



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

## Inverness 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% |

ADD SCHOOL VALUES HERE

## School Profile

### Pròifil na Sgoile

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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.

Inverness High School is located near the centre of Inverness serving the local community of Merkinch, Dalneigh and Central areas of Inverness. We have five associated primary schools: Merkinch Primary School, Dalneigh Primary School, Central Primary School, Bishop Eden's Primary School and St Joseph's Primary School,

There are currently **insert number** children and young people on the school roll. The headteacher is supported by two deputy headteachers, four curriculum faculty heads, three principal teachers, pupil support and one Principal Teacher Support for Learning.

More than **insert percentage** of pupils use school transport. Of our current pupils, **insert percentage** or percentage have recognised additional support needs and **insert percentage** 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/good/satisfactory/weak/unsatisfactory**. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. **All/Almost all/Most/Majority/Less than half/Few** children who face barriers to learning are making **very good/good/satisfactory** progress towards meeting their individual targets.

We have had **X/no** exclusions this year **or**

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

ADD SCHOOL VALUES HERE

Data relating to our context: census point last September (from parentzone)

Use school overview dashboard to support completion: [School Overview Dashboard](#)

|                             |                            |                              |                                                                                                                                                                                                                                                                                                            |                         |                         |
|-----------------------------|----------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|
| <b>Pupil Numbers</b><br>483 | <b>Attendance</b><br>80.8% | <b>Teacher Numbers</b><br>44 |                                                                                                                                                                                                                                                                                                            |                         |                         |
| <b>S1</b><br>201%           | <b>S2</b><br>16.6%         | <b>S3</b><br>21.3%           | <b>S4</b><br>19%                                                                                                                                                                                                                                                                                           | <b>S5</b><br>13.9%      | <b>S6</b><br>9.1%       |
| <b>SIMD Q1</b><br>60-70%    | <b>SIMD Q2</b><br>20-30%   | <b>SIMD Q2</b><br>0-10%      | <b>SIMD Q3</b><br>0-10%                                                                                                                                                                                                                                                                                    | <b>SIMD Q5</b><br>0-10% | <b>Unknown</b><br>0-10% |
| <b>ASN</b><br>70-80%        | <b>FSM</b><br>30-40%       | <b>EAL</b><br>10-20%         | <b>Glossary:</b><br>FTE – Full Time Equivalent<br>SIMD – Scottish Index of Multiple Deprivation<br>SIMD1 % pupils living in most deprived areas<br>SIMD5 – % pupils living in least deprive areas<br>ASN – Additional Support Needs<br>EAL – percentage of learners whom English is an Additional Language |                         |                         |

Attainment

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

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

Level 3

|                |                |                              |                 |
|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Most           | Most           | Most                         | Most            |

Level 4

|                |                |                              |                 |
|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Majority       | Majority       | Majority                     | Less than half  |

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

Level 3

ADD SCHOOL VALUES HERE

### Gaelic reading

Choose an item.

### Gaelic writing

Choose an item.

### Gaelic listening and talking

Choose an item.

Level 4

### Gaelic reading

Choose an item.

### Gaelic writing

Choose an item.

### Gaelic listening and talking

Choose an item.

For headings below, include **key** national benchmarking info from Insight which shows leavers attainment in literacy/ numeracy; overall quality of achievement and destinations.

## Senior Phase

Add summary messages from attainment **meetings to graph or table**

**S4:** Level 3 literacy is improving and the 2025 data is the best that we have had in 4 years. Similarly level 4 literacy is improving and this is the best it has been in the last 3 years. Tracking and monitoring and following up of pupils will be key to continued improvement. Level 5 literacy is particularly pleasing as there is an increasing trend for the last 3 years and it is the best level 5 literacy data we have had in the last 5 years.

Level 3 Numeracy is the best that it has been in the last 5 years which is pleasing and the data for those years is reasonably consistent but we are managing to close the gap on the schools we are being compared too. Level 4 on average for the last three years has been about 67% and behind the comparator schools so work will need to be done to catch up and surpass our comparators. Numeracy level 5 has jumped up quite markedly and we are very pleased with the 2025 level 5 numeracy data as it is the best data in the last 5 years.

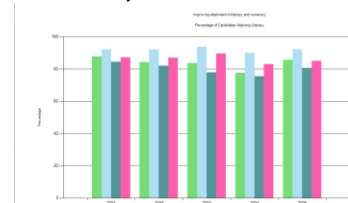
**S5:** There is a declining trend for both level 3 and level 4 literacy. The VC is staying roughly the same for this period so we need to be tracking and monitoring the progress of each pupil and target those pupils who are not meeting the level they should be, early in the year. Level 5 Also has a declining trend in S5 for the last three years but level 6 more stable and the data for 2025 is the highest that it has been in the last 4 years, closing in on the comparator school.

**S6:** Level 3 and level 4 literacy are an improvement on the 2024 data and is closer to the '21, '22 and '23 data which was near 100% and above our comparator schools. Level 5 literacy for S6 is an improvement on the previous year's data and more in line with the 3 years prior to '24. Level 6 data for S6 is strong, it is the best for the last 5 years and above the comparator schools which only happened once before in the previous 5 years.

Level 3 and 4 for S6 Numeracy are an improvement on the '24 data and more in line with comparator schools as had been the case in the years '21, '22 and '23.

Overall, we need have a keener eye on tracking the pupils, especially those in the lowest attaining 20% to ensure that they do not leave with no qualifications in literacy and numeracy at all.

S4 Literacy level 3 and 4



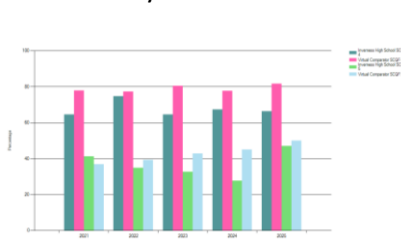
S4 Numeracy level 3 and 4



S4 Literacy level 4 and 5

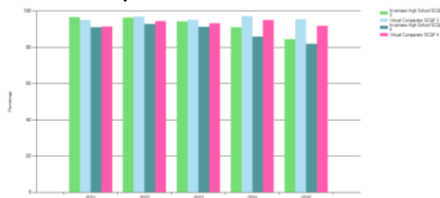


S4 Numeracy level 4 and 5

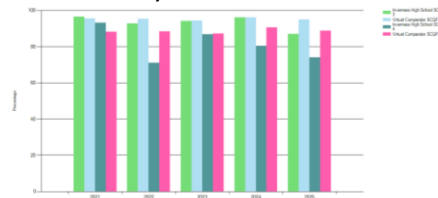


ADD SCHOOL VALUES HERE

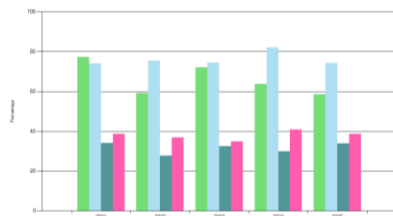
### S5 Literacy level 3 and 4



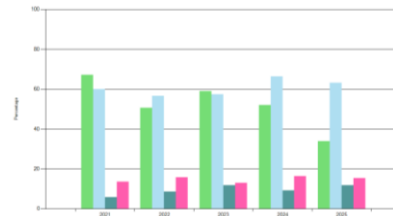
### S5 Numeracy level 3 and 4



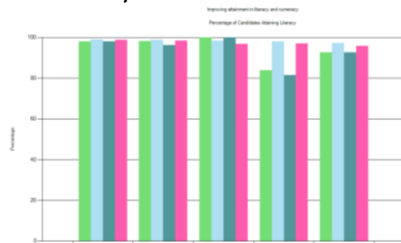
### S5 Literacy level 5 and 6



### S5 Numeracy level 5 and 6



### S6 Literacy level 3 and 4



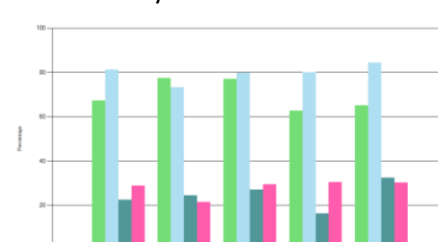
### S6 Numeracy level 3 and 4



### S6 Literacy level 5 and 6



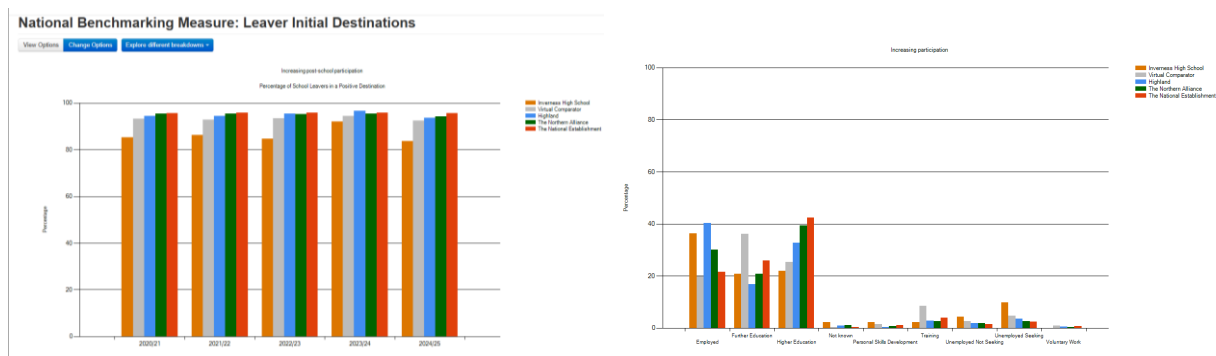
### S6 Numeracy level 5 and 6



## Senior Phase Leavers

There has been a sharp drop in the number of pupils who are achieving a positive destination from the '24 data, which had been a bit improvement on the year's subsequent to it. The '25 data dropped to be more in line with 21, 22 and 23 data which averages at about 85% of pupils achieving a positive destination. The most popular destination is employment with 36% going straight in to a job after leaving school. Further education has 21% of our pupils moving on to it and 22% moving on to higher education. An issue that we need to keep an eye on is the number of pupils going in to unemployment, 14.5%, 10% of which are unemployed seeking.

ADD SCHOOL VALUES HERE

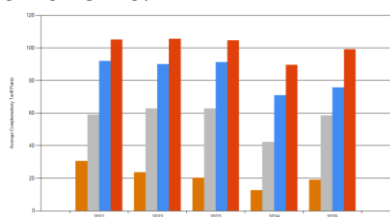


## Cohorts – Attainment for All

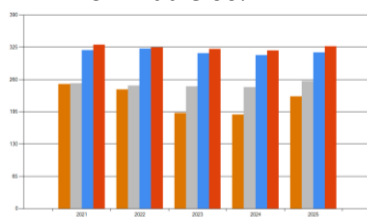
S4 highest attaining 20% in 2025 was the highest data the school has attained in the last 5 years and for the last 3 years there has been an improving trend. Similarly the Middle attaining 60% has an increasing trend for the last 3 years and the '25 data has closed the data with comparator school in the last year and is close to being in line with what it was in '21 and '22. The lowest 20% has been consistently below the comparator school for the last 5 years and there is a large gap.

S5 data for the current year is below the comparator schools for each of the lowest, middle and highest attaining levels in the school, particularly the lowest attaining 20%. The highest attaining 20% data is the best it has been in the last 5 years which is very pleasing and is closing the gap on the comparator schools. The middle attaining 60% is on a bit of a downward trajectory and we will need to look at curriculum pathways and what is being offered. The lowest attaining 20% is also on a downward trajectory and again we will need to look at offer and pathways for pupils going from S4 to S5, as well as tracking & monitoring of pupils at risk of not attaining as they should and could. S6 attainment data is also below the comparator schools for each area of lowest attaining, middle attaining and highest attaining but the gap with the comparator schools is closing and closer than S4 and S5. The data for the highest attaining pupils is a marked improvement on last year and is more in line with '22 and '23 data. The middle attaining 60% is the best it has been in the last The lowest attaining 20% have improved on the previous year but still quite a bit below the comparator schools and need to keep an eye on this. Tracking and monitoring and the appropriate interventions will be key along with the continued tracking & monitoring of such interventions.

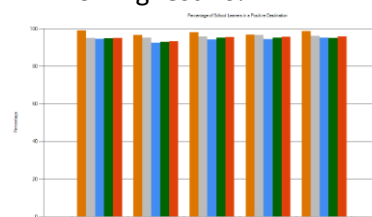
S4 lower 20%



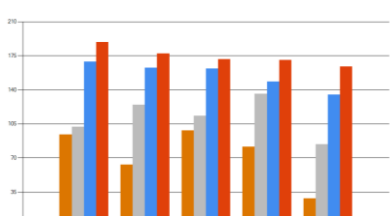
S4Middle 60%



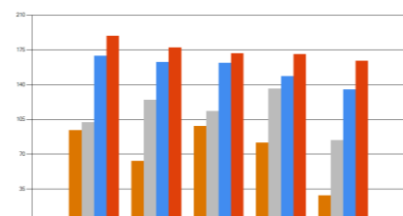
S4 highest 20%



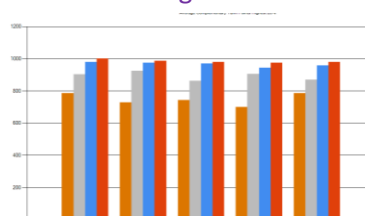
S5 Lower 20%



S5 Middle 60%



S5 highest 20%

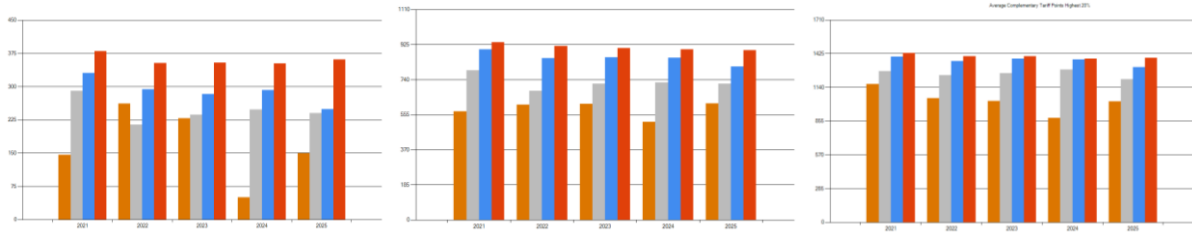


S6 Lowest 20%

S6 Middle 60%

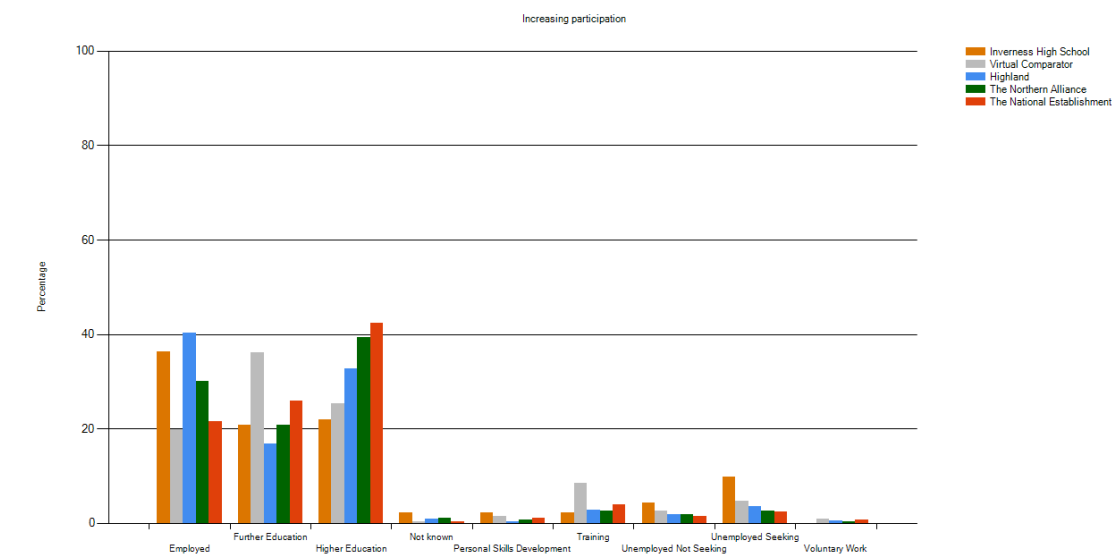
S6 Highest 20%

ADD SCHOOL VALUES HERE



## Destinations of School Leavers

Add summary messages—



ADD SCHOOL VALUES HERE

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Inclusion  
Honesty  
Success

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

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

| School Priority 1: Add title                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Improvement Plan Priority 1 : Learning Teaching and Assessment                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Embed Learning and Teaching standard<br><br>Focus on lesson structure/pace and challenge<br><br>Focus on questioning/ formative assessment<br><br>Working Group to look at one element of 2.3 – this session is questioning and share feedback at Whole Staff meetings.<br><br>Observation programme involving all staff. A series of peer observations to share good practice.<br><br>Department Improvement plans to reflect upon challenge questions and set targets. | Staff will review what makes for an excellent lesson.<br>Peer observations will be undertaken in the first term after summer to focus on lesson structure and questioning.<br>Formal lesson observations will take place to review how well the structure and questioning techniques have been implemented.<br>Lesson observations will see SMT and EMT pair up with non promoted staff to carry out the lesson observations so that we are disseminating leadership opportunities.<br>The same format as above will be used for term 2 after the summer but with Meeting Learners Needs as the focus. |
| Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Work has taken place on all of the above but were areas that the HMle inspection highlighted as being areas that still needed further attention as well as addressing the issues of pace & challenge and pupil passivity. Staff recognise the need to work further on these areas and have spoken enthusiastically about further work being carried out as a staff on these areas as well as embedding the Inverness High School lesson.                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

ADD SCHOOL VALUES HERE

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| <b>School Priority 2: Add title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Improvement Plan Priority 2: Raising Attainment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Summary of progress</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Next steps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Raise attainment</p> <p>Literacy and Numeracy capture across curriculum. Scottish Studies introduced.</p> <p>Wide range of NPAs introduced linked to labour market information/pupil voice</p> <p>Learner pathways clear linked to data – improved attainment/Positive Destinations</p> <p>Implement a robust whole-school system for tracking, monitoring, and assessment, underpinned by a clear assessment and moderation policy, to ensure consistent use of data, alignment with national benchmarks, and accurate evidence of progress to inform planning and interventions</p> <p>Focus on targeted support for FSM pupils. This will involve working 1:1 to ensure maximum attainment. FSM pupils will be tracked across the whole school for achievements and attainment.</p> <p>Review curricular offer to ensure it is effective for all learners. Introduce NPA that provide equal attainment. Departments to review curricular offer and explore new courses.</p> <p>Focus on 5@5 and 5@6. Tracking system to review 1@6 3@6 and 5@6. Use of data to ensure we are ambitious during course choice. EMT to discuss pupils termly. Departments starting to deliver level 5 content in S3.</p> | <p>We are introducing a new Tracking &amp; Monitoring system as of August and we are going to be rigorously using this to identify early on which pupils need support and interventions and work with home to get what we can for all our pupils and make sure that we have no pupils leaving with no award from any subject. Departments are already looking at possible alternative courses to present the pupils for to ensure that they are attaining the highest possible level.</p> |
| <b>Impact</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>These are areas that have been started but have not been embedded and as a result further work is required this year to embed the work being done on this.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| <b>School Priority 3: Promoting Positive Relationships/ Attendance</b>                                                                                                                                                                                                                 |                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Improvement Plan Priority 3</b>                                                                                                                                                                                                                                              |                                                                                                                                                                    |
| <b>Summary of progress and impact</b>                                                                                                                                                                                                                                                  | <b>Next steps</b>                                                                                                                                                  |
| <p>We have the aspiration that every person in Inverness High School will feel valued and respected through an organisational culture that is actively supported by all staff and pupils. Equity, equality and respect for wellbeing are hallmarks of the learner experience here.</p> | <p>The most important aspect for this area is working with immediate effect on the attendance policy and making sure that everyone is aware of what the policy</p> |

ADD SCHOOL VALUES HERE

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Equally safe at School embedded. This will be the focus on the Ethos working group. There will be a focus on gender based violence training for staff.</p> <p>Attendance policy created by working group. Focus will be one year group and then rolled out across the whole school. Whole school attendance tracker to be created and a staged intervention approach created.</p> <p>Rights Respecting School Silver award. We will implement action points to achieve silver. A working group will deliver whole staff training.</p> <p>School values and ethos. Embed strong house system which celebrates achievements and promotes our school values. A working group will create a calendar of events linked to merits/house points.</p>                                                                                                                                                                                                                                                            | <p>is and is using it. We also need to address the issue of late coming that co-exists alongside non-attendance.</p> <p>The Rights Respecting group will continue to meet regularly to implement strategies that will allow us to meet the criteria for the silver award and continue the good work led by Jenny Urquhart.</p> <p>We look to embed the new values by making it part of our merit system as well as introducing year group assemblies and having a strong focus on the values at the assemblies.</p> |
| <b>Impact</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>The school, along with partners put a lot of work in to creating the school's new values of Inclusion, Honesty and Success and we now need to embed these into the school life. To embed the values we are going to link these values into our merit system.</p> <p>There has been the establishing of a staff and pupil working group for Rights respecting schools and the school has achieved the Bronze Award and working towards the silver award. The S1 Modern studies course has been designed around the UNCRC charter.</p> <p>Equally safe at School has been rolled out to all staff and pupils (S1-6). Staff training took place and they have completed a 50 minute module on misogyny and gender based violence. All pupils have completed a survey which will shape how we will embed in the PSE curriculum and we have started a pupil focus group has been formed.</p> <p>Work has started on the attendance policy but further work needs to be done on this to develop and embed.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Two CSWs worked with 52 pupils in receipt of FSMs to try and improve attendance. A third CSW was appointed in Oct.

Bespoke packages were created for individuals and Emotional Based School Avoidance resources used to support the YPs to gain a greater picture.

Some pupils were supported with collection from home, other families benefited from positive texts and calls and support/ advice offered to help with routines and boundaries at home.

The spaces offered a safe space for YPs to go in school where class was difficult to attend. This space allowed CSWs to continue to support with the course work from class while addressing the barriers of attending classes.

Two P7s were allocated to a CSW to encourage attendance and build relationships at the High School before transition.

28 out of 52 YPs attendance improved.

2 remained the same.

22 YPs attendance did not improve but feedback suggests they valued the role of their CSW.

Some of these YPs were referred on to wider agencies/ partner support.

We regularly have 20 young people on average attending Breakfast club who are in receipt of FSMs, this can sometimes be as many as 25.

All learners attended Growing Together course, where 7 out of 8 completed the award achieving two Personal Development Units. The course ran for 13 weeks. One young person didn't complete due to a family bereavement.

CSWs supported YPs in primary highlight their concerns for High School and built relationships with them who were highlighted for the need of an extended transition. 41 pupils attended weekly over a 7week period ahead of normal transition days. CSWs built relationships with them and supported P7s to form relationships with other P7s. They supported with collection of the YPs to and from the primaries.

## Wider Achievements

### Coileanaidhean nas fharsainghe

We have had successful trips in Engineering Science to the Queensferry crossing, with pupils getting an insight into the Engineering behind building the Firth of Forth's newest crossing. Additionally, the Engineering Science class also went to the new pavilion at Bught park to take part in a STEM careers and apprenticeship event.

S3 Graphics and Engineering class have recently visited Lifescan to find out about STEM careers and Engineering roles within the industry. IHS managed to win their round of the quiz competition at the event. S2 pupils attended the Global Underwater challenge competition in Caley Thistle stadium and performed well on the day.

HE pupils took part in Inverness Rotary Schools Masterchef competition. Milan went all the way to the final and after cooking in front of an audience and Hospitality judges at a final at UHI was the regional winner.

Milan then went onto to compete in the Scottish final of the competition and gained invaluable experience competing in it.

Pupils took part in Jamie Oliver Guinness World Record attempt for "the largest cooking lesson over multiple locations" in conjunction with Jamie Oliver Ministry of food foundation." The venues were all over the world. The Guinness world record was successful and involved over 25 staff and pupils from this school.

Pupils competed and won the Circular Economy challenge run by Young Enterprise and Skills Development Scotland. 6 pupils presented and won for the best overall business idea of recyclable zips.

We had African Cart Workshop in to work with pupils to create some street food. 20 Pupils really enjoyed working with the chef Oni.

Staff attended workshop with Williamsons Food and Drink Merchants and Inverness and Culloden Rotary to try and work together to make changes to the Masterchef competition so that it is accessible to more pupils.

Staff attended training with Hospitality Sector to try and improve opportunities of working with schools and the Hospitality Industry.

The Higher Graphics class took a trip to Dundee and then overnight in Glasgow which included visits to the V&A museum in Dundee, Transport Museum and Kelvingrove Museum.

There was a trip for the pupils to the 6Nations and Autumn international rugby matches at Murrayfield. It's amazing to see how some pupils benefit from the trips, they were a real positive experience for them.

There was the camping trip to Lewis and Harris during Activities days for S3s, spending 2 nights camping at beach campsites and doing a tour of the island on the middle day.

The S3 woodwork class took a trip to the cloud factory (West Fraser) on the way to the airport, where they made OSB Chipboard that gets exported all over the country and Europe.

## Comments from learners, families, stakeholders and staff

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

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Of parents responding to HMle survey

81% feel that their child likes being at school

87.5% feel that their child is treated fairly and with respect in school.

77% feel that their child is making good progress at school.

82% are satisfied with the teaching in the school.

75% feel that the school is well led and managed.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

|                                                                                  |              |
|----------------------------------------------------------------------------------|--------------|
| <b>QI 1.3</b><br>Leadership of change                                            | Satisfactory |
| <b>QI 2.3</b><br>Learning, Teaching and Assessment                               | Satisfactory |
| <b>QI 3.1</b><br>Ensuring Wellbeing, Equality and Inclusion                      | Satisfactory |
| <b>QI 3.2</b><br>Raising attainment and Achievement/Securing children's progress | Weak         |
| <b>Other QIs reviewed</b>                                                        |              |

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

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

The staff in Inverness High School are very committed to their pupils in the school and care deeply about their welfare and success. There is work to be done on the three areas for raising attainment: HWB/ethos, learning & teaching and curriculum. The school was inspected by HMle in December 2025 and the gradings were slightly different to the above but the above gradings are to reflect the work that has been done by the staff based on the suggestions for improvement made by HMle.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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**Learning & Teaching:** Questioning, AifL and passivity.

**Curriculum:** Reviewing the structure & offer in the senior phase as well as the BGE curriculum

**Ethos:** Promoting Positive Relationships, Attendance policy, Rights Respecting Schools, Equally Safe at School,

ADD SCHOOL VALUES HERE

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.

ADD SCHOOL VALUES HERE