



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

GAIRLOCH 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.

Gairloch High School is located in a rural and coastal setting in the North-West Highlands serving communities from Shildaig and Torridon in the South to Poolewe and Aultbea in North. We have 4 associated primary schools.

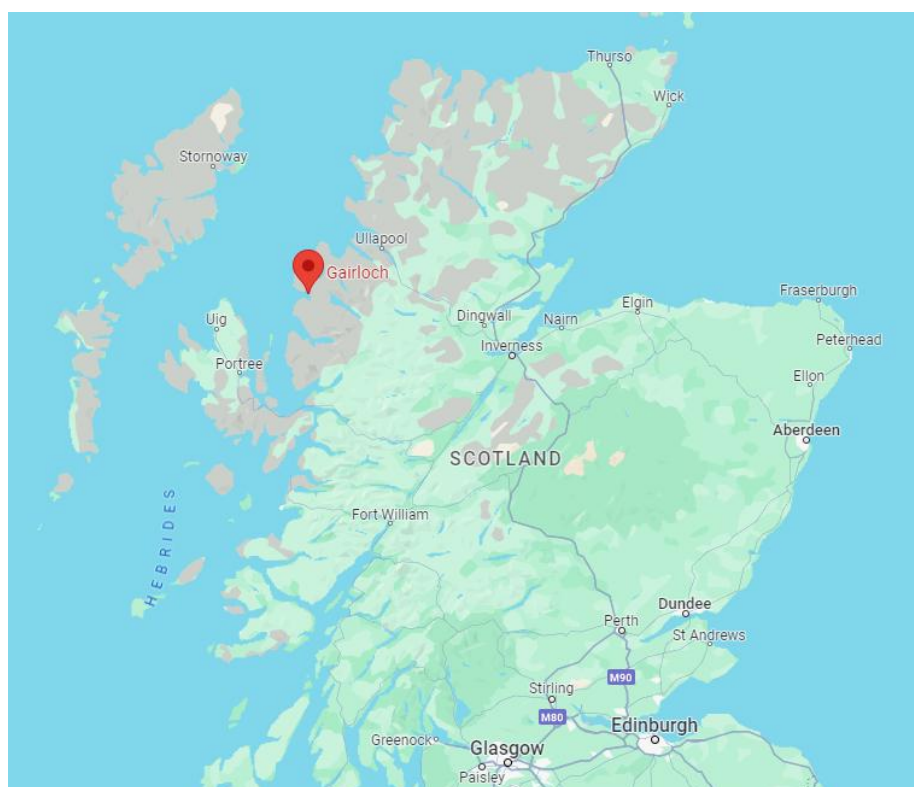
There are currently 99 children and young people on the school roll, increased from 95 at the start of the year. The headteacher is supported by one Depute Headteacher, four curriculum Faculty and Principal Teachers, one Principal Teacher pupil support and one Principal Teacher Support for Learning.

More than 80% of pupils use school transport. Of our current pupils, 40% or percentage have recognised additional support needs and 4% 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 very good. 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.



Respect ~ Kindness ~ Responsibility ~ Ambition

Data relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
95	89.9%	15 FTE

S1	S2	S3	S4	S5	S6
21	20	15	15	17	7

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0-10%	0-10%	60-70%	30-40%	0-10%	0-10%

ASN	FSM	EAL
50-60%	0-10%	0-10%

Glossary:

FTE – Full Time Equivalent

SIMD – Scottish Index of Multiple Deprivation

SIMD1 % pupils living in most deprived areas

SIMD5 – % pupils living in least deprived areas

ASN – Additional Support Needs

EAL – percentage of learners whom English is an Additional Language

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	All

Level 4

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

Gaelic Medium 2024/2025 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3

Level 3

Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

Level 4

Gaelic reading

All

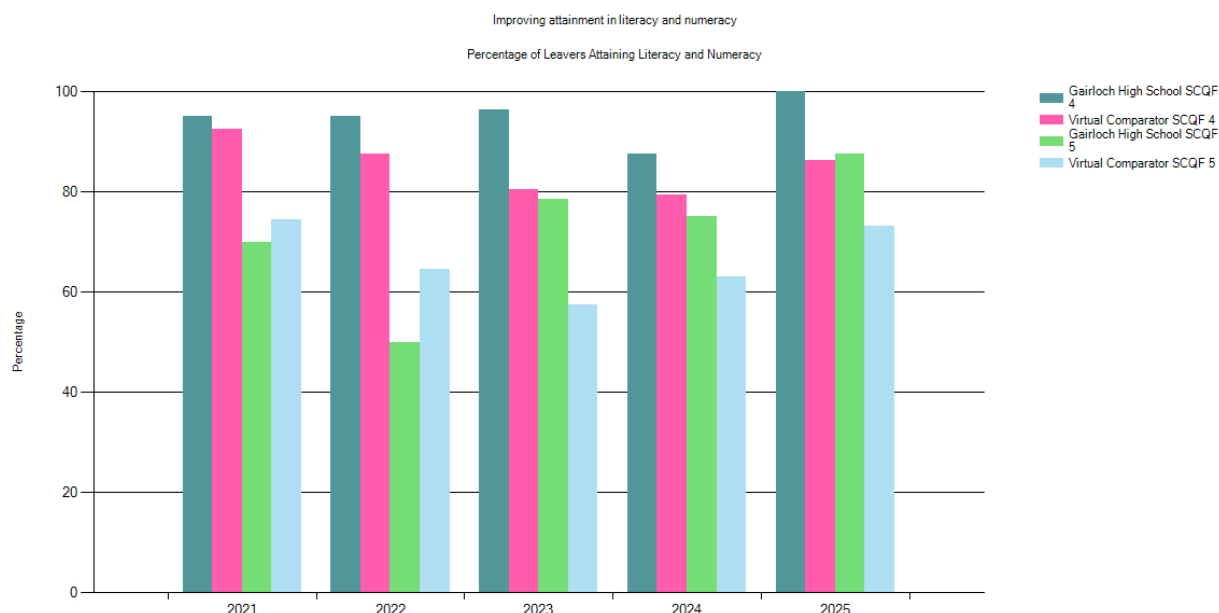
Gaelic writing

All

Gaelic listening
and talking

All

Senior Phase



Performance in both **Literacy and Numeracy** is @ SCQF Level 4, 2025, is **positive**.

Performance in both **Literacy and Numeracy** is @ SCQF Level 5, 2025, is **positive**.

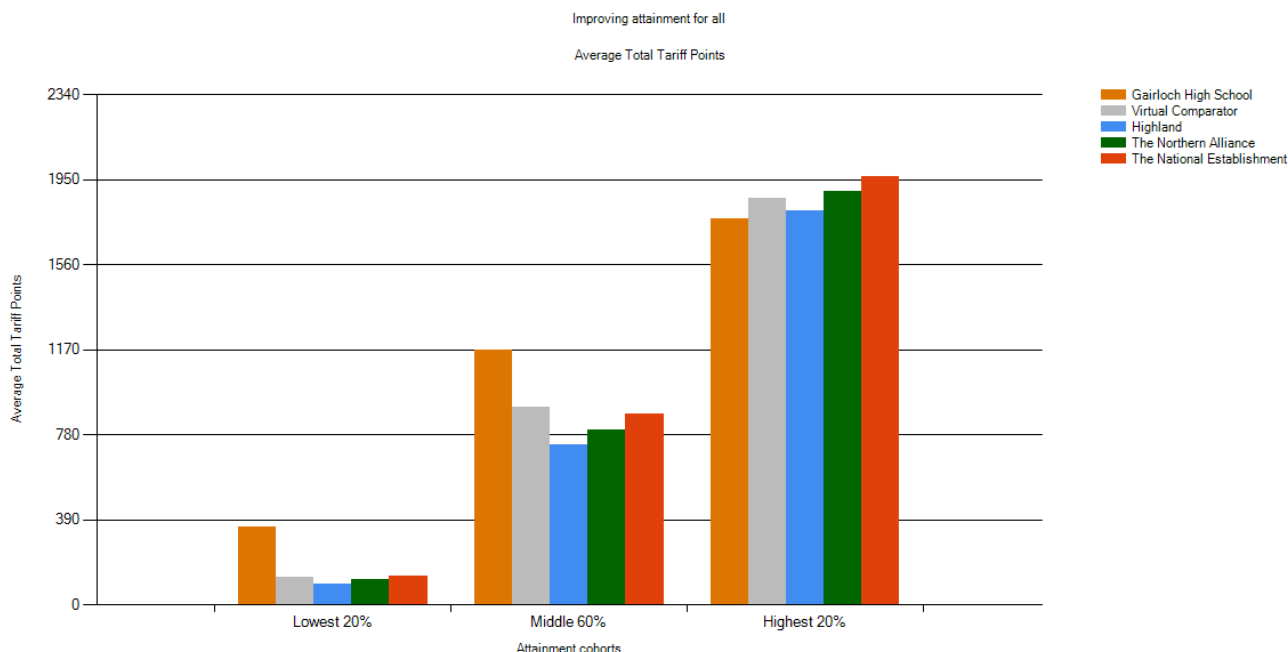
Our Vision

We are a school where everyone belongs, tries their best, and helps each other to succeed.

In Gairloch High School, children's rights are at the heart of everything that we do. The school is one where everyone feels they belong and is supported to achieve their potential. Pupils, staff, parents and carers help each other grow, treat each other with respect and always try our best. We encourage everyone to be creative, open to new ideas, and confident in themselves. We value our history and support local language and culture. Pupils aim high and value learning so they are ready for the future and can make a positive difference in our community and the wider world.

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Senior Phase Leavers



- Tariff points are awarded to all SCQF graded courses in Senior Phase. This data shows that pupil attainment in the year for Gairloch High School continues to be very good. This has been supported by the introduction of new course types such as National Progression Awards (NPAs) and Foundation Apprenticeships.
- Performance in the Lowest 20% is much greater than both Highland, National and Comparator average for 2025 which is positive.
- Performance in the Middle 60% is much greater than both Highland, National and Comparator average for 2025 which is positive.
- Work continues to be ongoing to support our Highest 20% in increasing their attainment through undertaking a range of courses and awards aimed at maximising their time in S6. These courses/awards also aim to support improvement skills and wellbeing development which are key to supporting pupils in taking on opportunities post-school. An important caveat should be noted that numbers are small in our senior year groups, particularly in S6.

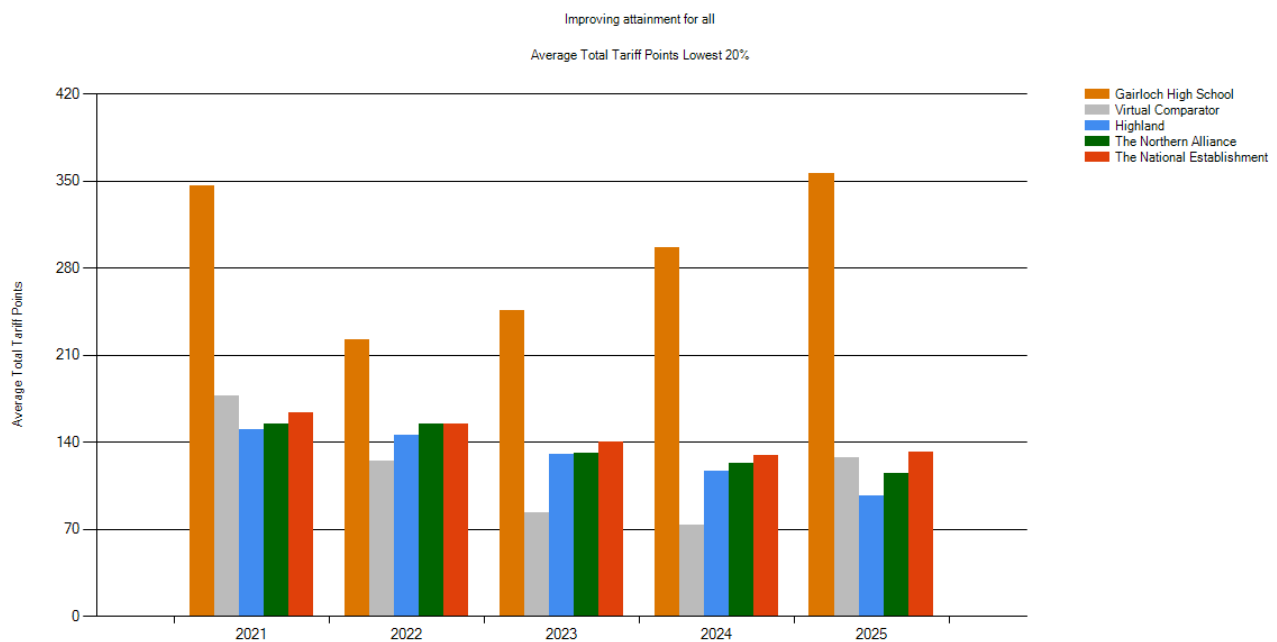
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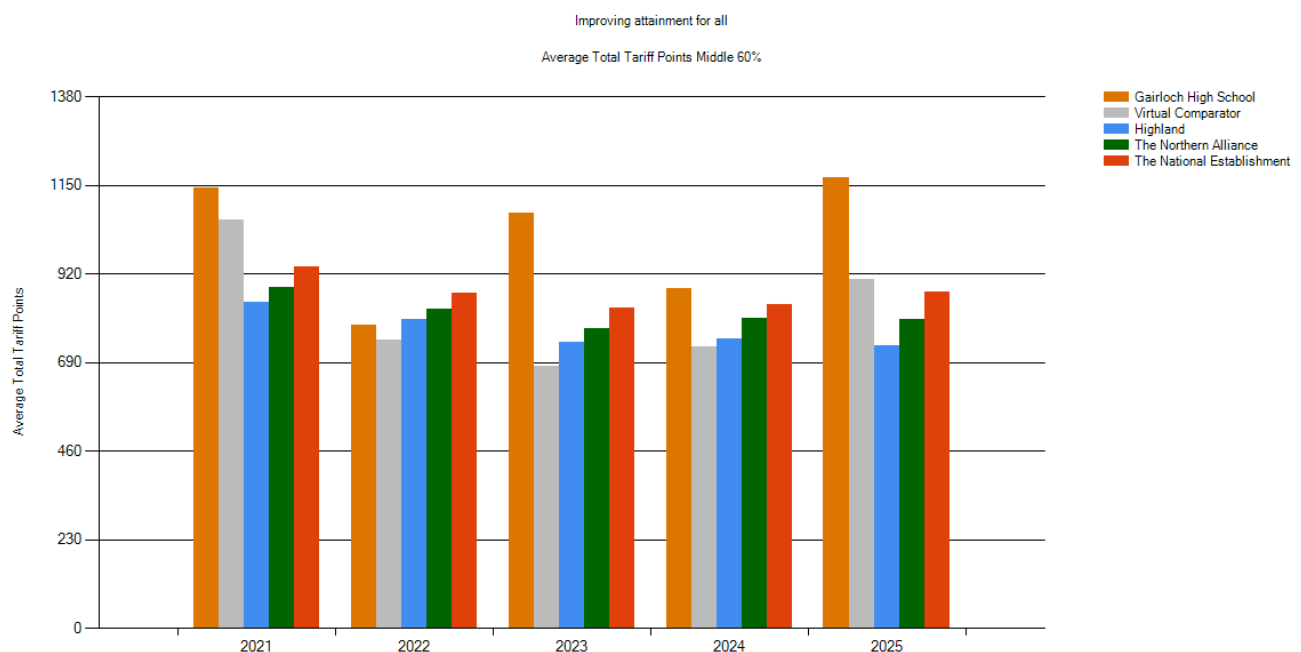
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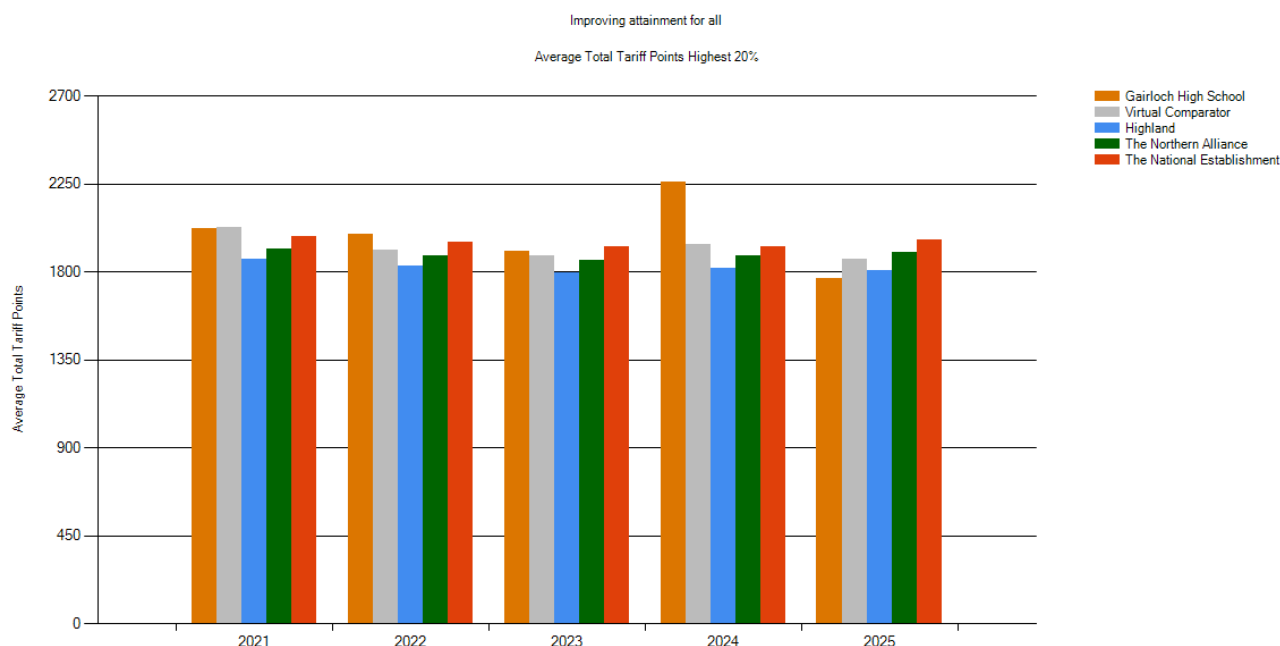
Cohorts – Attainment for All



Performance in the **Lowest 20%** is **much greater** than both Highland, National and Comparator average, consistently over a 5-year period which is **positive**.

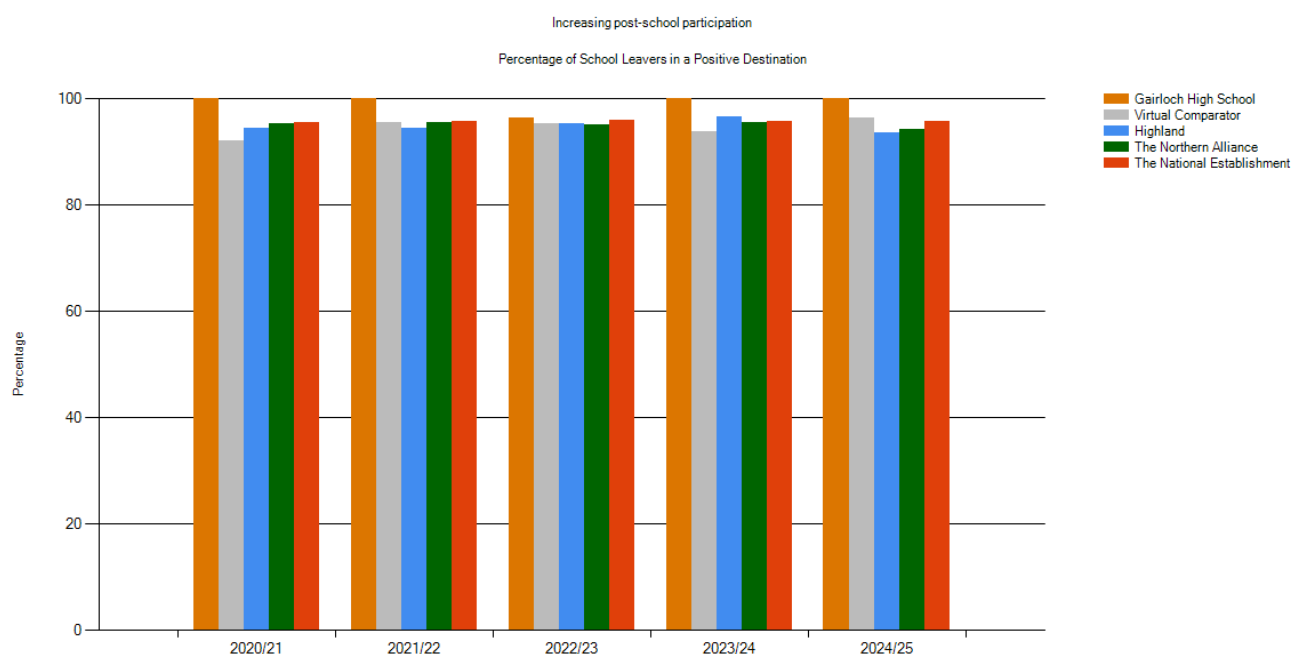


Performance in the **Middle 60%** is **much greater** than both Highland, National and Comparator average, with the exception of 2022, over a 5-year period which is **positive**.



Attainment has dropped below our virtual comparator. This is largely down to small numbers in the cohort. Staff continue to work closely with pupils to ensure that they are maximising their time in school and encourage pupils to always be ambitious.

Destinations of School Leavers



The data presented shows a consistently strong picture of post-school participation for our learners over the five-year period from 2020/21 to 2024/25. The percentage of school leavers achieving a positive destination is exceptionally high, reaching 100% in four out of five years and remaining just below this (approximately

96%) in 2022/23. We believe that this demonstrates a sustained culture of high aspiration, effective learner support, and strong partnership working.

In comparison to all benchmarks shown, including the Virtual Comparator, Highland average, Northern Alliance, and National Establishment, our school consistently performs above or in line with the highest levels, frequently exceeding these comparators by several percentage points. While comparator figures generally sit in the mid-90s (around 94–96%), our school has maintained near-total positive destinations, indicating a significantly enhanced level of impact for its young people.

The stability of this performance over time is particularly notable. Rather than isolated success in a single year, we believe that the data highlights a culture of sustained quality, suggesting that systems, staff practice, and learner pathways are embedded and highly effective. The brief dip in 2022/23 was minimal (based on a single student) and quickly recovered, reinforcing the resilience of our school approach to acting swiftly whenever an issue arises.



A shot from one of the school's FilmG entries in 2025/26.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

This session, all stakeholders have been involved in reviewing and refining the vision, values and aims for the school. This work was led by the Head Teacher as part of his Strategic Change Initiative (SCI) project forming the second part of Into Headship. It focused on capturing quality feedback using the school's ABCD model, using digital technology and AI to analyse the data and incorporate policy, legislation and best practice, all to develop learner friendly and unbiased words which the whole school community believe in, respect and live by.

Our Vision:

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Our Values:

Across our school community, we don't just talk about our values, we show them every day.

Respect: We show respect by listening, understanding others, and valuing everyone's voice.

Some examples of how we do this across the Gairloch High School community:

- We listen to people speak without interrupting
- We respect different opinions, even if we don't agree
- We try to understand how others feel
- We take others' ideas seriously

Kindness: We show kindness by caring for others, including everyone, and helping when we can.

Some examples of how we do this across the Gairloch High School community:

- We support each other when someone is struggling
- We include others and make sure no one feels left out
- We are kind in what we say and do
- We ask for help when we need it and offer help when we can

Responsibility: We take responsibility by making good choices and developing the skills we need for life.

Some examples of how we do this across the Gairloch High School community:

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- We learn skills that help us in all in learning, life and work.
- We work well with others and communicate clearly
- We take responsibility for our actions
- We are prepared for life beyond school

Ambition: We show ambition by aiming high, working hard, and not giving up.

Some examples of how we do this across the Gairloch High School community:

- We aim high and believe we can improve
- We try our best, even when learning is challenging
- We don't give up when things are difficult
- We set goals and work towards them

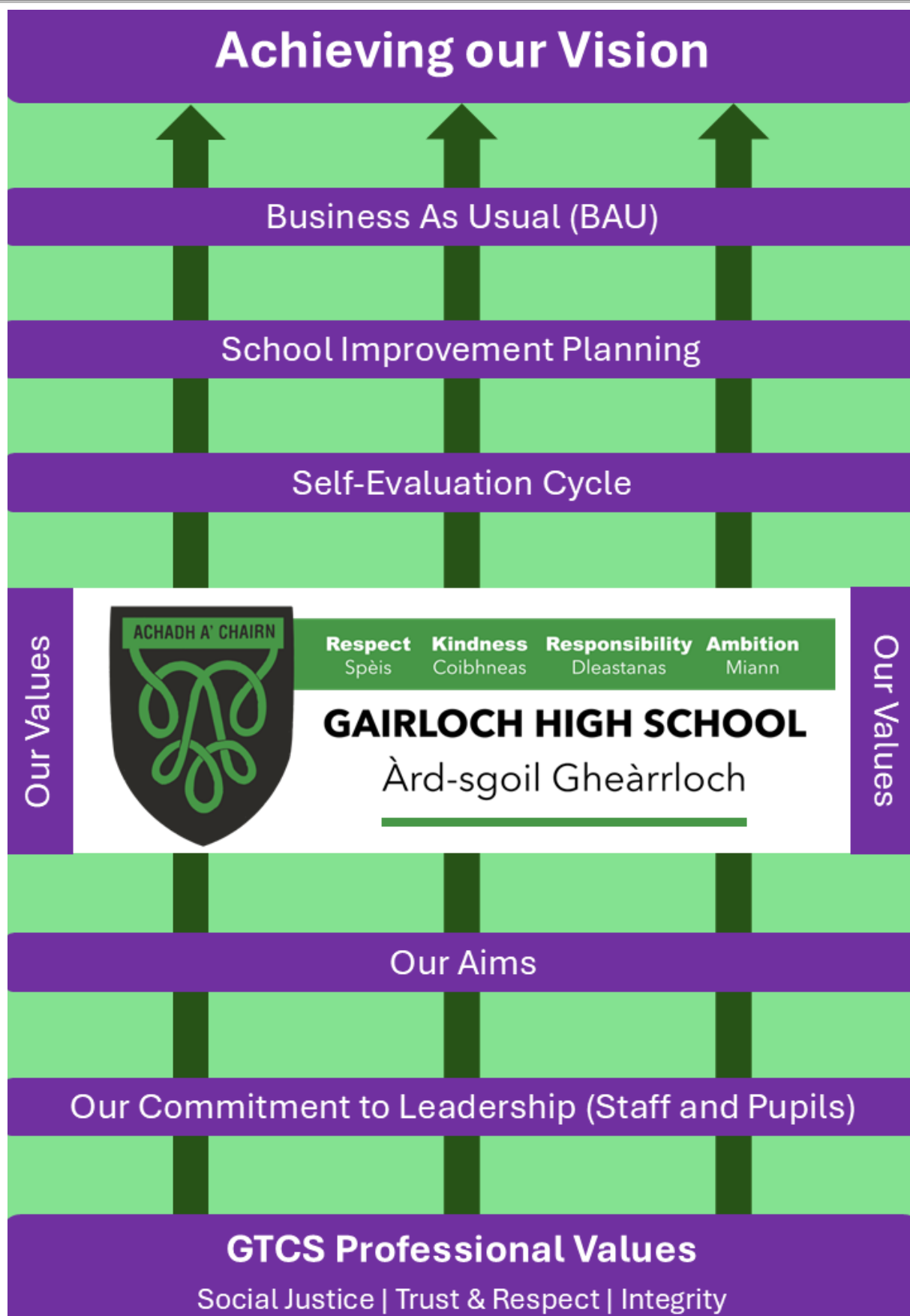
Our Aims:

Across our school community, our aims guide what we do **every day** and are designed to help every pupil succeed.

1. The Gairloch High School community is one where everyone feels safe, included and valued. We create a place where everyone is welcome, differences are respected, needs are supported and pupils and staff feel they belong.
2. The Gairloch High School community is one which helps every pupil grow in confidence and discover their strengths. We *encourage, challenge and support* learners to try new things, find things they enjoy, and believe in themselves.
3. The Gairloch High School community is one which encourages creativity, thinking carefully, asking questions and problem solving. We *encourage, challenge and support* learners to ask questions, solve problems, and think in different ways.
4. The Gairloch High School community is one that helps pupils succeed in learning and prepare effectively for the future. We *encourage, challenge and support* pupils to do their best in school and gain the skills required for future work and life, providing additional help when required.
5. The Gairloch High School community is one that develops kind, responsible children and young people who make a beneficial difference to the world. We *encourage, challenge and support* learners to make good choices, care about others, and contribute positively to society.

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

Ath-sgrùdadh air adhartas airson an t-seisein



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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: Engaged and Sustainable Societies	
School Improvement Plan Priority 1	
Summary of progress	Next steps
We have made SATISFACTORY progress within this priority overall. Activity 1: Curriculum Themes Audit – Learning for Sustainability Satisfactory progress has been made here. There is clear evidence that Learning for Sustainability is overtaken across the curriculum. There are examples of best practice visible. Some staff noted that they would appreciate more support to identify ways in which to integrate this curriculum theme into their subject areas, particularly S1-3. Activity 2: Rights Respecting Schools – working towards Silver Satisfactory progress has been made here. Work to achieve Bronze has almost been completed with the school's Youth Community Council being given the opportunity to lead on this work. Part of this work has included putting a plan for Silver together. Pupils engaged well in this work but it became clear that further support will be required to finalise this next step. Almost all pupils are fully aware of this work with most pupils understanding the importance of it. Activity 3: Developing a contextual Gaelic Language and Culture Plan Good progress has been made here. Building on work from the previous session, a draft plan has been developed ready for consultation and refinement during session 2026/27. Activity 4: Family microlearning pilot: how can I support my child? Satisfactory progress was made in this area due to time constraints and a dynamic decision to focus on improving general parent/carers engagement. This was achieved through the creation of video updates from the Head Teacher replaced this work. Almost all parents/carers that have engaged have found the video updates useful and accessible.	Next steps will focus on sharing best practice in Learning for Sustainability and embedding this priority within all departmental improvement plans. Next steps will focus on providing leadership support to guide the Youth Community Council in progressing towards achieving Silver. Next steps will focus on continuing this work through the 2026/27 improvement plan, with the draft reviewed by stakeholders and aligned to entitlements and statutory requirements, led by the Extended Leadership Team and supporting colleagues' professional development. Next steps will focus on engaging with the Parent Council in co-creating an app aimed at supporting parents/carers from home, including sharing practical guidance through videos and the updated home learning policy, led by SLT in session 2026/27.

Impact

ACTIVITY 1:

Learning for Sustainability (LfS) is evident across the curriculum, with clear examples of effective practice enhancing learner engagement and relevance. While this is supporting young people to develop greater awareness and responsibility, the impact is not yet fully consistent, particularly in S1–S3. Some staff would benefit from further support to embed LfS within their subjects, and strengthening this will help ensure a more coherent and sustained experience for all learners.

ACTIVITY 2:

Pupils have engaged positively in this work, with almost all aware of the initiative and most understanding its importance. However, further support will be needed to finalise the next stage, ensuring momentum is maintained and progress towards Silver is successfully achieved.

ACTIVITY 3:

With the draft Gaelic Language and Culture plan now ready to be consulted on and refined, there is a clear foundation for next steps and aimed at supporting a structured and collaborative approach to ongoing development.

ACTIVITY 4:

With the change from the original plan, evidence is clear that the new video approach has strengthened communication, although continued focus is required to increase overall levels of engagement which is still limited which we hope to grow with the introduction of the simple parent/carer app.

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School Priority 2: Securing the foundations	
School Improvement Plan Priority 2	
Summary of progress	Next steps
We have made GOOD progress within this priority overall. For the following activities 1 and 2, the same format was used to capture feedback and develop the draft plans. ACTIVITY 1: Development of contextual core numeracy policy inc. marking for core numeracy plan Good progress was made here. Staff engaged in discussions and feedback activities around whole school numeracy which has provided the basis for the development of the draft whole school numeracy policy. ACTIVITY 2: Development of contextual core literacy policy inc. marking for core literacy plan Good progress was made here. Staff engaged in discussions and feedback activities around whole school literacy which has provided the basis for the development of the draft whole school literacy policy. ACTIVITY 3: Home learning – enhancing skills using the IDL platform and encouraging being active Satisfactory progress was made here. Most S1-3 pupils engaged in IDL as homework and there is clear evidence showing most also engaging in outdoor activities regularly, both inside and outside of school. ACTIVITY 4: Comparing literacy data: GME Vs. EM to ensure equity – build a comparison database This work was put on hold until the recruitment of a new Faculty Head of Modern Languages, English and Gàidhlig was complete. This was actioned in May 2026 with the role beginning in August 2027.	Next steps will focus on implementing the draft Numeracy and Literacy Policies in practice, supporting consistent approaches to planning, tracking and monitoring across all departments. Next steps will focus on developing and implementing a clear communications plan to increase parental engagement and promote the importance of IDL Literacy and Numeracy in addition to physical activity in collaboration with partners such as Active Schools and Slattadale SCIO. Next steps will be for the new Faculty Head will take the lead on the comparison database as part of that Faculty's Department Improvement Plan for Session 26/27.

Impact

Activities 1 and 2:

This collaborative work has led to the development of draft whole-school literacy and numeracy policies, providing a stronger sense of consistency and shared understanding across the school. These emerging policies are supporting practitioners to more effectively recognise and deliver their responsibility for literacy and numeracy within their own curricular areas.

Activity 3:

Most learners' positive engagement with the IDL Literacy and Numeracy platform in class and through homework in addition to regular participation in outdoor activities is having a clear impact on motivation and engagement. The majority of learners are making stronger connections between classroom learning and real-world contexts, supporting the development of wider skills such as problem solving, collaboration, and resilience.

Activity 4:

Limited progress in this area has had minimal impact to date, as the planned comparison of literacy data between GME and EM cohorts has not yet been established. The pause in activity has meant that opportunities to analyse equity and identify targeted improvements have been delayed.

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School Priority 3: Relationships, support and development

School Improvement Plan Priority 3

Summary of progress and impact	Next steps
We have made GOOD progress within this priority overall. Activities 1: Exploration of ways to track wellbeing and skills development using digital platforms (Globalbridge and/or Unifrog.) Good progress has been made in implementing Unifrog as part of the exploration of digital platforms to track skills development. Wellbeing remains an area for development. Activity 2: Monitor impact of embedded Holistic Pastoral Care and Support Model and further develop the model where required. Good progress has been made in implementing the Holistic Pastoral Care and Support Model, with early indications showing improved coordination of support and stronger relationships between learners and staff. Activity 3: Monitor impact of Promoting Positive Relationships framework and further develop the framework where required. Satisfactory progress has been made in monitoring the Promoting Positive Relationships framework, with more consistent approaches emerging across the school. Early signs show a positive impact on behaviour and relationships. Ongoing evaluation will support further refinement to better meet learners' needs. Activity 4: Exploring ways of integrating Gaelic language into TMR documentation Limited progress has been made in exploring ways to integrate Gaelic language into TMR documentation, with initial discussions highlighting potential approaches but little consistent application to date. While there is recognition of the importance of promoting Gaelic, further focused work is required to develop practical strategies and ensure more systematic inclusion across relevant documentation.	Next steps will focus on extending Unifrog into the Senior Phase while increasing staff engagement to embed and consistently evidence skills development across the curriculum along with ways of improving wellbeing tracking. Next steps will focus on further embedding the Holistic Pastoral model consistently across all year groups and using ongoing monitoring to refine and strengthen its impact on wellbeing and learner support. Next steps will focus on strengthening consistency across the school and using ongoing evaluation to refine our Promoting Positive Relationships framework to better support positive behaviour and relationships. Next steps will focus on developing clear strategies and expectations to support the consistent integration of Gaelic language across TMR documentation, where appropriate.

Impact

Activity 1:

The exploration of digital platforms to track skills development has led to measurable progress, particularly within S1–S3 through the effective use of Unifrog. Learners are now engaging more consistently in reflecting on their personal skills, interests, and future pathways, demonstrating increased self-awareness and confidence in articulating their strengths.

Activity 2:

The Holistic Pastoral Care and Support Model is having a positive impact on learner wellbeing and support. Improved coordination has led to more timely and effective interventions, ensuring that learners' needs are identified and addressed more consistently. Strengthened relationships between staff and pupils are contributing to a more supportive and inclusive environment, where young people feel known, valued, and better supported to engage in their learning. This is beginning to enhance overall wellbeing and readiness to learn across the school.

Activity 3:

The Promoting Positive Relationships framework is contributing to more consistent practice across the school and a positive shift in culture. Improved consistency is supporting clearer expectations and strengthening relationships between learners and staff. Early signs indicate a reduction in low-level disruption and more respectful interactions, enhancing the overall learning environment. This is helping to create a more inclusive, supportive ethos, with ongoing evaluation guiding further improvements to meet learners' needs.

Activity 4:

Integrating Gaelic language into TMR documentation has had minimal impact to date, with inconsistencies limiting its visibility and influence. While awareness of the importance of promoting Gaelic is growing, the lack of clear approaches has meant practice remains underdeveloped.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

INTERVENTION: Continued use of full fund to cover PSA time across the school.

IMPACT/PROGRESS SUMMARY:

The school has continued to invest its limited PEF allocation in enhancing PSA hours within the ASN team, maintaining the same strategic approach as the previous session. This sustained use of funding has ensured continuity of support for a pupil requiring 1:1 intimate care, while also enabling other PSAs to be deployed more flexibly to support learners with additional support needs across mainstream classes.

Maintaining this model has allowed the school to preserve stability in support arrangements, which has been critical in sustaining positive outcomes for both targeted individuals and the wider cohort of learners requiring support. Staff, pupils and PSAs report that this consistency has strengthened relationships, improved engagement, and supported learners to access the curriculum more effectively.

Analysis of attainment data and wider achievement evidence for targeted pupils indicates that the positive impact seen last year has been maintained. Learners continue to demonstrate improved engagement, participation and progress, with no regression despite the constraints of a minimal PEF allocation.

Given that PEF funding levels are expected to remain unchanged for session 2026/27, the school anticipates continuing with this approach with the additional hours being used to support more focused literacy and numeracy development. Our 1:1 learner will be transitioning to adult services which will enable greater PSA reach to support in this area. All stakeholders agree that this remains an effective and proportionate use of the available resource, delivering sustained impact and supporting inclusive practices across the school.

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Wider achievements

Coileanaidhean nas fharsainghe

Examples of learner wider achievements can be found via our newsletters and our social media channels:

<https://www.gairlochhigh.org.uk/newsletters>

<https://www.facebook.com/GairlochHighSchool>

<https://www.instagram.com/gairlochhighschool>

<https://www.flickr.com/photos/gairlochhigh/>



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Comments from learners, families, stakeholders and staff

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

All comments from learners, families, stakeholders and staff can be viewed on our website:

<https://www.gairlochhigh.org.uk/vision-values-aims/community-comments>

From 2026/27 these will be updated term by term to capture the views and perspectives of our valued stakeholder community.

Community Comments



Session 2025/26

This year's collection of feedback reflects the voices and views of our valued school community, bringing together a wide range of comments from pupils, parents, carers, and staff to celebrate successes and identify areas for continued improvement.

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	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement/Securing children's progress	Very good
Other QIs reviewed	1.2 – Theme 2 - Satisfactory 1.5 – Theme 2 – Very Good 2.2 – Theme 4 - Good 3.3 – Theme 3 - Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

QI 1.3 Leadership of Change

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 1: Develop a shared vision, values and aims: We currently grade ourselves as 'Good' for this theme. Almost all pupils and staff have been involved in refining our vision, values and aims this session. Almost all pupils demonstrate a clear awareness and understanding of the purpose and significance of our vision, values and aims, recognising how these guiding principles shape the ethos of the school and influence both their learning experiences and their wider contributions to the school community. Our refined version has taken on board all stakeholder views and ensured compliance with up to date legislation, policy and guidance including the UNCRC. Most staff are continuing to regularly refer and consider the vision, values and aims and how they relate to the role they play in ensuring a positive, constructive and ambitious school ethos is developed and sustained.	Input into this work was captured through a range of surveys. Over 70% of pupils responded to each survey as part of the capture and iteration process. This shows that most pupils care about their school and understand that their voice is listened to. This has been supported by our work around the ABCD of effective feedback which pupils have embraced and are developing their skills throughout the school on. Evidence gathered through this work was also captured and documented via our continually evolving Youth Empowerment Forum sessions, as well as through ongoing discussions, feedback, and collaborative engagement at our Youth Community Council meetings. During recent senior pupils' leadership interviews, involving a total of 17 participants, the majority made explicit reference to the school's vision, values and aims. Almost all of these pupils demonstrated a clear and thoughtful understanding of how they intend to contribute to and actively engage in their leadership journey over the course of the coming academic year, outlining the ways in which their roles will support both personal development and the wider school community.	Increased visibility of the vision, values and aims across the school. Posters, banners and digital signage. Each classroom will have a reference board which teachers can use during learning to remind pupils of the vision, value aims and relate them to learning. All stakeholder communications will have reference to our vision, values and aims in the form of text or links. A structured assembly plan will be put in place which will use the vision, value and aims as drivers for discussion. Pupil involvement will be increased during these sessions with them leading the conversation, where appropriate. All leadership activities, including those undertaken through the Youth Empowerment Forum and the Youth Community Council, will consistently involve explicit reference to the school's vision, values and aims, ensuring that these guiding principles remain central to planning, decision-making, and the overall direction of pupil-led initiatives.	GOOD

QI 1.3 Leadership of Change

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 2: Strategic planning for continuous improvement We currently grade ourselves as 'Good' for this theme. The majority of leaders experience consistent, high-quality learning. Most learners feel their voice influences meaningful change. Most learners are beginning to see changes leading to improvements throughout the school. The majority of learners welcome and benefit additional support from teachers and PSAs when it required as a result of adaptable resource allocation practices. The majority of staff feel empowered to lead change which is beginning to extend to learners. Most changes are introduced in a structured and manageable way and are always made from the perspective of pupils. In recent years, change has had a positive impact on attainment and achievement of learners.	Our SIP prioritises and continues to prioritise high-quality learning and teaching which can be evidenced in practice following feedback from stakeholders. Scrutiny of classwork demonstrates common themes and standards throughout learning. This is an increasing activity across the school. There is limited variation in attainment between the majority of classes following on from guidance provided via the Learning and Teaching Reference Model. School reports (TMR Dashboards) evidence interventions, feedback and guidance for next steps in learning. Learners benefit from positive relationships with staff in small classes and show this through positive interactions when changes are introduced and result in few behaviour-related incidents throughout the year. Learners have fed back that changes through the implementation of standards, holistic pastoral care and leadership opportunities are noticeable across the school with the majority agreeing that they are having a positive impact on the school environment, particularly in classes. The majority of staff agree that that interconnectedness of school improvement activities makes the journey of change much more meaningful.	We will continue to embed an ethos of communication, collaboration and compromise to ensure maximum impact for learners. We will continue to systematically embed and strengthen the Culture of Adaptability across all aspects of the school, ensuring that it becomes increasingly visible, consistently applied, and clearly understood by all stakeholders, including pupils, staff, parents, and the wider school community. SLT will support ELT in becoming more evaluative and evidence-informed leaders through engagement in school-led professional learning, supported by Education Scotland flexi-learning frameworks (Middle-Leaders Leading Change) We will implement a more developed self-evaluation activity and quality assurance calendars supported by critical thinking journals for leaders to support them in identifying areas of improvement and understanding where impact is showing and is not.	GOOD

QI 1.3 Leadership of Change

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGfOS 4 six-point scale ?
Theme 3: Implementing improvement and change We currently grade ourselves as 'Good' for this theme. Most staff take a positive approach to implementing change. Almost all staff actively promote equality and social justice in their work. SLT endeavour to promote innovation and creativity amongst staff. The majority of staff work collaboratively to plan implement change. SLT endeavour to provide clear rationales for change to all stakeholders. The majority of staff identify, select and use appropriate strategies support improvement and equity for learners. The majority of staff are improving at more robustly reflecting on practice and identifying areas for improvement. The majority of staff believe in the shared vision for improvement.	There is clear evidence that leadership of change is having a positive impact on learners, particularly in the senior phase. Targeted improvement priorities such as enhancing feedback, strengthening tracking of progress, and promoting consistent learning and teaching approaches are resulting in learners having a clearer understanding of their progress and next steps. This can be evidenced through Youth Empowerment Feedback and Positive improvements are increasingly embedded over time, with stronger outcomes evident in later stages (S5/6). Early evidence of learner participation in improvement activity is emerging, contributing to more responsive teaching. Learners are engaging positively with opportunities to lead across the school because of the clear rationale and collaborative engagement culture being developed. This can be evidence through the fact that nearly 20% of pupils across the school applied to take on a senior school leadership role. The Parent Council are supportive of change and appreciate the clarity in rationale to support decision-making which in turn has a positive impact on learners. The improving culture of deeper more meaningful self-evaluation is beginning to show signs of supporting greater improvements across the school which are having positive impacts on learners.	We will launch our updated improvement framework and ensure staff know their whole school in navigating the journey, both inside and outside of the classroom. We will work on finding ways to improve pace and consistency of implementation in the BGE to ensure all learners benefit equally from agreed improvements. We will implement our 'Commitment to Middle-Leadership' based upon best practice and professional standards. This will be complemented by middle-leaders being encouraged to undertake the Middle-Leaders Leading Change (MLLC) Education Scotland course as part of their annual CPD. Our middle leaders will be empowered to have a greater role in driving improvement and change in learning and teaching by engaging Faculty/Dept. staff in critical reflection using our L&T Reference Model at supporting self-evaluation framework. Staff will be further provided with opportunities to engage in whole-school leadership activities as part of our holistic approach to education and pastoral care.	GOOD

QI 2.3 Learning, teaching and assessment

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGfOS 4 six-point scale ?
Theme 1: Learning and engagement We currently grade ourselves as 'Good' for this theme. Almost all learners understand the value of learning. Almost all Learners feel safe, respected and included, referencing the school's values and children's rights in discussions. Most teachers use teachers consistently use restorative approaches and rights-based language to support learners. Most learners are highly engaged across lessons, with minimal disengagement. Most teachers encourage rich classroom dialogue using higher-order questioning at its core to deeply engage pupils in learning. Most learning experiences are appropriately differentiated to both support and challenge learners. Digital technology is used effectively by most learners to support their learning and by teachers to support delivery.	Observations from visitors to the school note a calm and engaged environment in all areas of the school during learning. Learners note that they feel safe and encouraged to learn by all staff. Most learners can openly discuss how they achieve their right to learn and that the right to learn applies equally to all children and young people. Attainment data is strong which is a clear indicator of positive classroom environments and whole school ethos. Limited issues with negative behaviour in classrooms with few reports requiring intervention above Faculty/Principal teacher level. Examples of the majority of learners getting an increasing number of opportunities to lead their own learning across a range of subjects. Learners report that getting timely, effective feedback leads to increased confidence. Learning walks and professional dialogue marry up when it comes to evidencing examples of higher-order questioning being used throughout learning. Pupils note that teachers listen to them before responding which leads to increased trust when learners ask a question to gain clarity.	We will focus on learning, teaching and assessment as a core focus of our SIP We will continue to engage with learners through our Youth Empowerment Forum sessions to capture learner perspective to ensure consistently high-quality teaching is happening across all areas of the school. We will effectively utilise collegiate time to ensure that staff are provided opportunities to reflect on their teaching and signpost them to updated examples of evidence, research and best practice. We will be introducing more focused, scheduled learning observations in session 26/27 based on our Learning and Teaching Reference Model. We will be reinforcing our school's values of Responsibility and Ambition related to learning as we move through the year. We will continue working to improve engagement with parents/carers with a view to helping them encourage engagement in learning from within the home environment.	GOOD

QI 2.3 Learning, teaching and assessment

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 2: Quality of teaching We currently grade ourselves as 'Good' for this theme. Most teaching staff have developed positive relationships with learners. Most learning involved clear, structured explanations that support learners to understand. The majority of staff regularly use carefully designed higher-order questions to extend thinking and add challenge. The majority of staff effectively differentiate materials and content to support learners, especially those with Additional Support Needs. The majority of lessons across the school are well paced with learners encouraged to lead their own learning wherever possible. This is particularly noticeable in multi-level/course classes. The majority of classroom climates are warm, welcoming and lead to productive learning experiences. Learners benefit from predictable, high-quality learning experiences across the majority of subjects and teachers. There is a developing shared understanding of what high-quality teaching looks like across the school by most teachers.	Feedback from learners shows positive relationships are built by most teachers across the school. Examples of clearly differentiated materials including the implementation of higher-order questions are evident in the majority of classrooms. Examples of differentiated work can be mapped to ASN profiles showing that the majority of staff effectively engage with these when planning quality learning experiences. Evidence of a range of detailed planning linked to best practice can be found in the majority of classrooms. In the majority classrooms, there is planned use of effective digital tools to enhance learning where appropriate. Almost all teachers have detailed and robust course plans which can be adapted to the needs of learners as the year progresses. Staff engage regularly throughout the year to discuss progress, effectively engaging with tracking and monitoring data to support next steps in teaching. Commendably, evidence of staff going above and beyond for learners in terms of providing out of class and online support is evident across most faculties within the school.	We will continue to embed the learning and teaching reference model, led by middle leaders, aiming at ensuring staff are consistent in the delivery of high-quality teaching across the school. We will make use of the developing learning and teaching reference model self-evaluation tool to ensure that any gaps in quality are identified and remedied at the earliest opportunity. We will introduce a more collegiate and supportive mechanism for undertaken planned learning observations across the school with a view to sharing both best practice and areas for collegiate improvement. We will continue to ensure that staff engage in professional learning communities specifically focusing on pedagogy to ensure that they are honing their skills to deliver quality sessions to modern learners.	GOOD

QI 2.3 Learning, teaching and assessment

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Theme 3: Effective use of assessment We currently grade ourselves as 'Good' for this theme. Most staff utilise formative assessment effectively with learners able to show their understanding during learning. The majority of learners can clearly explain what they have learned, identify their strengths and areas for improvement. The majority of learners can verbally explain their improvements over time. The majority of teachers provide time for learners to respond during learning, help the learner feel confident in responding whilst also allowing the teacher to assess understanding. The majority of teachers use models, exemplars and rubrics to guide learners through their work. The majority of teachers ensure that summative assessments are communicated as having meaning for learners and their next steps. Most staff make positive use of digital learning tools to support assessment during learning.	Learners can explain their understanding of how assessment impacts them through Youth Empowerment Session survey data. Learners can explain their understanding of how assessment impacts and supports their learning through focus group and 1:1 dialogue. Evidence visible during learning walks of a range of assessment tools being utilised based on needs of learners. This includes digital applications and hardware. Staff discussions at Extended Leadership Team (ELT) and Faculty/Department meetings use assessment data as part of their discussions about next steps in planning teaching. There has been a noticeable reduction in variation in attainment between different classes and across members of staff, indicating greater consistency in teaching approaches, assessment practices, and the overall quality of learning and teaching experienced by pupils. Attainment data has remained relatively steady and consistent over time, indicating a stable pattern of performance across cohorts and suggesting that outcomes are being maintained at a broadly similar level from year to year.	We will engage in further exploration into the effectiveness of various forms of assessment will be part of our improvement work moving forwards. We will engage in work around moderation and verification of BGE levels will be explored inline with the introduction of the new Technical Frameworks being released by Education Scotland as part of the Curriculum Improvement Cycle. We will engage in best practice and evidence-informed signposting which will be led by the Senior Leadership Team backed up by the Extended Leadership Team to support staff in critically analysing their own practice for self-improvement. We will engage in professional learning offered via the Highland Council's CLPL offer and wider offers through colleagues at Education Scotland, Qualifications Scotland and the Centre for Teaching Excellence where appropriate.	GOOD

QI 2.3 Learning, teaching and assessment

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGfOS 4 six-point scale ?
Theme 4: Planning, tracking and monitoring We currently grade ourselves as 'Good' for this theme. Our tracking and monitoring systems is used effectively to record and analyse data to enable interventions to be put in place at the earliest opportunity. This is led by Faculty/Principal Teachers. Our reporting system remains in plan, a single, well-structured online document allowing parents/carers and learners to keep all their reporting data in a single location. This was initially a temporary solution and will remain for the time being as work is ongoing to to explore a council-wide, consistent platform. The tracking and monitoring of pupils with Additional Support Needs has been improved this year, becoming more robust and enabling quicker interventions where required. Staff are up to date on chronology guidance ensuring that support plans are clear and inform decision making. Regular meetings with both the PT Guidance and PT ASN have been effective and enabled timely interventions to support learners throughout the year.	Most pupils have indicated that they feel well supported within the school environment, highlighting that appropriate support mechanisms are in place and readily accessible when required, which helps them to feel confident, secure, and able to engage fully in their learning and wider school experiences. The majority of parents and carers actively engage with reporting data and make a positive commitment to attending parents' evenings, frequently doing so alongside their children or young people, which supports shared understanding, meaningful dialogue, and collaborative engagement in their child's learning and progress. Pupils, particularly those in the senior phase, have reported a noticeable increase in both their confidence and their depth of understanding when planning their own learning, as a result of regularly reflecting on feedback received during tracking and monitoring sessions, which supports them in making more informed decisions about their progress and next steps. The majority of pupils in the senior phase have indicated that they regularly and purposefully refer to course plans to support them in identifying and planning their next steps in learning. An increasing number of pupils are also complementing this approach by actively reviewing feedback from teachers, drawing on insights gained through learning conversations and formal reporting processes, which further enhances their ability to take ownership of their progress and make informed decisions about their learning pathways.	We will continue to develop our systems to support senior phase pupils in being effectively involved in robust planning of their learning. We will work with our BGE pupils to reinforce the importance of planning their own learning using data and feedback provided by teachers. We will help them develop their own agency in this area. Middle leaders will develop their critical data analysis skills to support them and their teams dig deeper into the progress of learners and use this knowledge to effectively plan and deliver learning. Senior leaders will more deeply explore whole school patterns, particularly around literacy and numeracy and work to ensure that all colleagues are engaging, where appropriate, in the development of these skills across the curriculum. We will begin reporting on inclusion and teamwork in session 26/27.	GOOD

QI 3.1 Ensuring wellbeing, equality and inclusion

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGfOS 4 six-point scale ?
Theme 1: Wellbeing We currently grade ourselves as 'Good' for this theme. We have created a calm and focused environment across the school which is supporting quality, uninterrupted learning experiences consistently in almost all classrooms. We are developing our joint stakeholder understanding of wellbeing and dignity through the collaborative development of our vision values and aims. Our learners benefit from a high-quality of education built on positive relationships across all faculties and departments. Our learners benefit from the majority of teachers planning learning from the pupils perspective at all times. Most learners value being involved in rich, meaningful discussions as the begin to see the impact of their voice in decision making and change management across the school.	Most pupils engage positively in feedback and empowerment exercises which are built upon our ABCD model of quality feedback. Regular, inobtrusive learning walks around the school enable SLT to observe positive, respectful learning environments. Pupils within our Youth Empowerment Forum are developing their skills and confidence in effectively engaging with peers on topics such as Rights Respecting School and the wider UNCRC. Pupils and staff within our school are beginning to engage consistently with topics such as Equality through a range of curricular and extra-curricular activities. Evidence of staff commitment to positive relationships is visible in most faculties and departments within the school. The messages around respect for all are regularly shared with all stakeholders and reinforced regularly by the majority of staff. Messages promoting respect for all are communicated clearly and consistently to all stakeholders, including pupils, staff, parents, and the wider school community, and are regularly reinforced in practice by the majority of staff through their daily interactions, expectations, and modelling of positive relationships.	We are going to continue to engage with learners to ensure that they feel we are getting it right for them when it comes to wellbeing. We are going to continue to reinforce our Promoting Positive Relationships framework across the school in class, and with partners. Holistic Pastoral Care is a big part of this work. We are going to have regular stakeholder sessions on ways to encourage wellbeing in general, sharing this information and opportunities with parents and carers. We will continue to engage with parents through a range of means, including a new trial mobile app to ensure that the messages shared in school are shared at home wherever possible. We will continue to engage in systematic and rigorous self-evaluation of this QI as an integral part of our ongoing self-evaluation cycle, ensuring that we regularly review progress, identify areas for improvement, and take appropriate action to support continuous development and improvement across the school.	GOOD

QI 3.1 Ensuring wellbeing, equality and inclusion

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 2: Fulfilment of duties We currently grade ourselves as 'Good' for this theme. Staff are regularly reminded of our duties as defined in employment contracts and as registered teachers from the General Teaching Council for Scotland (GTCS). Staff have received regular and refreshed input on key areas such as the United Nations Convention on the Rights of the Child (UNCRC), Getting It Right for Every Child (GIRFEC), and Child Protection, ensuring that their knowledge remains current and that they are well equipped to apply this understanding effectively in their daily practice. Staff are increasingly engaging with local and national policy and guidance, particularly in our Extended and Senior Leadership teams	Pupils are aware that the school promotes a rights-respecting ethos. This has been identified through a range of discussions and events such as the Youth Empowerment Forums, Youth Community Council and both formal and informal assemblies (digital and in-person). Almost all pupils report that they feel the school is a safe, secure, and supportive environment, and that it provides a positive and inclusive atmosphere for learning. This is evidenced through pupil survey feedback, as well as through ongoing discussions and engagement with learners, which consistently highlight strong feelings of wellbeing, respect, and readiness to learn. The majority of staff are effectively utilising language that clearly demonstrates their strong commitment to inclusion and equity, ensuring that all learners feel valued, respected, and supported within the school environment, and promoting a culture where diversity is recognised and actively celebrated.	We struggled to get a microlearning programme off the ground for all staff to engage with. We aim to introduce a revised version of this with a major focus on our responsibilities under the professional standards, UNCRC, GIRFEC and the update NIF during session 2026/27. We will continue to build and embed rights-respecting language across all areas of learning, both within the formal curriculum and through a wide range of extra-curricular activities. This work will be further supported and strengthened by our S4–S6 Leadership Team, including S4 Prefects, S5 Senior Prefects, and S6 Probationers, who will play an active role in modelling, promoting, and reinforcing these values across the school community.	GOOD

QI 3.1 Ensuring wellbeing, equality and inclusion

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 3: Inclusion and Equality We currently grade ourselves as 'Good' for this theme. All pupils are provided with clear guidance on what it means to be inclusive and understand the role of the UNCRC in ensuring all children get the best opportunities to develop during their school years. A significant proportion of our learners demonstrate a strong willingness to take on leadership roles across the school, with close to 20% consistently choosing to sign up for and engage in leadership opportunities over the past two academic sessions, reflecting a sustained commitment to contributing positively to the wider school community. We have an increasing interest from pupils across the school in joining our Youth Community Council. Over 10% of our small school formed the group in its first year looking to grow to around 15% in 2026/27. An increasing number of pupils are showing a passion for the promotions of the protected characteristics of the Equalities Act 2010, bringing other younger pupils along with them.	The majority of learners are consistently observed to be considerate, courteous, and respectful in their interactions with others at all times, demonstrating positive relationships and a strong awareness of the importance of mutual respect within the school community. We have mechanisms in place such as our Holistic Pastoral Care system which encourages learners to engage with any member of staff, they feel comfortable with. Pupil feedback and observations of engagement have show that this works relatively well. Only a few pupils do not engage with this system. Most staff continue to encourage an inclusive learning environment using information received from guidance and ASN teachers on where relationship issues are present and how to support improved interactions between pupils. The majority of our pupils engaged in discussions, both inside and outside of the classroom on topics such as diversity and equality. Most of our teachers are strong in promoting inclusion and equality. The majority of pupils are observed to be strong and active advocates for diversity and equality, particularly within the school environment, demonstrating inclusive attitudes and behaviours that promote respect, understanding, and fairness for all members of the school community.	Due to time and resource constraints during session 25/26, we were unable to complete our Bronze accreditation for Rights Respecting Schools. This will be prioritised during term 1 with a view to being accredited at Silver by the end of session 26/27. We will continue to use our vision, values and aims alongside our pupil standards to drive the message of inclusion and equality both in school in across our wider community. We will build on our Equalities month in June 2027 which we trialled this session. We will build upon our vision, values and aims and share information about the importance of the Equalities Act. We will explore ways of engaging with parents/carers through collaboration with our Parent Council. Further work will be explored to engage with primaries on the topic of Inclusion and Equality, in particular around some of the negative messages many learners are subjected to via social media and other platforms out with the control of schools.	GOOD

QI 3.2 Raising attainment and achievement

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 1: Attainment in Literacy and Numeracy We currently grade ourselves as 'Very Good' for this theme. Small class sizes clearly help pupils which allow the teacher to engage much more effectively with learners. PSA support is mapped to needs of learners, particularly in the BGE which continues to prove impactful for learners. Pupils who engage well with the IDL applications (Literacy and Numeracy along with times tables) notice increases in confidence and progression. Staff provide core numeracy and literacy learning in both English and Mathematics at the BGE in addition to more subject-specific learning.	Evidence presented at the beginning of this document clearly highlights and illustrates our key strengths in this area within the Broad General Education (BGE), providing a strong foundation and demonstrating the positive impact of our approaches on learners' experiences and outcomes. Our learners consistently leave the school with high levels of attainment in both literacy and numeracy, demonstrating strong, well-developed skills that equip them effectively for further learning, training, and employment, and reflecting the positive impact of our sustained focus on core areas across the curriculum.	We have had a slight dip in attainment for pupils at the end of S3 this year with the majority working within Fourth level but few comfortably achieving Fourth level by the end of S3. The introduction of both literacy and numeracy interventions in the form of IDL, targeted ASN support and the implementation of new whole-school literacy and numeracy policies focusing on the responsibility of all. We will continue to improve engagement with home and encourage parents/carers, particularly in the BGE to support learners by encouraging them to access the IDL platform, little and often, to support the development of their literacy and numeracy skills.	VERY GOOD

QI 3.2 Raising attainment and achievement

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 2: Attainment over time We currently grade ourselves as 'VERY GOOD' for this theme. Gairloch High School currently sits 18th out of 360 schools in terms of pupils leaving school with 5 or more Highers/SCQF level 6 awards showing that learners are being provided with the right environment and support to achieve high standards of attainment. Our data remains consistently strong and positive over time, despite the context of operating within a relatively small school roll, where smaller cohort sizes can at times lead to natural fluctuations in performance data from year to year; nevertheless, overall trends continue to demonstrate sustained high standards of attainment and achievement. In the Senior Phase we offer an 'open-choice' model where pupils choose from lists and then we map our column structure around this. This tends to lead to a higher match-rate than a standard pre-designed column system. This allows learners flexibility to study both in-person courses and other courses through learning partners such as UHI.	Our data shows that all pupils leave Gairloch High School and progress on to a positive and sustained destination, reflecting the effectiveness of the support, guidance, and pathways provided. The single year in which a 'dip' appeared in the data was due to incomplete information relating to one pupil; however, following further checks and verification, it was confirmed that she had successfully progressed to study at university, reinforcing the overall positive trend. Our data shows that almost all pupils successfully move on to sustained positive destinations of their choice, demonstrating clear progression into further education, employment, training, or other appropriate pathways that align with their individual aspirations, skills, and long-term goals. Our data shows that almost all pupils who apply through UCAS are highly successful in receiving multiple offers, including both conditional and unconditional places from a range of colleges and universities, reflecting their strong academic profiles, well-prepared applications, and the effective support they receive throughout the application process.	We have identified pupils at risk of low attainment currently in our S2-4 cohorts. We will be ensuring that appropriate supports are put in place for learners, that staff adapt teaching to suit informed needs and that parents/carers and encouraging pupils in the home to meet their full potential. In the past year, we have introduced an additional parents' evening specifically for senior phase learners, providing further opportunities for meaningful dialogue between staff, parents, carers, and young people, and supporting a more detailed understanding of progress, attainment, and next steps in learning. We are exploring being able to share more data with pupils and parents/carers including progress, effort, engagement etc. at regular intervals across the year using data captured in our Tracking system. This would be in addition to WTA-aligned reporting windows.	VERY GOOD

QI 3.2 Raising attainment and achievement

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGfOS 4 six-point scale ?
Theme 3: Overall quality of learners' achievement We currently grade ourselves as 'Good' for this theme. The majority of learners are increasingly beginning to recognise and understand the importance of school as being about far more than just attainment, appreciating the value of wider achievement, personal development, wellbeing, and the range of skills and experiences that contribute to their overall growth as individuals. Increasing numbers of pupils are engaging in wider achievement work such as leadership and engagement in a range of extra-curricular activities from fishing to football and from music to volunteering. The majority of learners are developing an understanding of how to develop their meta-skills and finding ways outside of the classroom to develop these. This is particularly noticeable in the Senior Phase.	The majority of learners are able to openly and confidently discuss the importance of developing global skills, demonstrating a growing awareness of their relevance in an ever-changing world. They recognise that attainment alone is not sufficient in preparing them for the next phase of life beyond school, and can articulate the value of broader skills such as communication, adaptability, problem-solving, and collaboration in supporting their future pathways. Our BGE cohort have engaged positively and productively with the Unifrog platform, demonstrating a growing confidence in its use, and are increasingly able to articulate and reflect on their individual skills gaps, as well as identify clear and meaningful opportunities to further develop these skills both within the school context and through involvement in the wider community. Staff have observed where individual skills are developing and where there are opportunities to develop these both through the curriculum and outside of the curriculum. The majority of staff are eager to explore deeper learning experiences of learners where attainment and skills achievements are developed together.	We will continue to promote school as a place to grow together as individuals, that attainment is important, but that wider skills and inclusive mindsets are equally as important to be developed to succeed in life and work. Continued work needs to be undertaken to engage parents in the above narrative. In partnership with the Parent Council we will be working on identifying tools to support more effective engagement. We will be exploring and hopefully trialling a new course in partnership with Nomad Alba and Edinburgh College called 'Human Skills and AI'. This is a non-technical course aimed at supporting learners move on into life and work where AI is engrained in everyday activities and how to navigate this new existence and succeed. We will continue to further develop and refine our use of the Unifrog application to more effectively track and monitor learners' skills development, enabling us to identify targeted intervention opportunities and provide appropriate support where clear gaps in skills are identified.	VERY GOOD

QI 3.2 Raising attainment and achievement

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGfOS 4 six-point scale ?
Theme 4: Equity for all learners We currently grade ourselves as 'Good' for this theme. The majority of staff support learners with barriers to learning by creating units of work and offering recognised qualifications that are age and stage appropriate and meet pupil needs. Learners are provided with opportunities to engage with local employers and third sector organisations to develop their skills for life and work. Pupils are provided opportunities to lead across the school, regardless of academic ability and background. This leads to increased confidence and resilience which is clear to see across the school. Pupil equity fund is used to increase PSA support in the ASN department to ensure that the needs of learners with the greatest challenges are addressed and that no pupil loses out.	We continue to have consistently positive attainment for learners in the bottom 20% with pupils gaining greater overall tariff points that both local, national and the virtual comparator. There is clear evidence that our approaches to curriculum design have a positive impact on learners. Where staff have created age and stage appropriate units and offered relevant qualifications, attainment data shows that most learners are achieving success in line with their individual pathways. In particular, learners with identified barriers are demonstrating improved rates of course completion and accreditation. Engagement has increased, with learners showing greater motivation and participation in lessons, as reflected in sustained attendance, reduced incidences of disengagement, and more consistent submission of work. Learner voice supports this, with young people reporting that the curriculum better meets their needs and interests, helping them to feel more confident and included in their learning. Assessment evidence and classroom observations indicate that learners are making appropriate progress, with many demonstrating increased independence, resilience, and application of skills across different contexts. Targeted learners, who previously struggled in more traditional pathways, are now able to access success through a wider range of qualifications, leading to improved outcomes and positive post-school destinations.	We will continue to utilise learner voice and quantitative data to co-design personalised pathways as far as possible, ensuring learners are engaging in learning that will support them in gaining access to a sustainable, positive destination of their choice. We will develop our effectiveness of capturing general skills development and learner wider achievement using Unifrog to support the identification of gaps in development. Appropriate interventions will be planned to ensure that any gaps in a learner's development are filled. We will continue to drive the importance of wider personal development and leadership alongside our statement of 'we are here with you, not for you' to ensure pupils know that support is available however they must play their part in developing themselves and building the resilience required for life and work beyond school. We will continue to utilise our PEF funding to support literacy and numeracy interventions across the school to both sustain positive attainment and develop weaker areas.	VERY GOOD

QI 1.2 Leadership of learning – Theme 2

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 2: Impact of career-long professional learning We currently grade ourselves as 'Satisfactory' for this theme. Over the past year, a sustained focus on encouraging deeper, collegiate engagement in professional learning has led to improvements in classroom practice, resulting in more effective teaching approaches and, in turn, enhanced learner engagement, understanding, and overall outcomes. Based on a review of CPD records, most staff are actively exploring and engaging in ways to strengthen and enhance their practice, with a particular focus on key areas such as learning, teaching, and assessment. Improvements in providing dedicated time and space for professional dialogue and the sharing of effective practice during collegiate sessions have had a positive impact on learners, resulting in more consistent, high-quality learning experiences and improved approaches to teaching that better meet learners' needs.	Professional learning has supported teachers to effectively adopt and implement a wider range of teaching approaches and strategies within the classroom. As a result, most learners report that staff are increasingly responsive to their needs, adapting explanations, providing clear scaffolding, and offering additional targeted support where required to enhance understanding and improve overall engagement in learning. Feedback from S2 and S5/6 show that most learners consistently report that teachers are supportive, approachable and willing to help individuals, reflecting the impact of professional learning on relationships and classroom ethos. This can be linked to work on identifying examples of best practice. In the senior phase, learners report that data from tracking systems, unit assessments and discussions with staff help them understand their progress clearly. Evidence shows strongest impact in senior phase, where feedback, progress tracking and learner support are more embedded.	We will continue to utilise collegiate time effectively, focusing heavily on learning, teaching and assessment during session 26/27 as per the SIP. The middle leadership team will encourage staff to engage with research-informed practice, including resources from the EEF Learning and Teaching Toolkit. As we work to ensure that our Learning and Teaching Reference Model supports staff in making positive impacts on learners, we will be introducing a self-evaluation framework for staff to utilise and engage with regularly. Short examples of best practice will be regularly shared across the school, accompanied by links to further reading and relevant resources, effectively signposting staff to a range of practical tools, strategies, and ideas. This approach will support staff in enhancing their professional practice and, in turn, contribute to improving outcomes for learners across the school by promoting consistency, innovation, and high-quality learning and teaching experiences.	SATISFACTORY

QI 1.5 Management for resources to promote equity – Theme 2

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 2: Management of resources and environment for learning We currently grade ourselves as 'Good' for this theme. Operating at around one third capacity allows us to use learning spaces flexibly, providing pupils with access to quiet, appropriate environments that support focused 1:1 online study and improve engagement and progress. Most staff effectively utilise Google Workspace alongside 1:1 devices to support learning, enabling pupils to access a wider range of digital resources, collaborate more easily, and engage more independently with their learning, resulting in improved understanding, organisation, and overall learner outcomes. We utilise our small PEF offering to support Literacy and Numeracy development across the school for all, targeting those who need it most in the first instance. We ensure that all resources purchased are based on data-informed decisions, meet high quality standards and support learner development.	Evidence from tracking data and learner feedback shows that most pupils engage well in online learning through partners such as UHI, contributing to positive attainment outcomes. Observations shows that most pupils engage positively using a range of learning resources including digital technologies, using the tools available to them to support their learning. This can be backed up by positive attainment across the school. Literacy and Numeracy outcomes for learners at the point of exit are positive but we have gaps appearing in our BGE data showing that not enough pupils are gaining fourth level by the end of S3. Feedback from learners shows that the majority of them feel that their ideas are listened to when it comes to leading their own learning. Almost all learners are actively involved in contributing ideas to improve the school environment, resulting in a school building and grounds that learners report they highly enjoy being in. Feedback from learners shows that almost all children and young people feel safe and secure within the school buildings and grounds because they understand the robust rules in place to protect them, while the school facilities are used very well by the wider community for leisure and learning	We need to ensure that our digital tools are being used even more effectively and efficiently. Staff will be encouraged to engage in CLPL in digital pedagogy and also the exploration of AI in Education to ensure that they use platforms that truly enhance, not erode learning. Supported by our newly developed Literacy and Numeracy policies, we will continue to do more work to support literacy and numeracy through more active promotion of the IDL online platform with both pupils and parents. This, in line with timetabled time to ensure pupil have an opportunity to engage with the resource in school time should lead to almost all pupils exceeding individual attainment expectations in these areas. We will continue work to ensure that we further develop opportunities for pupils to learn outside of the classroom environment across our campus. Work is ongoing to explore opportunities around building a Trades School to support employability and develop our school garden and courtyard into manageable and safe learning spaces.	VERY GOOD

QI 2.2 Curriculum – Theme 4

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 4: Skills for learning, life and work We currently grade ourselves as 'Good' for this theme. Almost all learners are actively involved in planning what and how they learn, leading to greater ownership of learning, improved engagement, and a clearer understanding of the curriculum and how it reflects their needs and interests. Most young people benefit from innovative and flexible learning pathways that allow them to deepen their knowledge through specialization as they move through school The majority of learners demonstrate robust responsibility for their own learning and can confidently talk about how they apply literacy, numeracy, and digital skills in varied and meaningful contexts Almost all learners benefit from a curriculum that commendably embeds outdoor learning and sustainability as regular, progressive experiences.	Most learners are developing increasingly effective independent learning skills, as they can select appropriate revision strategies, which is having a positive and sustained impact on their confidence and ownership of learning. Almost all learners benefit from well-structured support to develop literacy skills, enabling them to understand complex instructions and key vocabulary more confidently, which is significantly enhancing their ability to access learning across contexts. Most learners experience innovative and varied teaching approaches, which are effectively developing their adaptability and problem-solving skills, leading to improved engagement and resilience in unfamiliar learning situations. The majority of learners are well supported to build confidence and collaborative skills, as teachers regularly intervene to ensure understanding, resulting in a positive impact on learners' perseverance and participation. In general, across the learner feedback, there is clear evidence that most learners are developing key transferable skills, with positive and measurable impact on their confidence, independence and readiness for learning, life and work.	We will continue to build on work already begun using a platform (Unifrog) to capture learners' skills development which will be implemented further during session 26/27. We will be introducing interventions to support BGE pupils better prepare themselves for learning through the introduction of period 1 'starter activities' ensuring that pupils are supported to be ready for learning every day of the week. We are continuing to explore opportunities for wider achievement with a view to improving the meta-skills learners require for moving on to the future. We are planning to pilot and SCQF Level 5 and 6 course for our pupil senior leaders called 'Human Skills and AI' with the aim of ensuring that pupils are aware of, and further develop skills they will require moving out into a world increasingly driven with technological developments.	GOOD

QI 3.3 Increasing creativity and employability – Theme 3

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
Theme 3: Digital Literacy We currently grade ourselves as 'Satisfactory' for this theme. Digital literacy is an area for overall improvement in the school. Whilst almost all learners are competent users of Chromebooks, limited access to a wider range of devices and applications restricts opportunities to develop broader digital and employability skills, which may impact their readiness for future learning, training, and employment. Learners' regular access to digital technologies, including 1:1 Chromebooks and Google Workspace, supports greater independence, collaboration, and engagement in learning, leading to improved organisation and overall progress. Where practice is strong, staff create lessons that are enriched by the introduction of digital tools ensuring that lessons are well-structured to ensure a positive impact of the technology on learner outcomes.	Evidence from learner feedback, engagement data, and attainment outcomes indicates that most learners engage well with online learning led by partners such as UHI. Outputs from learning in senior school, where pupils are more digitally literate and creative, show that the majority of learners have a clear understanding of how to use some digital technology to support and deliver learning outcomes. Evidence from coursework indicates that the majority of learners are becoming more independent in using digital platforms as they progress through the school. Observations gathered during learning walks indicate that the majority of learners are able to independently select and use appropriate digital tools to support their learning, often doing so with minimal prompting, demonstrating growing confidence, digital competence, and an increasing ability to make effective choices that enhance their learning experiences. Observations and reference to classroom management software data also show how the majority of learners engage positively with digital learning. The majority of learners have described how they like the balance between online and offline work and that this mix of methods helps keep them focused and engaged in learning.	Through work with partners such as the Centre for Teaching Excellence's Digital and AI hub, and other partners, we will begin exploring resources and opportunities to deliver more robust and meaningful learning experiences for pupils in this area. A plan is currently being finalised to run immersive day-sessions on a range of topics such as digital literacy, cyber security, coding and entrepreneurship for S1-3 classes. This will be led by the Head Teacher with support from partners and will be inter-disciplinary in nature. Funding has kindly been provided by a local benefactor to support this work where required. Investigative work is underway to consider the removal of desktop devices and replace them with laptops which will enable teachers to deliver and develop PC-based digital skills as they will likely need use these devices in many learning institutions and workplaces, post-school.	SATISFACTORY

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Establishment Improvement Priorities	Link to National and Local Priorities	Please detail the information / data which has prompted this work
PRIORITY 1: From 'Good' to 'Very Good' - Improving Leadership of Learning (1.2)	✓ HGIOS 1.2 Leadership of learning ✓ HGIOURS: Theme 2: Our learning and teaching ✓ HIGHLAND COUNCIL: Leadership ✓ HIGHLAND COUNCIL: Learning and Teaching ✓ HIGHLAND COUNCIL: Inclusive Practice/ ASN ✓ HIGHLAND COUNCIL: Parental involvement & engagement	People's Views: There is evidence of inconsistent practice across the school, identified through professional dialogue with staff and reinforced by feedback from learners. Both formal and informal discussions highlight variation in the interpretation of agreed approaches to high-quality learning and teaching, when it comes to pupils being involved in leading their own learning. Quantitative: Whilst overall attainment across the school remains strong, there are clear indications within certain subject areas that standards are not consistently high. In these areas, performance data highlights gaps in outcomes between cohorts and inconsistencies in pupil progress. Direct Observation: There is evidence of inconsistent practice across the school, as identified during learning walks combined with professional dialogue. This variation is reflected in the differing levels of pupils' engagement and implementation of agreed pedagogical approaches across departments. Strengths: Good practice does exist in some areas of learning and teaching across the school, identifiable in some areas of the curriculum. Development needs: Staff need to more deeply explore strategies to support learners in being able to lead their own learning effectively. Consistent, subject-appropriate examples need to be applied across all aspects of learning.

PRIORITY 2: From 'Good' to 'Very Good' - Improving Learning and Teaching (2.3)	✓ HGIOS: 2.3 Learning, teaching and assessment ✓ HGIOURS: Theme 2: Our learning and teaching ✓ HIGHLAND COUNCIL: Leadership ✓ HIGHLAND COUNCIL: Learning and Teaching ✓ HIGHLAND COUNCIL: Data Analysis for Improvement ✓ HIGHLAND COUNCIL: Inclusive Practice/ ASN ✓ HIGHLAND COUNCIL: Parental involvement & engagement	Strengths: Introduction of an evidence-informed Learning and Teaching model implemented in 25/26 which encourages teachers to develop learning always from the pupil perspective. Development needs: Embed high-quality learning and teaching across the school using the Learning and Teaching Reference Model for teachers. People's Views: Staff are keen to embed the advice and guidance from the Learning and Teaching Reference model to ensure high-quality learning and teaching happens <i>consistently</i> across the school. Pupils have highlighted during Youth Empowerment sessions the inconsistencies in learning experiences across the school Direct Observations: During class observations and learning walks there are clearly gaps in consistent approaches to learning visible. Quantitative: Data in the BGE show that pupil's attainment and achievement are not consistently as expected. Staff will need to adapt practice to meet the increasing additional needs of learners. Proposed impact: Embedding high-quality learning and teaching through a shared Learning and Teaching Reference Model will have the greatest impact on learners because it establishes a clear, consistent standard of practice across all classrooms. This will ensure that every learner experiences engaging, well-structured lessons, high expectations, and effective feedback regardless of subject or teacher. By reducing variability and strengthening professional practice, the model improves equity, supports better learner progress, and creates a common language for continuous improvement, leading to more confident, independent, and successful learners across the school.
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PRIORITY 3: From 'Good' to 'Very Good' - Embedding a whole-school Gaelic ethos	✓ HGIOS: 1.3 Leadership of change ✓ HGIOS: 2.7 Partnerships ✓ HGIOS: 3.1 Ensuring wellbeing, equality and inclusion ✓ HGIOURS: Theme 1: Our relationships ✓ HGIOURS: Theme 3: Our school & community ✓ HIGHLAND COUNCIL: Parental involvement & engagement ✓ Education Scotland Advice on Gaelic Education: ethos ✓ Local Authority Gaelic Language Plan: Education ✓ Gaelic Learner Education Experiences	Strengths: We have strong attainment in both Gaelic Learners and Gàidhlig courses in the school. We are the top performing Secondary in Scotland. Development needs: We need to ensure that Gaelic language is not just for learning but for life. We have an opportunity and community duty to increase the use of the language outside of the language-learning environment. We can ensure that, where applicable, Gaelic language and culture permeate through all aspects of school life. People's Views: Pupils note that they would like to speak more but do not have the confidence to use it in non-language classroom situations. Some staff are keen to see more Gaelic used where applicable across the school. Quantitative: Numbers taking Gaelic, whilst consistent, remain relatively small. As a school we want to encourage more children and young people to see it as important and choose to develop their skills to be used in the wider world, not just the classroom environment. Direct Observation: Only a small number of pupils have been witnessed using Gaelic language outside of the classroom. This also applies to teachers with Gaelic language. There is an inconsistent approach to the use of Gaelic across the school community, particularly around the school building environment and through communication channels.
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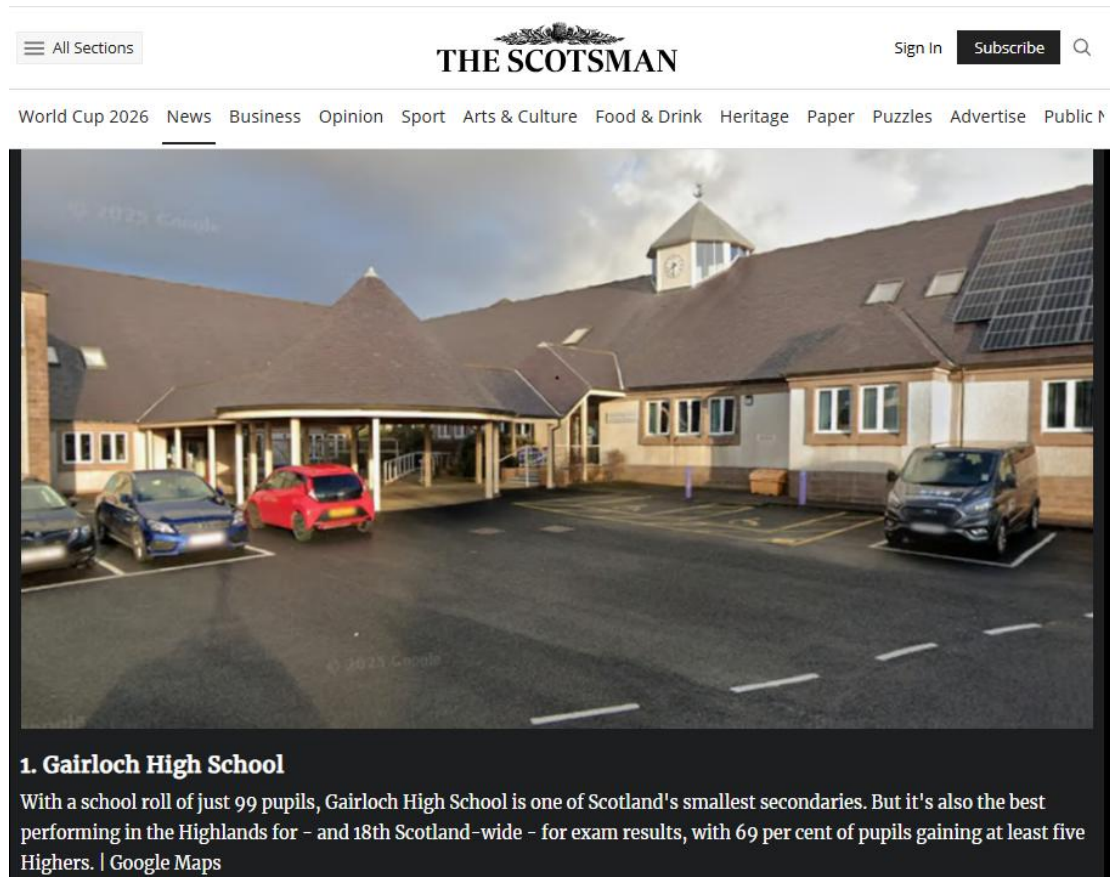
Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://www.gairlochhigh.org.uk/plans-reports> or by contacting the school office.



Respect ~ Kindness ~ Responsibility ~ Ambition



Who do I speak to? (Holistic Pastoral Care)

In Gairloch High School, **every member** of teaching staff has a 1st line pastoral care responsibility for every pupil in our small school. Our support staff are also great listeners too!

If you have a question or concern at any time, there are a variety of options available to you:

- ✓ **Ask a teacher, *any teacher***
- ✓ **Ask a member of support staff**
- ✓ **Email a teacher (Gmail)**
- ✓ **Submit a SHANARRI form request (Pupil Portal)**
- ✓ **Ask you parent/carer to contact the school**

Respect ~ Kindness ~ Responsibility ~ Ambition

Pupil Standards

(applies to all pupils)

- ✓ **Always** promote the schools Vision, Values and Aims
 - ✓ **Always** engage in learning and try your best
 - ✓ **Always** comply with dress-code and wear smartly
 - ✓ **Always** comply with school policies
 - ✓ **Maintain** 90% minimum attendance
 - ✓ Set a positive example **both** inside and outside of school
 - ✓ **Always** support others
-

In Gairloch High School, we encourage and value leadership at all levels. We also welcome constructive feedback. Stakeholders are encouraged to reflect on our **Empowerment Model** and provide quality feedback. All feedback, positive or negative should be:

- **Accurate**
- **Balanced**
- **Constructive**
- **De-personalised**

ABCD



Respect **Kindness** **Responsibility** **Ambition**
Spèis Coibhneas Dleistanas Miann

GAIRLOCH HIGH SCHOOL

Àrd-sgoil Gheàrrloch

Learning and Teaching Reference Model

Last updated: May 2026

In Gairloch High Schools, our teachers use this model to ensure learning, teaching and assessment is planned efficiently and effectively always beginning from the **pupil perspective**:

1. How am I feeling?
I am confident that I relate well to my teachers and feel confident that they understand how to support my health, wellbeing, and learning needs, while also respecting my rights and those of others.
2. What am I learning?
I am provided with the purpose of specific learning before topics and/or individual activities start in language that I can understand. This is related to our vision, values and aims where appropriate and helps me understand what, why and how these activities will benefit me link with my next steps in learning.
3. Why am I learning?
I am provided with clear guidance of what successful learning looks like in language that I can understand. This is related to our vision, values and aims where appropriate and helps me understand what, why and how these activities will benefit me link with my next steps in learning.
4. How am I learning?
I am actively engaged in <i>challenging</i> , well-designed and suitably paced learning activities which includes aspects of choice, cooperative/group learning and digital technology where appropriate. My teachers are actively engaged in the process of helping me learn, assessing my progress and giving me feedback that helps me improve. This is related to our vision, values and aims where appropriate and helps me understand what, why and how these activities will benefit me link with my next steps in learning.
5. Where am I learning?
I am provided with the opportunity to learn in appropriate environments, inside, outside, locally and further afield where possible. In all these environments I feel safe and ready to learn.

Respect ~ Kindness ~ Responsibility ~ Ambition

6. Understanding my learning

I am supported in being actively involved in my learning and personal development. I am provided with regular opportunities by teachers to check the understanding of my learning throughout learning activities and am always provided with a review (plenary) which supports me to reflect on my learning and evaluate my success (steps 2 and 3)

7. Assessing my learning

My teachers ensure that I am challenged in my learning and utilise a range of assessment tools including challenging questions to support me in developing my understanding and supporting me in being able to reflect on how much effort I have put in and to help me plan my next steps in learning.

8. Relating my learning

I am provided clear examples of how learning activities link together in different contexts. My teachers also provide me with clear examples of how learning activities relate to wider life and work opportunities beyond school.

9. Skills and my learning

I am provided opportunities to effectively and responsibly develop a range of skills (meta-skills) as part of everyday learning, both inside and outside of school, and encouraged to understand the importance of learning from my mistakes.

10. Differentiating my learning

I am provided with activities that are appropriate for my level but that also challenge me. I am supported to achieve my best in all learning activities with my learning planned to both my needs and interests where appropriate.

11. Planning my learning

I am provided with feedback and data to help me understand what I need to do to progress, showing me where I am in my learning and that encourages me in taking responsibility for my own learning by identifying ways to improve.

12. Progressing my learning

I am continuously looking at how I learn and making regular time to reflect on learning, revise and engage with teachers to support me in reaching my goals. I also take advantage of opportunities to provide feedback on my learning experiences to teachers as a way of helping the school continually improve.

Our Middle Leadership Commitment

Draft at time of writing

Purpose: Leading learning together

Middle Leaders are the architects of high-quality learning. We collaborate with our teams to ensure every learner thrives. We recognise that leadership is a shared professional responsibility where our collective impact is visible, evidenced, and celebrated.

1. Excellence in learning & teaching

Our shared approach: We work as a team to implement our evolving **Learning and Teaching Reference Model**, ensuring a high-quality experience in every classroom.

- **Collaborative practice:** We engage in regular "learning walks" and professional dialogue to share what works.
- **Consistency:** We strive to reduce variation between classes, ensuring every pupil receives our best standard of care and instruction.
- **Supportive action:** When practice falls below our shared expectations, we provide immediate, constructive support to get back on track.

Our Commitment: We do not normalise variation; we elevate practice through shared standards.

2. Evidence-informed improvement

Our shared approach: We use data not as a judgment, but as a flashlight to show us where our pupils need us most.

- **Holistic analysis:** We review attainment and wellbeing data together each term to identify trends.
- **Targeted support:** We co-design measurable improvement actions for learners at risk of underachievement.
- **Reflective evaluation:** We measure the impact of our changes, honestly adjusting our sails when the evidence suggests a new direction.

Our Commitment: We value meaningful impact over "busy-ness." If an activity does not improve outcomes, we rethink it together.

3. Professional culture & integrity

Our shared approach: We foster an environment of psychological safety where "courageous conversations" are seen as an act of professional kindness.

- **Model the Standard:** we lead with fairness, integrity, and a clear moral purpose.
- **Professionalism first:** We maintain boundaries that protect our focus on the pupils.
- **Brave spaces:** We address slippage in standards early because we care too much about our pupil, and each other, to let quality slide.

Our Commitment: Professional accountability is how we show respect for our colleagues and our vocation.

4. Empowering & developing others

Our shared approach: The success of a Middle Leader is measured by the growth and confidence of their team.

- **Mentorship:** We provide high-quality feedback and clear guidance to help colleagues flourish.
- **Capacity building:** We actively seek opportunities for team members to lead and grow.
- **Unity:** When persistent concerns arise, we address them in partnership with Senior Leadership to find sustainable solutions.

Our Commitment: True leadership is the art of making others successful.

5. Whole-school stewardship

Our shared approach: We are a "team of teams," aligning our faculty goals with the wider school vision.

- **Unity of Vision:** We ensure our departmental improvements contribute to our combined efforts to overtake our aims.
- **Collective voice:** We contribute honestly to school-wide decisions and support the outcome.
- **Knowledge sharing:** We break down silos by sharing our best ideas across the whole school.

Our Commitment: We lead our departments and faculties, but we own the whole school.

6. Reviewing our impact

We meet termly to reflect on our progress through a lens of growth, using:

- Attainment and equity data.
- Shared evidence from classroom practice.
- Departmental self-evaluation.
- Structured professional coaching with Senior Leadership.

We ensure our work aligns with the **GTCS Standard for Middle Leadership** and the features of highly effective practice as described in **How Good Is Our School 4**.

7. Our decision-making compass

Before we commit our time and energy, we ask:

1. Does this improve outcomes for our learners? How do we know?
2. Does this enhance the quality of our teaching? How do we know?
3. Is this aligned with our school improvement priorities? How do we know?
4. Is this allied with our school vision, values and aims? How do we know?
5. Are we acting with the core values of the profession at the heart of everything we do:
 1. Social Justice – how do we know?
 2. Trust and Respect – how do we know?
 3. Integrity – how do we know?

If it does not strengthen or relate to at least one of these, we refocus our efforts on what will have a positive impact.

Our Vision

We are a school where everyone belongs, tries their best, and helps each other to succeed.

In Gairloch High School, children's rights are at the heart of everything that we do. The school is one where everyone feels they belong and is supported to achieve their potential. Pupils, staff, parents and carers help each other grow, treat each other with respect and always try our best. We encourage everyone to be creative, open to new ideas, and confident in themselves. We value our history and support local language and culture. Pupils aim high and value learning so they are ready for the future and can make a positive difference in our community and the wider world.

Our Pupils Leadership Teams

Group	Role
Youth Community Council Comhairle Coimhearsnachd Òigridh	Adhering to core standards whilst representing pupil views and supporting both school and wider community improvements for children and young people.
S4 Probationers Ùine dearbhaidh	S4 probationers must meet the following standards: ✓ Adhere to core standards ✓ Complete weekly leadership learning (10-15 mins) ✓ Set a positive example in and around the school ✓ Complete Saltire Award (supported by YDO)*
S5 Prefects Fo-cheannard	S5 Prefects must meet all of the above (Volunteering Award in place of Saltire Award) and undertake duties as allocated by S6 Captains and/or SLT
S6 Captains Caipitean	S6 Captains must meet all of the above (Leadership Award in place of Volunteering Award) and take responsibility for scheduling Prefect duties, undertaking Prefect duties where required and planning the annual school dance.

+ House Captains (Senior and Junior) and Vice-Captains for our 3 houses, Kerry, Tollaidh and Maree.