across curricular areas. This is supporting better conversations about strengths, gaps and next steps. Wider range of opportunities The school continues to consider how to offer a curriculum that is relevant and engaging despite small cohort sizes and rural challenges. This includes looking creatively at course options, wider achievement, skills-based learning and links with partners. Curriculum linked to aspiration	different stages within the same class. Finalise the BGE curriculum model Redevelop the BGE to ensure all learners receive their full entitlement through to the end of S3, with final subject choices made at the most appropriate point. Strengthen curriculum tracking and reporting Implement consistent tracking and monitoring across all curricular areas so staff can identify gaps, support progression and inform Senior Phase choices. Review and refine Senior Phase pathways Continue to evaluate course options to ensure they are ambitious, relevant, progressive and linked to learner aspirations, local context and positive destinations
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There is a growing focus on ensuring learners understand how their curriculum choices connect to future pathways, further education, training, employment and personal aspirations.	
Impact	
ALL Learners are beginning to experience a more planned, equitable and progressive curriculum across the BGE and Senior Phase. Curriculum planning is becoming more focused on entitlement, progression, aspiration and positive destinations. Pupils are being better supported to make informed choices, access appropriate pathways and develop the skills and qualifications needed for their next steps. However, this work is not yet fully embedded. The priority now is to ensure consistent planning, tracking and progression across all dual year groups, subjects and stages so that every learner receives their full curriculum entitlement and is supported to achieve an ambitious destination.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding has been used strategically to strengthen our whole-school approach to nurture, positive relationships and equity. Funding has supported staff training in nurture approaches, with the Head Teacher, Depute Head Teacher and ASN Teacher all completing nurture training. This has helped build leadership capacity and ensure there is a shared understanding of how nurture can support learners who experience barriers to engagement, behaviour, attendance and attainment.

Funding has also been used to purchase equipment for the new nurture space. This space is being developed to provide a calm, safe and supportive environment where identified learners can regulate, build trusted relationships with staff, and access targeted support. This directly supports our Positive Behaviour and Relationships Policy by helping staff respond to behaviour through a relational, trauma-informed and needs-led approach.

The development of nurture practice is beginning to support a more consistent understanding that behaviour is communication and that some learners require planned support to be ready to learn. This is helping staff consider the underlying needs behind behaviour and put appropriate strategies in place, rather than relying only on sanctions or reactive responses.

The intended impact is that learners who require additional support will feel safer, more settled and better connected to school. As a result, they will be more able to engage in learning, maintain positive relationships and make progress. Attainment is better across ALL year groups. Over time, this work should support improved attendance, reduced dysregulation, fewer behaviour incidents and stronger attainment outcomes for learners affected by poverty, rural isolation or additional barriers to learning.

Overall, our use of Pupil Equity Funding is supporting a more inclusive and nurturing school culture. Progress has been made through staff training, leadership development and the creation of a dedicated nurture space. The next step is to embed nurture approaches consistently across the school and evaluate the impact on engagement, wellbeing, behaviour and attainment.

Wider achievements

Coileanaidhean nas fharsainghe



August



September



October



November



December



January



February



March



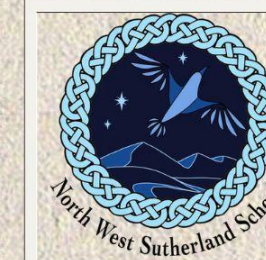
April



May



June



Kinlochbervie

Comments from learners, families, stakeholders and staff

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

"The hospitality meal prepared by the students was absolutely fantastic. It was clear how much effort, skill and pride had gone into every part of the experience. The food was delicious, beautifully presented, and the students were a real credit to the school. A wonderful example of learning in action" Parent

"Pupil Parliament is important because it gives us a real voice in the school. It means pupils can share ideas, raise concerns and help make changes that improve things for everyone. It makes us feel listened to and part of the school community." S3 pupil

"The whole-school Monday training meetings have helped create a shared focus and a clear sense of direction as we work towards inspection. They have given staff time to reflect, collaborate and strengthen our practice together, ensuring we are consistent in our approaches and focused on improving outcomes for our young people." Teacher

"Working with the school has been an important part of our regeneration work. Young people have brought fresh ideas, energy and ambition to the conversation, helping shape a positive future for our community. Their voices matter, and we are proud to work alongside them as we look ahead to 2045." Stakeholder

"It was a pleasure to visit the school and meet such confident, articulate pupils who spoke with real pride about their learning and community. The Head Teacher was extremely welcoming and clearly knows his school, his pupils and the wider community very well." BBC Landward

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.

The school is currently going through the HMIE inspection process and had a successful revisit this academic year where the findings can be found on the HMIE website.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Learning and Teaching
- Attainment
- Health and Wellbeing

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 [North West Sutherland Schools | Kinlochbervie High School](#) or by contacting the school office.