

Summarised inspection findings

Ullapool High School

The Highland Council

23 January 2024

Key contextual information

School Name: Àrd-sgoil Ulapuil -Ullapool High School
Council: The Highland Council
SEED number: 5119936
Roll: 171

The headteacher has been in post since August 2022. She leads a senior leadership team comprising a depute headteacher and a principal teacher. The latter has an enhanced whole-school remit.

Àrd-sgoil Ulapuil - Ullapool High School offers Gàidhlig (Gaelic) and English Medium Education. The numbers in Gàidhlig Medium Education will increase significantly when the current P5 move to secondary stages.

Attendance is generally above the national average.

Exclusions are generally below the national average.

In September 2022, 3.3% of pupils were registered for free school meals.

In September 2022, 0% of pupils lived in 20% most deprived data zones in Scotland. The school is in a very rural area.

In September 2022, the school reported that 48% per cent of pupils had additional support needs.

1.3 Leadership of change

satisfactory

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

- The headteacher had been in post for a year at the time of the inspection. She has worked with young people, staff and parents to develop a new vision, values and aims for the school. This focuses on providing young people with the opportunity to achieve in a safe, creative and nurturing school. From this work, the school community has a clear direction for improving the quality of its work, with staff taking forward priorities.
- Senior leaders and staff have increased the focus on Gàidhlig within Àrd-sgoil Ulapuil - Ullapool High School. Staff and young people are beginning to lead a project that aims to increase the profile and use of Gàidhlig. Senior leaders should continue to use the Advice on Gaelic Education (2022) to improve planned approaches to Gàidhlig.
- The headteacher has introduced more thorough ways for the school to identify its own strengths, weaknesses and what to improve first. Planning is based on four appropriate improvement priorities. These are learning and teaching, curriculum, wellbeing and leadership, and ethos for Gàidhlig. Senior leaders and teachers have clear short-, medium- and long-term actions, with clear advice on how these can be achieved.
- The headteacher is at an early stage of creating the necessary atmosphere in which all young people, staff, parents and partners work together effectively to lead improvements. The headteacher has rightly made decisions where changes were needed quickly. Going forward, she should work closely with senior and middle leaders to manage well-paced change. This will ensure new policy, practice and procedures are fully embedded.
- All departments have plans for improving and directing their work. These plans are not yet of a consistent quality. Middle leaders need to articulate further departmental plans to those of the whole school. In a few cases, middle leaders need to ensure planning focuses on how success will be measured and how young people's progress will be checked. These next steps will help ensure that everyone in the school is working together with more impact where priorities need to be the same.
- The headteacher has recently introduced a calendar of key dates for self-evaluation. This is starting to give a clear focus for gathering evidence to inform improvements. The headteacher is rightly invested in developing the leadership ability of middle leaders. The recent introduction of extended leadership team meetings has a supportive focus on self-evaluation and improving the school. This includes the effective use of data. These meetings provide opportunities for professional dialogue. All middle and senior leaders should continue to use the extended leadership team meetings to give strategic direction, and support professional learning and development.

- Staff engage in well-planned professional learning through in service days and staff meetings. Most staff value working with colleagues on professional learning that aligns well with priorities for improving the school. Staff would benefit from more opportunities to share effective practice with each other and other schools. A minority of teachers are Scottish Qualifications Authority appointees. These roles support the professional development of staff and enhance the learning of young people.
- Senior leaders have led a session with staff on the General Teaching Council for Scotland's Professional Standards. This has highlighted the link between the Professional Standards and how teachers lead change. The headteacher should continue connecting the Professional Standards with professional learning and conversations for professional review and development. Further, staff should continue to use the Professional Standards specific to Gàidhlig as a responsibility for all.
- All staff know young people very well. They have a very good understanding of the social, cultural and economic context of the school. This helps to support young people's learning appropriately across the curriculum. For this, it would be useful to continue consulting with parents and young people on how Pupil Equity Funding (PEF) is spent. Young people should be more aware of the economic opportunities from Gàidhlig.
- Senior leaders have asked stakeholders about what should be improved at the school. The majority of young people value regular opportunities to share their views through surveys. Across the school, parents and young people need to be more informed of why changes are taken forward. A minority of parents feel that their views are considered when the school makes changes.
- Staff across the school are leading change in areas such as developing positive relationships, learning and teaching, and wellbeing. Their engagement is positive, although some projects are at a very early stage. Senior leaders should continue to work closely with staff to ensure all improvement projects are taken forward together, well planned and evaluated.
- The newly formed pupil leadership groups, branded as, 'Be **U**', 'Be **Healthy**' and 'Be **Supportive**' (**UHS**) are linked to school improvement priorities. These groups are still to result in initial and sustained impact that influences change in the school. Senior leaders and staff should continue to embed pupil leadership groups. This is beginning to increase young people's participation in decisions about their school. Staff should consistently clarify with young people how their views are acted upon.
- Staff have positive relationships with community partners who contribute proactively to the life and work of the school. Partners provide a range of learning activities. Senior leaders and staff meet regularly with individual partners to plan and review their work with the school. They should now plan and evaluate together in line with the school's vision, values and aims.
- Staff at Developing the Young Workforce (DYW) and Skills Development Scotland (SDS) work closely with senior managers to plan opportunities for all learners in the senior phase. The school partnership agreement is reviewed each year. All learners and partners are supported well by a Target Operating Model (TOM). Planned activities are wide ranging and include careers fairs, senior option guidance sessions and employability skills sessions. These arrangements provide opportunities for all learners to prepare for the world of work. Young people in Gàidhlig Medium Education attend careers fairs specific to the sector, along with learners of Gàidhlig across The Highland Council. As a next step, staff should integrate information on careers in Gàidhlig in school events for all young people's benefit.

2.3 Learning, teaching and assessment

satisfactory

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

- Across the school, almost all staff and young people's relationships, and between young people, are very positive and respectful. Young people are polite and articulate. They learn in a caring and supportive atmosphere.
- The majority of young people volunteer answers freely in classes. They demonstrate confidence in making 'mistakes' as part of the learning process. Currently only a minority of young people say that staff help them to develop their confidence. Staff should focus on helping all young people become more confident.
- Most young people say that staff help them to understand how they are progressing in their learning. However, not all young people, especially in S1-3, can articulate clearly the levels at which they are working, or their progress. Staff's next step is to develop all young people's understanding in these areas to progress further their learning.
- Most young people receive helpful verbal feedback from teachers. They also receive a variety of written feedback. The quality of teachers' written feedback is not yet consistent. In a minority of cases, teachers use feedback well to evaluate young people's work. They also use this to provide considered next steps for young people. The majority of young people say that the feedback they receive on their work helps them to improve their learning.
- Young people use digital technologies effectively in a few curriculum areas. They use them to carry out independent research and showcase their work for teachers. Young people engage well with teachers' feedback using digital technologies.
- Most teachers outline to young people what they will be learning and how they can be successful. They review this information appropriately during lessons. Teachers should develop further and more consistently how they help young people to understand the purpose of their learning. Teachers should discuss with young people the skills they will develop, as well as ensuring young people complete all identified tasks. Staff's next step is to take greater account of young people's views in influencing what and how they learn. A majority of young people agree they can influence this currently.
- Almost all teachers give young people clear instructions. A few teachers refer well to young people's prior learning and potential next steps. They also make learning relevant by taking account of current local and national issues. This helps young people to become increasingly motivated by their learning.
- All teachers aim to meet the needs of young people in classes. This includes them using questioning well to deepen young people's understanding and extend their thinking. Young

people enjoy lessons that are varied and allow them to exercise choice in their learning. They also enjoy when they can work in groups and undertake tasks at their own pace. In most lessons, young people would benefit from increased pace and learning at the right level.

- All staff use different assessment approaches in the classroom. Often, these are informal and consist of teachers providing encouraging verbal feedback to young people. Teachers across the school also provide summative feedback at the end of units of work. All teachers are developing their use of self-assessment approaches to help young people understand their learning more effectively. A next step for the majority of subject areas will be for teachers to take more account of assessment and the needs of all young people in planning learning, teaching and assessment.
- Most staff engage in a few moderation activities with colleagues from within school. A few staff also engage with colleagues from neighbouring schools. Most staff need to develop a better understanding of the learning and teaching cycle to support young people's learning. They also need to increase the number and range of moderation activities in which they engage, especially in relation to the development of literacy and numeracy as a responsibility for all. This should help them to develop greater confidence in relation to national standards and expectations. It should also ensure increased thoroughness in determining young people's achievement of a level.
- Staff check young people's progress throughout the year. They use a variety of departmental approaches to do these checks. These approaches vary in quality and thoroughness. Staff are also involved in implementing a very recently developed whole-school approach to checking young people's progress. This approach has the potential to help senior leaders and staff develop a better overview of young people's attainment and progress over time. Staff are in the process of using this system with young people from S3-6. They should continue to develop their approaches to checking and reporting for all young people's progress. Positively, senior leaders have increased the number of formal checking periods for young people in S4-6 over the school year.

2.2 Curriculum: Learning pathways

- Young people follow a broad curriculum in S1-2. They learn in each curricular area. Senior leaders need to review S3 pathways to ensure that young people's entitlements are met better. Young people should be able to specialise in areas of interest and experience learning that paves to success in qualifications and other learning in the senior phase. At the moment, a minority of young people study subjects in the senior phase that they did not study in S3. Senior leaders should ensure that pathways in S3 provide more coherence into the senior phase.
- Staff should continue to work with associated primary schools to ensure staff's shared understanding of curricular pathways in literacy and numeracy. Staff are at an early stage of gathering data across all curricular areas from associated primary schools.
- In S3, young people have an opportunity to undertake two electives for achievements in a number of different areas. All young people in S3 take part in the Youth Philanthropy Initiative and a mental health and wellbeing award. Across S1-3, outdoor learning is facilitated through the John Muir Junior Rangers' Award, Oyster Hoisters, and John Muir Hill to Grill projects. Young people report positively on their learning.
- Young people in Gàidhlig Medium Education learn literacy and Gàidhlig three times a week in S1-2. In S3, young people learn literacy and Gàidhlig four times a week. Senior leaders should ensure that young people can access an achievements offer in S3 through Gàidhlig. At the moment, no other subject is available through Gàidhlig. Staff should increase the proportion of the curriculum through Gàidhlig. There are pathways that could be delivered through Gàidhlig within existing resources. Young people in English Medium Education can learn Gaelic as an additional language from S1 through to Scottish Credit and Qualifications Framework (SCQF) level seven.
- In the senior phase, young people access a range of school-based and online courses. The University of the Highlands and Islands (UHI), and associated college campuses, are key partners. Senior leaders should build links with Sabhal Mòr Ostaig. In-person college provision enables young people to access a range of SCQF qualifications that contribute to young people securing a positive destination. This provision has enabled some young people to access Foundation Apprenticeships and specialised SCQF courses such as Aquaculture. Senior leaders should explore further ways in which this provision can be timetabled without impacting upon the delivery of school-based courses.
- Senior leaders should monitor the impact of reducing teaching time on completing National Qualifications, and the use of supervised and timetabled study.
- Staff gather data that is shared with SDS's Client System Data Hub. This allows staff for SDS to monitor the progress of all learners, including data on protected characteristics. This data is analysed and used well to identify learners who may need support. Staff for SDS meet with staff for guidance and DYW on a regular basis to plan timely assistance for learners who need additional support. For example, learners who have disengaged from school, or face significant barriers to learning, engage with a Youth Support Worker. Staff for DYW, SDS and guidance need to increase their use of data on young people learning in and through Gàidhlig.
- All partners experience positive relationships with school staff. This allows school staff and partners to create diverse, and sometimes bespoke opportunities, that assist learners to progress to a positive destination. These opportunities include work placements that allow

learners to experience the world of work and activities within the school. This includes guest lectures from employers and other stakeholders. Staff should engage partners in routine joint planning and self-evaluation to better demonstrate their collective impact. They should also ascertain which partners can support achievements through the medium of Gàidhlig.

- Senior leaders should work with staff and the school community to develop a curriculum rationale. They should consider their local and national context, Gàidhlig, progression, labour market intelligence and other aspects relevant to young people's learning. This would assist teachers to improve continuity in curriculum pathways, and develop skills progression and the responsibilities of all across the curriculum.
- Young people are encouraged to access the community library, although they do not do this on a structured basis currently. The library has resources and events to promote Gàidhlig.

2.7 Partnerships: Impact on learners – parental engagement

- The Parent Council has good parental representation from across the school's catchment area, and all year groups. The Parent Council has been involved in discussing plans for improving the school. Senior leaders have identified as an important next step for them to work more closely with the Parent Council and maintain positive relationships. They should engage more parents in identifying improvement priorities.
- The Parent Council supports equity by fundraising. This reduces costs associated with opportunities for achievement and school events.
- Most parents agree that online profiles have improved parents' access to helpful, regular feedback on their children's progress. Almost all parents would like more opportunities to engage more regularly with their child's learning in school. Senior leaders have already identified this as an area for future development. The majority of parents speak very positively about the recent S1 'Settling-in Event'.

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.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- The school's approach to wellbeing is based on staff getting to know young people's strengths and needs on an individual basis. Young people are comfortable approaching any member of staff about their learning and wellbeing. As a result, young people feel cared for and nurtured.
- Staff care deeply about all young people experiencing success. They demonstrate a strong commitment to removing any barriers to learning by listening to young people and addressing individual concerns. As a result, young people respect and hold staff in high regard.
- Partners, young people and parents talk about Àrd-sgoil Ulapuil - Ullapool High School as being 'their school'. The school community all work together to provide a range of activities for young people to enjoy school and experience success. Young people look after each other, with young people feeling a sense of belonging and inclusion at school.
- Respectful relationships are evident across the school community. The Positive Relationships Policy could enhance further relationships by being aligned more closely to children's rights and nurture principles.
- Almost all young people feel safe in school. The majority of young people feel they can discuss wellbeing concerns with any member of staff, that they will be listened to, concerns will be discussed, and a positive resolution found. Staff have reviewed arrangements for recording, monitoring and responding to incidents of bullying behaviour. The school is reviewing the 'Anti Bullying Policy' to include the new recording procedures and ensure compliance with national guidance.
- Staff support effectively young people to develop the skills, knowledge and tools to manage their mental wellbeing. Young people achieve a Mental Health and Wellbeing Award at Level four in S3. A minority of young people in the senior school develop important leadership skills as Mental Health Ambassadors, supported by a local charity (Euan's Room).
- Senior leaders recognise the importance of building a shared understanding of wellbeing across the school community. This has led to the development of 'Our Ullapool' as the strategic approach to wellbeing. There are three strands to this wellbeing strategy. As planned, each group leading a strand of the wellbeing strategy should continue to review their progress with the school community, including partners and parents.
- Young people use the wellbeing indicators well to reflect on all aspects of their personal wellbeing. This may result in young people receiving an individual wellbeing report from their use of a questionnaire tool. In such circumstances, young people agree useful next steps with

staff in pupil support. They set personal targets in relation to staying safe and making healthy lifestyle choices.

- Young people's attendance is above the national average. There have been no exclusions this session. Young people's attendance and punctuality is monitored well by staff for pupil support. They have clear and effective procedures in place to track attendance very regularly. Where there is an attendance concern, a plan is agreed with families. Young people have successfully reengaged with the school through the 'My Future My Success' programme. Punctuality has improved by seeking support from parents at an earlier stage. Longer term, staff should continue to improve the attendance and punctuality of a few young people.
- Staff follow statutory duties and codes of practice. All young people benefit from detailed chronologies. These highlight the range of supports employed to meet their needs. Child's plans are based on a thorough knowledge and understanding of young people's strengths and support needs. Pupil Support staff should continue to ensure outcomes within action plans are specific and allow staff to measure progress. Young people and families are involved in developing and reviewing targets, and support strategies. Young Carers are well supported by all staff, and the local charity Connecting Young Carers. They receive useful home learning activities. As planned, the school should continue to raise the awareness of Young Carer entitlements and the benefits of all young people having a Young Carer statement.
- School staff work very effectively with partners to support young people's wellbeing. Staff and partners plan supports on an individual basis for young people. Partners are very positive about communication with guidance staff and value their open-door policy. As a result of effective planning, interventions for young people are leading to positive outcomes. For example, improved attendance and reengagement with school. The school has developed a network of partners to support wellbeing, including the school nurse, school counsellor, youth worker, DYW, SDS and Children's Services Worker. The school has rightly identified the importance of seeking the views of partners when agreeing priorities to improve further approaches to wellbeing. Plans are in place to use monthly meetings to support this self-evaluation activity.
- Young people value the Personal and Social Education (PSE) programme. Pupil Support staff recognise that further work is required to ensure that the PSE programme is more relevant and progressive for all young people. Staff started the review of the PSE programme by seeking the views of each year group on themes they would like to cover. Young people appreciate that their views have been listened to in reviewing the programme.
- Young people with targeted and complex Additional Support Needs (ASN) have highly effective support packages in place. Support for Learning (SfL) staff use the Education Scotland Milestones resource. As a result, Co-ordinated Support plans and Individualised Education Plans (IEPs) include measurable outcomes that allow young people to demonstrate their success. Young people with ASN are attaining and achieving well with individualised targets. Staff work in close partnership with parents and young people to ensure their voice is heard at the planning stage. Additionally, staff ensure that young people are comfortable with agreed support strategies. A useful next step is to consider greater involvement from subject teachers in planning and reviewing learning targets. This will support subject staff with planning learning activities that enable young people with ASN to demonstrate more breadth and depth of their success.
- Staff receive information on young people's support needs through the ASN strategies support plan. Each plan is highly individualised and details the young person's needs, recommended

assessment strategies and suggested teaching approaches. Initially, the ASN strategies support plan is created in partnership with primary colleagues as part of P7 arrangements for moving to secondary. As young people progress through the school, plans are reviewed and updated. Senior leaders should work with staff to promote more consistency on planning learning activities that meet the needs of all young people.

- Staff encourage young people to value diversity and challenge discrimination. Àrd-sgoil Ulapuil - Ullapool High School is a pilot school for the Equally Safe in School (ESAS) project. The focus of the project is to challenge gender-based discrimination. Staff have set up a pupil and staff leadership group for Gàidhlig Medium Education. This aims to increase young people's sense of belonging and inclusion.
- Young people are learning about gender in PSE, and race and religion in Religious Education. In English, the choice of texts is supporting young people's understanding of diversity. Together, staff should continue to plan a coherent curriculum which provides young people with the opportunity to discuss further diversity and challenge discrimination.
- Statutory Guidance on Gaelic Education (2017) is being used increasingly to improve the effectiveness of the school's planning for Gàidhlig.
- The school submitted self-evaluation information related to compliance with the Nutritional Regulations and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007(the Act). Health and Nutrition Inspectors discussed this information with relevant staff and young people. In addition, inspectors explored the effectiveness of whole-school approaches to improving the health and wellbeing of young people through food in school. Minor areas for development have been agreed with the school and catering service.

3.2 Raising attainment and achievement

good

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

Attainment in literacy and numeracy

S1-3

- Almost all young people attain very well in both literacy and numeracy at Curriculum for Excellence (CfE) third level. In 2021/22 and 2022/23, all or almost all young people achieved listening and talking, reading, writing and numeracy.
- The majority of young people generally achieve literacy at CfE fourth level. Young people's attainment in numeracy at CfE has improved in 2022/23. Most young people achieved at the fourth level, when previously their attainment ranged from just under a half to over a half of young people achieving at this level. Teachers are refreshing courses and planning more thoroughly to close gaps.
- Senior leaders should ensure that young people's attainment in literacy through Gàidhlig is part of the national collection of data for CfE. They should continue to plan progression across stages so that all young people leave school with a minimum of a National Qualification in Gàidhlig, or a literacy award through the medium of Gàidhlig.
- Staff are increasing the reliability of data. They should continue to ensure that decisions made on learners' progress, and achievement of a level are thorough. More staff should take responsibility for determining young people's achievement of a level in literacy and numeracy.

Senior phase

Leavers (literacy)

- Senior leaders and teachers are using awards and courses more systematically to raise young people's attainment in literacy and numeracy by the time they leave school. Overall young people's attainment in literacy when leaving school is strong. This includes the attainment of young people with additional support needs, as detailed in the references below. Between 2018/19 and 2021/22 all young people left school with a literacy award at least at SCQF level four or better. Between 2019/20 and 2021/22 all or almost all young people leaving school achieved a literacy award at SCQF level five or better. This is in line with the virtual comparator. There are important improvements at SCQF level six or better as young people leave school. Between 2019/20 and 2021/22, most young people achieved at this level, which is significantly much higher than the virtual comparator.

Leavers (numeracy)

- Young people perform well in numeracy as they leave school, including those with an additional support need. The school's attainment is generally in line with the virtual comparator. Between 2019/20 and 2021/22, all young people achieved a numeracy award at SCQF level four or better. Almost all young people generally achieved a numeracy award at SCQF level five or better during this time period. A minority of young people achieve a numeracy award at SCQF level six or better.
- Teachers act on gaps in numeracy, with young people supported better across stages using PEF. They are using awards in numeracy and courses to raise attainment. As a result of this support, young people report increased confidence in mathematics. Teachers should continue reviewing the curriculum, including by working with colleagues at the primary stages. They should seek further early changes that may support accelerated progress and attainment. They should aim to increase young people's aspirations in the levels for which they are presented. There is potential to course better those who do not receive an award at the level of national qualifications at which they are presented.

Cohorts

- At S4, by S5 and by S6 (based on the S4 roll) performance in literacy at SCQF level five or better and SCQF level six or better is strong. As young people move through the school in S4, by S5 and by S6, their attainment (based on S4 roll) is often significantly much higher, or in line with the virtual comparator.
- At S4, by S5 and by S6 (based on the S4 roll) performance in numeracy at SCQF level five or better and SCQF level six is almost always in line with the virtual comparator.

Attainment over time

BGE

- Across S1-3, teachers have data on attainment for their subjects. Teachers need to continue increasing the quality of this data. Senior leaders should continue to use the data strategically to have an overview of attainment across subjects, support progression and meet the needs of all young people from S1-6 more effectively. This should include ensuring continuity in curriculum pathways.

Senior Phase

- Based on the complementary tariff scores, between 2019/20 and 2021/22, for the lowest-attaining 20% of leavers, attainment was significantly higher than the virtual comparator. This was also the case for the latter two years of this time period for the middle-attaining 60% of leavers. Between 2017/18 and 2021/22, the school performs consistently in line with the virtual comparator for the highest-attaining 20% of leavers. For all leavers, including those who need additional support with their learning, the school is generally above the virtual comparator. There is potential for more accelerated progress for the highest-attaining 20% of young people. Senior leaders have identified strategies for closing this gap, which they are beginning to implement. They should keep under review progression to post-school destinations, particularly the increase for moving to higher education and how this impacts on planning curriculum pathways. Young people should be encouraged to maximise the number of qualifications they can achieve at SCQF levels five, six and seven and aim for the highest possible grade.
- As young people move through the school young people's complementary tariff scores at S4, by S5 and by S6 are generally significantly much higher and higher than the VC for the lowest -

attaining 20% and middle-attaining 60%. The highest-attaining 20% generally perform in line with the virtual comparator.

Breadth and depth

- Between 2018/19 and 2022/23, at S4 at SCQF level four or better, the school is performing generally in line with the virtual comparator. In 2021/22 and 2022/23, the majority of young people attain five or more qualifications at SCQF level four or better. At SCQF level five or better the school is in line or significantly higher than the virtual comparator for three or more qualifications. In 2022/23, there have been improvements at SCQF level 5C or better for one or more to three or more qualifications where the school performs significantly higher than the virtual comparator. At SCQF level 5A or better, young people's attainment varies from most to the majority attaining one qualification. Senior leaders and staff are beginning to focus on improving the quantity and quality of young people's qualifications at SCQF level five. They should in particular ensure that pathways in S3 provide clear progression into the senior phase, delivered with well-paced, quality teaching. Senior leaders should review the number of courses young people are presented for at S4 to maximise success. In session 2022/23, most young people are presented for seven courses, yet only 18% attain these at SCQF level 5C or better.
- Between 2018/19 and 2022/23, by S5 and S6, at SCQF level five or better and SCQF level six or better, the school performs in line or significantly higher than the virtual comparator. This is for one or more to five or more qualifications. Between 2020/21 and 2022/23 by S6, most young people are achieving one or more qualifications at SCQF level 6C or better. The majority of young people achieve three or more qualifications at SCQF level 6C or better.
- At SCQF level 7C or better, and SCQF level 7A or better, the school performs broadly in line with the virtual comparator and sometimes significantly much higher than the virtual comparator from 2018/19 to 2022/23.
- Senior leaders should increase the qualifications and awards attained through Gàidhlig, including for national events and competitions such as 'Film G'. Currently the small number of young people who are presented for a language qualification in Gàidhlig achieve very well.

Overall quality of learners' achievement

- Young people's achievements are valued through newsletters, assemblies, bulletins and praise cards. Overall, young people achieve a range of skills and attributes through a wide range of activities and experiences, including outdoor learning programmes. The John Muir Award and The Duke of Edinburgh's Awards are used across stages.
- Young people demonstrate leadership skills and experience as sports leaders and through a range of newly-established leadership positions. They have roles that encourage inclusion and increase their awareness of safety and discrimination. Young people are also improving their citizenship skills, through raising funds for charitable causes and actively contributing to the life of the school and wider community.
- A majority of young people are supported well by partners over the school year. Partners including youth workers, the local museum, Active Schools and Seawilding Scotland provide effective support to young people. Young people's knowledge of their culture and heritage is increasing.
- Young people in S1-3 are beginning to use digital achievement profiles well. However, staff currently do not have a strategic overview of individual or collective achievements. Staff should

continue to consider how best they can identify, record and analyse achievements in and out of school.

Equity for all learners

- Between 2017/18 and 2021/22, almost all young people secured a positive initial destination. More than half of young people are now moving onto higher education from school. There has been a decline in the percentage of leavers moving into employment. Senior leaders should ensure that young people's pathways and coursing reflects this change in destinations.
- Between 2017/18 and 2021/22, leavers' destinations for S4 based on S4, S5 based on S4 and S6 based on S4 were in line with the virtual comparator. In 2021/22, S6 based on S4 was significantly much lower than the virtual comparator. Senior leaders are monitoring this change in pattern to ensure improvements.
- No young person lives in the most or least deprived areas of Scotland based on Scottish Index of Multiple Deprivation (SIMD). Most young people stay in SIMD six and seven. Given this is a rural area, staff use other forms of data to know they are closing gaps in young people's attainment from disadvantage or hardships. Between 2020/21 and 2021/22, young people residing at SIMD six attained significantly higher and SIMD seven attained significantly much higher than other young people living in a similar area across Scotland.
- PEF has enabled pupil support assistants to work with staff in mathematics to design and implement a bespoke programme for numeracy. As a result, all young people make clearer progress in numeracy. Those staff leading on this project are able to demonstrate progress over time for this cohort of learners.
- Senior leaders should develop further whole-school approaches to checking progress, and identify and support young people requiring bespoke support in other areas of the curriculum. Success in numeracy demonstrates a clear capacity for implementing programmes that support equity and act as a catalyst for broader evidence-based interventions in other areas.
- The headteacher worked very successfully with local partners, including 'Highland Cares' to secure additional funding for school transport out with the school day. This has allowed young people wishing to attend local community groups, or school-based supported study, to access transport home. This has removed a barrier to engagement that existed previously and has been well utilised by young people. Senior leaders should continue to support equity for young people who live in very rural areas.

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.