

# Summarised inspection findings

**Kinlochbervie High School**

The Highland Council

11 March 2025

## Key contextual information

School Name: Kinlochbervie High School  
Council: The Highland Council  
SEED number: 5153239  
Roll (provided by school): 33

Kinlochbervie High School is a small remote secondary school that provides a six-year secondary experience for the pupils aged 12 – 18 years old. The school serves communities of northwest Sutherland. Kinlochbervie High School is part of the north-west Sutherland associated schools group (ASG) along with Durness, Kinlochbervie and Scourie Primary schools.

The headteacher has been in post permanently for six months. He is supported by one deputy headteacher and four faculty heads.

Currently, the school roll is around 33 young people.

The curriculum is impacted by staffing difficulties, mainly in the expressive arts, home economics and religious and moral education (RME).

Attendance is generally below with the national average.

The exclusion rate is generally below the national average.

In September 2023 18.5% of pupils were registered for free school meals.

In September 2023 no pupils live in 20% most deprived data zones in Scotland.

In September 2023 the school reported that 70.4% of pupils had additional support needs (ASN).

### 1.3 Leadership of change

weak

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based- and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Kinlochbervie High School is central to the life of the local community. The recently appointed headteacher is well respected by young people, staff, parents and the wider community. He recognises the need to support middle leaders to develop their understanding of approaches to improving outcomes for young people. The headteacher is beginning to develop an understanding of the important areas for school improvement such as learning, teaching and assessment, broadening the curriculum, meeting the needs of all young people and raising attainment. He, supported by the local authority, needs to develop clear expectations across each of these strategic areas for improvement. This then needs to be followed by clear strategies for implementing significant improvements.
- The headteacher worked recently with young people, staff, parents, partners and others in the community to revise the vision and values for the school. Young people and staff recognise the need to be more aspirational. A few are beginning to enact the new vision for the school. The revised values reflect the commitment of the school community to raise aspirations for all young people to achieve the best possible outcomes. Staff are beginning to promote the values of courage, aspiration, respect and equality (CARE) throughout the school. Staff should apply these values consistently in their daily interactions with young people to enable them to demonstrate the values more effectively.
- The headteacher has begun to review the roles and responsibilities of staff in senior and middle leadership roles across the school. This has the potential to improve some aspects of the school. The headteacher needs to review the school's strategic leadership of pupil support. The current lack of clarity between senior and middle leaders in this aspect of the school's work is having a detrimental impact on outcomes for all young people. Staff should ensure that approaches to identifying the needs of young people, planning interventions appropriate to their needs and monitoring the impact of these, are systematic and robust.
- Senior leaders should ensure that self-evaluation activities lead to more effective planning for both school improvement and the Pupil Equity Fund (PEF). These plans should be informed by the views of parents, be outcome focused, measurable and effective in securing improved outcomes for all young people. Throughout the year, senior leaders need to monitor and evaluate progress against these outcomes.
- Middle leaders are at the very early stages of developing their role in leading strategic planning and improvement. Leaders at all levels need to use self-evaluation more effectively both individually and collectively to support better experiences and outcomes for all young people. This should include a systematic approach to analysing data to better inform improvement priorities. Moving forward, faculty improvement plans should be based on systematic self-

evaluation activities set out in a whole-school quality assurance calendar. Faculty improvement priorities should link explicitly with the school improvement plan. This will enable all staff to contribute to a coordinated approach to school improvement, which should be carried out at an increased pace of change.

- The headteacher recognises the importance of supporting all staff to engage in appropriate professional learning which will lead to improved outcomes for young people. All middle leaders are undertaking professional learning to improve their knowledge and skills. As a result, middle leaders are beginning to develop their capacity to plan effectively for leading improvements across the school.
- Middle leaders have recently begun to conduct annual professional review and development meetings for teachers. Actions and next steps for staff should be more closely aligned with school and faculty priorities. Support staff should engage in professional learning which helps them better meet the needs of young people. Professional learning should include improving the quality of learning, teaching and assessment, meeting better the learning needs of young people and raising attainment.
- There are limited opportunities for classroom teachers to lead improvement across the school. Most teachers are at the very early stages of understanding their role in ensuring that self-evaluation activities underpin planning for improvement. The headteacher should support all staff to undertake a more robust self-evaluation process.
- The headteacher has begun to develop collaborative groups to support class teachers to take more ownership of school improvement priorities. Most teachers are at the early stage of understanding how they can affect improvement and change. Classroom teachers should be supported to understand better national standards of attainment both in the broad general education (BGE) and in the senior phase. They should also exercise greater responsibility for ensuring that they upskill their own practice.
- The majority of young people adopt leadership roles to support the work of the school and the local community. The recently established Pupil Parliament enables young people to influence positively change in their school. Young people are proud of the changes they have made in, for example, the learning environment. They are enthusiastic about their role in effecting continuous improvement in their school. Young people effectively contribute to community development and locality planning in the area. Pupil representatives work well with community organisations, including the community council and North West 2045, to plan and progress local improvements. The 2024-2040 Kinlochbervie Local Place plan reflects the ideas and ambitions young people who are members of the Pupil Parliament have contributed.
- School leaders and staff work effectively with community partners to extend learning opportunities. For example, staff from the Geopark support Junior Ranger and environmental science programmes. Initiatives are jointly planned and monitored. School facilities are regularly used for community activities out with the school day. This is important for supporting community cohesion in such a rural locality.
- Skills Development Scotland (SDS) staff work closely with school staff to plan activities and opportunities for all young people throughout the school year. Together, they are at the very early stages of developing a meta-skills framework to support young people recognise the skills such as communication, critical thinking, and adaptability they are developing. Local employers work well with staff to support young people into employment. Senior leaders are at

the early stages of embedding Developing the Young Workforce priorities across the curriculum.

## 2.3 Learning, teaching and assessment

weak

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Young people experience good relationships between each other and with staff. In the majority of lessons, young people are focused on their learning and participate in class discussion and activities. Staff and young people could potentially develop the newly created school vision of “we learn with care” to strengthen further the climate for learning across the school.
- In most lessons, teachers need to adopt a greater variety of teaching approaches to actively engage young people. Teachers should plan more opportunities for young people to lead their own learning. Young people are often too passive in their learning and as a result, they become disengaged. A few young people are not fully motivated nor engaged with their learning. At times this results in low-level disruptive behaviour.
- Senior leaders and teachers recently implemented project-based learning in the BGE. This approach is showing early signs of supporting a better balance between teacher-led activities and more independent and collaborative learning. The headteacher should ensure that teachers monitor and evaluate this approach systematically and robustly to ensure that it is improving outcomes for young people.
- Teachers need to increase the pace of learning and ensure time in lessons is used purposefully. In almost all lessons, learning is not sufficiently differentiated to meet the needs of all young people. Class tasks and activities are not sufficiently challenging. In almost all lessons young people are doing the same task at the same pace. As a result, learning does not meet the individual needs of young people.
- In most lessons, teachers offer clear instructions and explanations. Most young people listen respectfully to instructions and explanations. In a few lessons, teachers share the purpose of learning with young people and link this to success criteria. However, there is too much variability in the quality of framing the purpose of learning across the school.
- Teachers do not have good quality information on young people’s learning needs. This needs to be more robust to support better the planning of tasks and activities in classroom. Class teachers must also recognise their responsibility in understanding the different learning needs of young people. They must ensure that planning takes account of the learning needs of young people and that tasks and activities support and challenge young people appropriately.
- Teachers do not consistently plan high-quality lessons and make connections between learning intentions and success criteria. In almost all lessons, success criteria are too focused on the completion of tasks rather than on how young people demonstrate progress in their learning. A few teachers use plenaries well to allow young people to reflect on their learning.

All teachers should ensure that plenaries support young people to understand better the progress that they have made.

- All young people have a digital device to support their learning. In a few lessons, teachers make effective use of digital technology to enhance learning experiences. Teachers should now work together to identify ways to use digital technology more effectively to enhance learning experiences.
- Teachers need to develop a better understanding of the uses and purpose of assessment. In the BGE, approaches to assessment are inconsistent. The validity and reliability of assessments are variable across curricular areas. Effective approaches to moderation have not yet been established. Teachers do not have strong understanding of National Benchmarks in the BGE, nor of national standards in the senior phase. This results in most young people not understanding the progress they are making in their learning. Senior and middle leaders need to develop robust approaches to moderation in the BGE and senior phase. Staff should now develop an assessment policy that is understood by all. This will support young people and teachers to understand better the progress they are making in their learning.
- Teachers are more confident in making judgements about the attainment of young people in the senior phase. Most teachers use summative assessments effectively to measure attainment in the senior phase. The majority of staff participate in subject networks with other schools. This is beginning to develop teachers' confidence in evaluating the progress that young people are making in the senior phase. Teachers should continue to develop approaches to moderation within, across and beyond the school setting in order to increase the validity and reliability of their professional judgements.
- In the senior phase a few staff engage young people in regular conversations about their learning. A few young people in the senior phase are aware of their target grades and what they need to do to improve. At present there is too much inconsistency in the quality of learner conversations across curriculum areas. Teachers need to improve the impact of these conversations to make them more outcome focused. This will help young people understand better the progress they are making. Senior leaders and faculty heads should ensure that high-quality learner conversations inform appropriate interventions to raise attainment.
- Across the school tracking and monitoring of young people's progress requires significant improvement. Senior and middle leaders should develop robust systems to track and monitor young people's assessment and progress. The collection and the use of data in curricular areas does not support staff effectively to understand the progress being made by young people. Teachers need to use this information to help inform their planning of learning, teaching and assessment. They should use assessment strategies to check for understanding such as better questioning to help inform subsequent revisions to their teaching.



## 2.2 Curriculum: Learning pathways

- Staff have a well developed structure in place to support curricular transitions between P7 and S1. Secondary teachers plan activities weekly with cluster colleagues. These include building on prior learning in literacy and numeracy and activities to support the move to high school. Additional activities include Spanish, science, physical education (PE) and art and completion of a P7 to S1 passport. Children in P7 take part in a well planned inter-disciplinary learning project across science, maths, technology and wellbeing. Staff should consider how to build on this activity. Moving forward it is important that this time is used more effectively with a clear focus on what children have learned and achieved at primary school across all curricular areas. This will support young people's progression in learning as they begin S1.
- Senior leaders recently re-structured the classes across the school. Young people now attend classes as dual year groups: S1/S2, S3/S4 and S5/S6. Teachers need to plan programmes and courses carefully across both the BGE and senior phase to make sure that learning is progressive. Staff need to track and monitor progress of individual and groups of young people carefully to ensure that all young people make appropriate progress.
- Young people do not receive their entitlement to a BGE at third curriculum level by the end of S3. Young people choose options for the senior phase at the end of S2, S4 and S5. Young people are informed by Skills Development Scotland (SDS), through inputs to the personal and social education (PSE) programme, noticeboards and individual interviews with their Guidance teacher. Currently, young people are not fully informed about their own progress in different curriculum areas. As a result, they do not always make the most appropriate choices. As staff develop approaches to tracking and monitoring of pupil progress, young people should be better informed across all curricular areas.
- In S1/S2 and S3 young people experience a range of relevant electives to enhance their curriculum and to help negate some of the staffing challenges in key curriculum areas. Most young people recognise how these electives support them to develop personal skills. Staff do not yet however have an understanding of their role in delivering literacy, numeracy and health and wellbeing as a responsibility of all.
- Young people experience the national recommendation to high-quality PE. Through a humanitarian education programme, staff deliver aspects of RME. Young people do not yet experience a second language during the BGE in line with national recommendations.
- Staff have a good knowledge of the local context. They use this information well to support young people into initial positive destinations. Staff are increasing the range of pathways available to young people in the senior phase. These include, for example, Scottish Credit and Qualifications Framework (SCQF) level 5 courses in media, hospitality and maritime skills. Staff need to evaluate the impact of these new pathways to ensure that they are wholly appropriate for the young people who choose them.
- Young people have regular access to the attractive and well stocked school library. They are encouraged to read from a wide and varied range of fiction and non-fiction. There is a good range of fiction texts to support young people recognise, understand and demonstrate inclusion and diversity.



## 2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents welcome the enthusiasm and determination of the headteacher to improve outcomes for young people. They recognise his commitment to engage with parents, including the “open-door” approach, regular drop-in sessions and termly newsletters. The headteacher consulted parents regarding the school’s revised vision and values. Members of the Parent Council are well informed about school matters at Parent Council meetings through the headteacher report and on-going school improvement priorities, including recent course choice and curriculum model changes.
- Most parents appreciate how staff support young people. They agree that young people are known and well cared for within the school. Parents recognise the good relationships between young people and staff as well as themselves and staff.
- A few parents would welcome more regular communication regarding the progress of their children and advice about how they can best support the learning needs of their children.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

### 3.1 Ensuring wellbeing, equality and inclusion

unsatisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Most young people feel a sense of belonging in the school. The headteacher seeks and values the views of young people. He demonstrates respect for young people's right to express an opinion and to have it taken into account on matters that affect them. This contributes to the school becoming an increasingly inclusive environment.
- Relationships between almost all young people and staff are good. There is a calm and orderly environment across the school. All young people have a trusted adult they would speak to if they had a concern or worry. Young people access a range of dedicated social spaces and out-of-school activities which provide welcoming and safe environments. As a result, almost all young people feel safe in school.
- Senior leaders are at the early stages of developing a strategic approach to supporting the wellbeing of young people. For example, staff have undertaken professional learning on aspects of wellbeing and recently created a Health and Wellbeing policy. This is not yet having an impact on outcomes for young people. Senior leaders should, as planned, develop a distinct wellbeing strategy to help staff and young people have a shared understanding of what wellbeing means. This has the potential to equip young people to self-reflect and identify strengths and any areas where they may require specific support.
- Almost all young people in the senior phase feel that staff and other young people treat them fairly and with respect. In the BGE, a significant minority of young people feel that their interactions with peers are not always based on mutual respect. The behaviour of a few young people can disrupt learning, and a majority of young people feel that staff do not always deal with these incidences fairly or in a consistent manner. Staff should continue to develop the positive relationships policy so that young people benefit from consistent responses from adults who better understand their needs.
- Partners work well with staff to provide young people with a wide range of out of school experiences. These include sport, excursions and outdoor education such as the Blue Box Youth Space. As a result, most young are active in their school community, and appreciate the benefits this has on their physical and mental health. Senior leaders should now consider how to involve partners in an increasingly strategic way to plan and deliver wellbeing supports for identified groups of young people.
- An established activity takes place each week across the three associated primary schools and the secondary school. This enables young people from the primary schools to come together to mix with a larger cohort group. The activity also allows children in P7 to experience a range of different subjects. Most young people feel that they were well supported to move from primary

to secondary school. Staff should develop this activity into a more formal pastoral and curricular primary-secondary transition programme. This should also build in opportunities for enhanced transition for young people who require additional support.

- Career education features within PSE and is appropriately supported by referral and specialist support. However, the PSE curriculum is not sufficiently relevant, progressive or engaging. Topics need to be better-informed by both local and national issues. Currently there is little reference to the rural nature of their community, for example. Teachers need to engage with young people, and with national guidance, more effectively to review this programme across all year groups.
- As a priority, all staff across the school need to develop a greater understanding of statutory duties relating to wellbeing, inclusion and equalities. All teachers need to fully understand their role in meeting the needs of all young people, including those who have difficulties managing and regulating their behaviour. This is a major weakness in staff's approach to meeting the needs of young people who require additional support with their learning. Teachers currently do not identify and record accurately all young people who require additional support. Young people's progress is not sufficiently tracked or monitored. As a result, there are groups of young people across the school whose needs are not being met. To improve outcomes for young people who require additional support, teachers need to have a greater understanding of, and implement, a range of strategies to support young people. Staff need to develop and share support plans for identified young people. These plans should contain appropriately specific and measurable learning targets, be informed by the views of young people and parents and be regularly reviewed by young people, their parents and staff. This will help ensure all young people receive the right level of support and appropriate challenge so they can achieve greater success in school.
- Staff are developing a clearer understanding of the factors that impact on young people's attendance. Staff maintain accurate attendance records for all young people. Senior leaders track and monitor attendance data well. This is beginning to be used to identify young people who require additional support to improve their attendance. As a result, attendance at school is improving. Staff should continue to monitor the impact of current arrangements for addressing non-attendance. Exclusion from school is below the national average.
- A minority of young people in the BGE feel that bullying is not always dealt with effectively. Staff need to gain a better understanding of perceived bullying issues. They also need to help young people understand the impact of these types of behaviours as outlined in national guidance. Senior leaders should analyse any patterns or trends in behaviours to support young people more effectively and inclusively.
- The majority of young people, particularly in the senior phase, understand the importance of equality. Young people learn to value diversity and challenge discrimination through relevant subject content, well-considered wall displays and a range of relevant texts in the school library. Most young people are aware of Children's Rights and the importance of respecting other people's dignity. Young people would benefit from learning in more depth about the importance of respecting all protected characteristics to ensure the school community is fully inclusive of all young people.

### 3.2 Raising attainment and achievement

unsatisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

As the number of young people in each of the secondary years is small, care has to be taken when interpreting and analysing data. In order not to identify any of the small number of young people taking qualifications, HM Inspectors have not used the usual qualitative terms.

#### Attainment in literacy and numeracy

##### BGE

- Young people generally do not make sufficient progress in literacy or numeracy. Most young people attain literacy, and almost all attain numeracy, at third CfE level by the end of S3. Less than half attain literacy or numeracy at fourth CfE level by the end of S3. These judgements are not yet reliable or valid.
- Literacy and numeracy, as a responsibility of all, is not evident across the school. Staff have recently introduced booster classes focusing on literacy and numeracy in S1 and in S2 in order to raise attainment in these key areas. It is too early to measure the impact of this strategy yet.

#### Senior phase

##### Leavers

##### Literacy and numeracy

- Almost all young people leaving school between 2018/19 and 2022/23, achieved SCQF level 4 or better in literacy. Over the same time period, most young people leaving school achieved SCQF level 4 or better in numeracy. Overall, all young people with ASN who left school from 2020/21 to 2022/23 attained literacy and numeracy at SCQF level 4 or better.
- Not enough young people attain literacy or numeracy at SCQF level 5 or level 6 before leaving school. Too few young people are successful at SCQF level 5 applications of mathematics or SCQF level 5 and SCQF level 6 mathematics.

#### Cohorts

##### Literacy and numeracy

- From 2019/20 to 2023/24 the majority of young people at S4 attained SCQF level 5 literacy or better and SCQF level 4 course award in numeracy. In both literacy and numeracy less young people attain the course awards than attain the unit awards at both SCQF level 4 and SCQF level 5. A few young people attain literacy or numeracy awards at SCQF level 6.
- Young people have learner conversations with key staff in the senior phase. This provides a framework for focused discussions about what young people need to do next in their learning. Staff should now ensure that these conversations are sufficiently rigorous to affect the desired improvements.

## **Attainment over time**

### **BGE**

- Senior leaders are unable to demonstrate attainment over time in the BGE. Teachers are at a very early stage of tracking and monitoring young people's attainment in literacy, numeracy and other curricular areas, from primary school through the BGE. Teachers' professional judgements of achievement of a CfE level are not yet reliable or robust. Most teachers do not yet have a comprehensive understanding of National Benchmarks. In recent years, teachers have engaged in professional learning events, including those from national leads, in order to improve pedagogy and understand better national standards. The impact of this professional learning is yet to be seen. Additionally, teachers need to work both within, across and beyond the school setting more. This will help to moderate their professional judgements of achievement of a CfE level and increase the reliability of these judgements.

## **Senior phase**

### **Leavers**

- Average complementary tariff points for all leavers from 2018/19 to 2022/23 is often below than the virtual comparator (VC).

### **Cohorts**

- Overall, the attainment of the lowest attaining 20% and highest attaining 20% of young people has declined from 2019/20 to 2023/24. In S6 based on S6, over the same time period, attainment of the middle attaining 60% generally improved. However, this remains below the VC.

## **Breadth and depth**

- Overall, too many young people are not being presented for enough qualifications. More young people need to be presented for and achieve national level qualifications in line with other young people across Scotland. Teachers need to support young people more effectively to have higher aspirations, higher quality passes and increased expectations of their attainment. For example, very few young people attain qualifications at SCQF level 6C or better. No young people received a qualification at SCQF level 7C or better from 2021/22 to 2023/24.
- All teachers do not yet have a full understanding of SQA standards. As a result, too often their predicted grades for young people do not correlate with the actual grades awarded to young people. A few teachers are employed as SQA appointees. Senior leaders should now ensure that this level of national work, along with improved moderation activities, informs practice more effectively across the school, in all curricular areas.
- There are no dual presentations across the school and very few areas where young people attain a no award.

## **Overall quality of learners' achievement**

- Young people are developing leadership skills and feel empowered through their involvement in the Pupil Parliament. They successfully secured funding for new goals posts and negotiated new social areas within the school. Young people on the Highland Youth Parliament support supporting a wider understanding of rural life through their presentations to their peers elsewhere in The Highland Council.
- Young people are important partners in supporting their community to be sustainable and to develop. They work with community organisations, including the community council, to take forward initiatives such as Clean Up Kinlochbervie. Young people are encouraged to consider how their learning outdoors can support their work in school. For example, the path building and rural skills visits help them understand better topics in geography.

- Young people are supported well by staff and partners to pursue their individual interests and ambitions. Young people build friendships through out-of-school and community activities such as paddleboarding and sessions at the Blue Box Youth Space at the school. Regular school trips support young people to increase their understanding of different communities and ways of life.
- Young people are increasingly gaining recognised achievement awards. All young people in S1 and S2 participate in Junior Rangers. An increasing number of young people now record volunteer hours for Saltire awards and successfully gain Highland Leadership awards. A group of young people has received relevant first aid, basic sea survival, basic firefighting and prevention, health and safety and power boat certification through the successful partnership with the Fish Industry Training Association.
- Staff recognise and celebrate achievements of young people through, for example, newsletters and assemblies. Skills that young people gain outside of school, for example through part-time work, are recognised by staff and built on well in a few subjects such as hospitality. Staff should now develop a whole school system for tracking and monitoring skills and achievements of young people. This will help staff ensure that those who are at risk of missing out from these valuable experiences do not.

### **Equity for all learners**

- Most staff are aware of the socio-economic context in which young people live. This includes an awareness of the impact of rural poverty and isolation. As a result, a wide range of experiences out with school, such as regular trips to Hampden to watch the national football team, and visits to Thurso College, encourage young people to widen their horizons.
- Staff have introduced a 'Kindness Care Corner' to encourage anyone who wishes to swap school uniforms for different sizes. They also provide a range of products to help alleviate the cost of the school day for some young people. Senior leaders have an appropriate focus on improving literacy and numeracy for specific young people.
- All young people who have left the school have moved to a positive destination between 2018/19 and 2022/23. Local employers support the school well. Most young people have the opportunity for mock interviews and are supported well with college or university applications. This helps to ensure that most young people have the opportunity to discuss the world of work, and their transition to work. The majority of young people leave school to employment opportunities such as the local fish farm, hospitality industry or the Rheay Forest estate. A minority of young people leave school for further or higher education.
- Staff recognise, and share with parents, the link between school attendance and attainment. Staff have reviewed and revised attendance procedures in the school. All staff now follow clear processes and protocols for recording, monitoring and reviewing young people's attendance at school. As a result, attendance at school for a few young people is improving. Young people attend school more as they and their families are happier with the school environment and feel listened to. The majority of young people with less than 80% attendance at school require additional support with their learning.



## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.