

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

2023/24



WICK HIGH SCHOOL  

---

LEARNING - AMBITION - RESPECT

**ADD ESTABLISHMENT NAME**

HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESS

## School Profile

### Pròifil na Sgoile

---

It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

#### Wick High School

Wick High School has a positive learning ethos, and we take pride in the strong relationships we develop between our young people and staff. We actively promote our Vision, Values and Aims.

Attendance is slightly below the national average of 87%. In session 2022-23 the school had an attendance of 85.6%

In September 2023, 18.75% of pupils were registered for school meals, it is in line with the Scottish average of 18.3% (2020)

In September 2023, the school reported that 39.9% of our pupils had additional support needs.

Exclusions are slightly lower than the national average ,16.4 per 100 pupils in 2022-23. Our rate of exclusions was 13.5 per 1000 pupils in 2022-23

The school management team consists of the head teacher and three depute head teachers. The school has a middle management team of six Faculty heads and four Principal Teachers of Pupil Support and a Principal Teacher of Learning support.

The school currently has the equivalent of 51.8 fte teachers and 22 Pupil Support Assistants.

The school received additional funding from the Scottish Government to help support work to close the poverty related attainment gap. In 2022-23 the school received £88,200 in Pupil Equity Funding. This funding targeted at interventions to support development in literacy, numeracy and health and well-being. It also funds our family links workers (CSW team)

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Majority children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

## Data relating to our context:

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Exclusions</b>	<b>Teacher Numbers (FTE)</b>
736	85.6%	10	51.8

<b>S1 numbers</b>	<b>S2 numbers</b>	<b>S3 numbers</b>	<b>S4 numbers</b>	<b>S5 numbers</b>	<b>S6 numbers</b>
143	137	140	152	109	55

<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q4</b>	<b>SIMD Q5</b>	<b>Unknown</b>
22%	26%	33%	19%	0%	0.1%

<b>Overall ASN</b>	<b>Free School Meal</b>	<b>EAL</b>	<b>Glossary:</b> FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language
39.9%	18.75%	2.9%	

## Attainment

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

Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
89%	89%	91%	94%

Level 4

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
59%	58%	64%	64%

## Senior Phase

### Percentage of S4 leavers attending literacy.

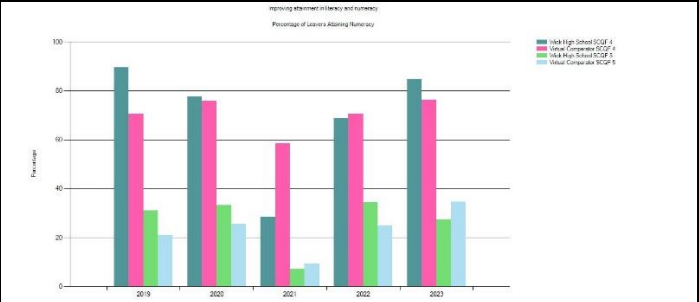
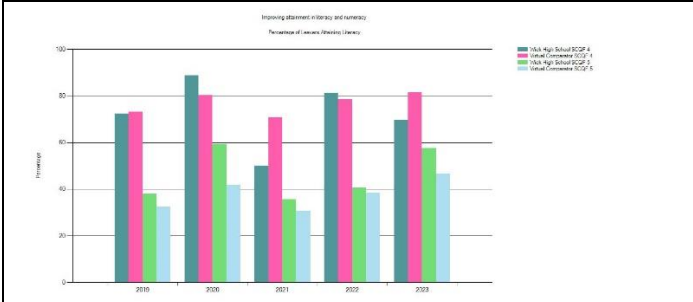
Level 5 Literacy is a very positive picture, with 57% of S4 leavers have achieved level 5 literacy. This is a significant improvement on last years 40%. It is also significantly above Virtual comparator (VC) 46% for 2023.

Level 4 Literacy: 69% of S4 leavers have achieved level 4 literacy. This is below WHS last year result 81% and VC 81% from 2023

### Percentage of S4 leavers attending Numeracy.

Level 4 Numeracy is a very positive picture, with 84% of S4 leavers have achieved level 4 numeracy. This is a significant improvement on last years 68%. It is also significantly above VC 76% for 2023.

Level 5 Numeracy: 27% of S4 leavers have achieved level 5 Numeracy. This is below WHS last year result 34% and VC 34% from 2023.



### Percentage of S5/6 leavers attending literacy.

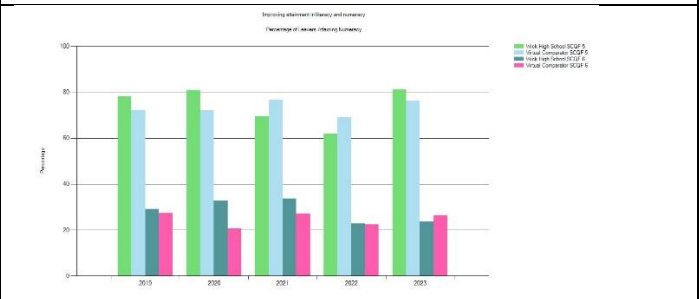
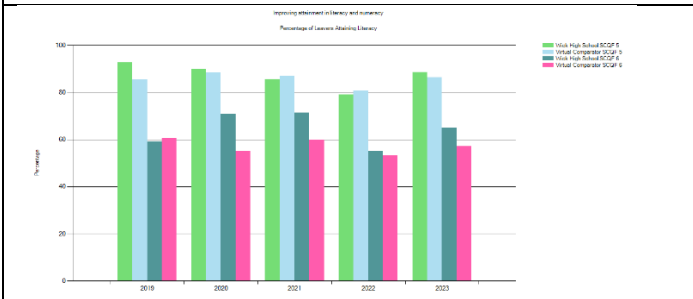
Level 5 Literacy is a very positive picture, with 88% of S5/6 leavers have achieved level 5 literacy. This is a significant improvement on last years 79%. It is also above VC 86% for 2023.

Level 6 Literacy: 65% of S5/6 leavers have achieved level 6 literacy. This is also above WHS last year result 55% and VC 57% from 2023

### Percentage of S5/6 leavers attending Numeracy.

Level 5 Numeracy is a very positive picture, with 76% of S5/6 leavers have achieved level 5 numeracy. This is a significant improvement on last years 61%. It is also above VC 76% for 2023.

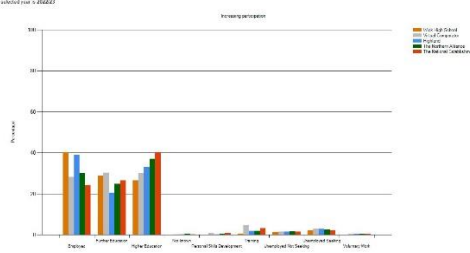
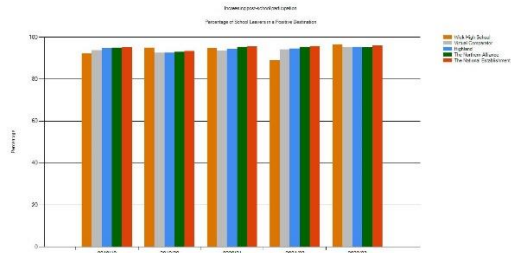
Level 6 Numeracy: 23% of S5/6 leavers have achieved level 6 numeracy.. This is also above WHS last year result 22% however it is slightly below VC 26% from 2023



## Destinations of School Leavers

**Percentage of school leavers in a positive destination.** It is a very positive picture, with 96% of WHS leavers have secured a positive destination in 2022/23. This is a significant improvement on last years 89%. It is also above all other competitors: VC, Highland, The Northern Alliance and The National Establishment.

**Leavers initial destinations:** 40% of our students leave WHS for Employment, this is the highest mark amongst other comparators. Further Education 28% and Higher Education 26% are our second and third most popular leavers destinations. The 26% for Higher Education is below all our comparators with biggest gap being against The National Establishment where the average was 40% in 2022/23.



## Cohorts

**Improving attainment far all. Average complementary tariff points of S4 cohort.**

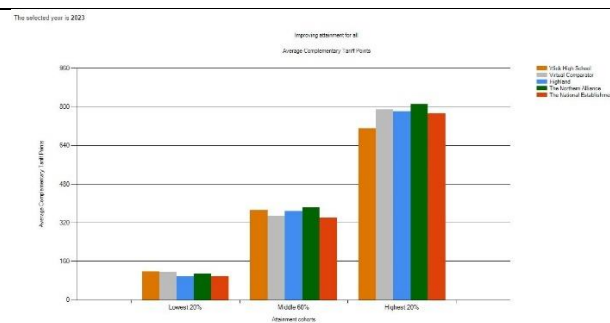
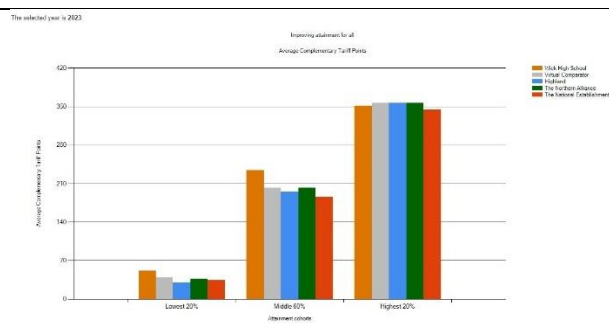
It is a very positive picture, especially amongst the lowest 20% and Middle 60% of cohorts.

- The group of lowest 20% have achieved on average 51 complementary tariff points. This is a significant improvement on last year's 41 points. It is also above all other competitors: VC 31pts, Highland 30 pts, The Northern Alliance 37pts and The National Establishment 35pts.
- The group of middle 60% have achieved on average 234 complementary tariff points. This is a significant improvement on last year's 152 points. It is also above all other competitors: VC 202pts, Highland 195pts, The Northern Alliance 202pts and The National Establishment 186pts.
- The group of Highest 20% have achieved on average 351 complementary tariff points. This is in line with last year's result of 356 points. It is also in line with other competitors: VC 356pts, Highland 357pts, The Northern Alliance 356pts and The National Establishment 344pts.

**Improving attainment far all. Average complementary tariff points of S5 cohort.**

It is a very positive picture, especially amongst the lowest 20% and Middle 60% of cohorts.

- The group of lowest 20% have achieved on average 117 complementary tariff points. This is a significant improvement on last year's 40 points. It is also above all other competitors: VC 115pts, Highland 98 pts, The Northern Alliance 109pts and The National Establishment 97pts.
- The group of middle 60% have achieved on average 371 complementary tariff points. This is a significant improvement on last year's 277 points. It is also above all other competitors: VC 347pts, Highland 367pts, The Northern Alliance 384pts and The National Establishment 340pts.
- The group of Highest 20% have achieved on average 711 complementary tariff points. This is in line with last year's result of 701 points. However it is below all other competitors: VC 789pts, Highland 780pts, The Northern Alliance 812pts and The National Establishment 773pts.



## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

---

#### **Our Values**

We have three core values, which are a clear and concise statement of what we are working to achieve in Wick High School and are at the core of all our decisions and future developments.

Learning  
Ambition  
Respect

#### **Our Vision**

We want Wick High school to be an excellent school in all regards. Our 'vision' is to continue to build an inclusive and successful learning community.

#### **Our Aims**

To help us achieve our vision we have the following aims:

To provide the highest quality of learning and teaching for all.

To create an environment where everyone in the school community is encouraged to participate and to achieve to his/her potential.

To provide a safe and supportive environment where everyone is valued and treated with respect.

To promote social, emotional, mental and physical health and well-being. To enable our pupils to become successful learners, confident individuals and responsible citizens who can make a positive contribution to their community.

## Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people.

- Teachers and other school staff
- Parents and our Parent Council
- Pupils
- Partners that work with and support the school
- Other schools with which we link (ASG)

## Review of progress of improvement plan projects for session 2023/24

### 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](#).

<b>School Improvement Plan Priority 1</b> To raise attainment and achievement together with leadership opportunities and curricular development.	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>• Increased Young people achieving in key measures:                             <ul style="list-style-type: none"> <li>- <b>S4 - 5+@L5</b> – 46% of pupils have achieved minimum five N5 qualifications in 2023. This is an improvement by 3.6% in comparison to 2022 result. Also 50% of S4 pupils are estimated to achieve this 2024.</li> <li>- <b>S5 - 1+@L6</b> - 65% of pupils have achieved minimum one Higher qualifications in 2023. This is an improvement by 4.5% in comparison to 2022 result. Also 73% of S5 students are estimated to achieve this 2024.</li> <li>- <b>S5 - 3+@L6</b> - 34% of pupils have achieved minimum three Higher qualifications in 2023. This is a small decrease by 1.8% in comparison to 2022 result. However, 48% of S5 students are estimated to achieve this 2024.</li> </ul> </li> <li>• Improved teacher’s use of transition data to support pupils’ learning. This led to more young people being identified earlier for targeted support.</li> <li>• Increased leadership opportunities for all. 29 teachers participated in leadership groups. This led to increased staff confidence in leading change across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop tracking and monitoring of achievement and skills to further develop pupils’ progression options.</li> <li>• To renew strategic approaches to improve whole school literacy, numeracy and HWB outcomes for all learners.</li> <li>• To continue to review and develop our curriculum to increase opportunities for all our pupils.</li> </ul>
<b>School Improvement Plan Priority 2</b> To improve consistency of our Learning and Teaching approaches.	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>• Greater consistency in the use of LI/SC with increasing opportunities for learners to review prior learning through retrieval practices. Improved pupil understanding of where they</li> </ul>	<ul style="list-style-type: none"> <li>• To further embed the WHS learning standard to ensure all young people experience consistently</li> </ul>

<p>are in their learning and next steps supports increasing independence for the majority of BGE pupils.</p> <ul style="list-style-type: none"> <li>• Increased focus on use of classroom routines with high but achievable expectations of our learners has given further opportunities for pupils to achieve.</li> <li>• Increasing examples of pupils being given tasks and activities that they enjoy and feel motivated to complete to a high standard. Most learners report increasing opportunities to make choices about their work and to lead their own learning.</li> <li>• In most lessons, the pace of learning is well-matched to learners' abilities with support and challenge increasingly evident.</li> <li>• The majority of learners report that they receive a variety of feedback which helps them to know the next steps to improve learning. Use of feedback logs and reflection booklets has helped some senior pupils better prepare for their SQA exams.</li> </ul>	<p>high-quality learning and teaching matched to their needs.</p> <ul style="list-style-type: none"> <li>• To continue the activities of the L&amp;T Leadership group by creating opportunities for staff to engage in sharing good practice and supporting peer professional development.</li> <li>• Increase opportunities across the junior school for learners to see how class learning and skills development can support life beyond school.</li> <li>• Develop more consistent approaches in sharing feedback across the curriculum.</li> <li>• Develop strategies to encourage good routines and revision skills to support effective and ongoing progress towards learners' attainment targets.</li> </ul>
--	--



<b>School Improvement Plan Priority 3</b> To further develop and improve delivery of DYW and partnerships initiatives.	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>• A DYW leadership group was established to identify opportunities to develop DYW across the school. There was an audit of existing practice to identify next steps to ensure contextualised learning and links with My World of Work.</li> <li>• There has been a coordinated approach through DYW, SMT and PTPSs to better deliver work experience for pupils from S3 to S6. This has been personalised for pupils with input from Speakers for Schools and placements arranged via the DYW Coordinator</li> <li>• We have continued to expand on the opportunities for pupils to meet with a variety of local employers through the Lunch with Employers initiative which has proved very popular.</li> <li>• Personal Development has been reintroduced to the S2 curriculum and delivered in an extra period of PSE.</li> <li>• PTPS teachers have ensured time is dedicated to both UCAS and College applications. With increased number being accepted into college roles. We now have a range of Foundation Apprenticeship's that our pupils have been accepted onto.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand the use of the schools' Alumni project to gather information on career paths and to increase the speakers for the schools opportunities.</li> <li>• Continue to make use of the growing number of work experience opportunities for all young people. In person and online.</li> <li>• Continue to liaise with all partners to evaluate, advise and contribute to overall school planning. TOM's document.</li> </ul>

<b>School Improvement Plan Priority 4</b> To improve Health and Well Being of young people, families, and staff.	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>• Young people, staff, parents/guardians, and partnerships will have a clear understanding of our approach to HWB across the school.</li> <li>• Young people will experience HWB support in all classes.</li> <li>• Our school and partners who work with us promote a climate where learners feel safe and secure.</li> <li>• Young people, Staff, parents/guardians and partnerships will be able to talk with more confidence about all aspects their own wellbeing.</li> <li>• A coherent and up to date system of recorded incidents and complaints is in place.</li> <li>• Regular evaluation of patterns and actions takes place.</li> <li>• Our S6 pupils experience an increased level of support.</li> <li>• Contributions to the life of our school are valued and contribute to pupils' skills for learning, life and work.</li> <li>• Improved attendance across all year groups.</li> <li>• Young people will be identified for early support</li> </ul>	<ul style="list-style-type: none"> <li>• Further work will be done to raise and maintain awareness of this theme through parental communication, assemblies and curricular/extra-curricular events.</li> <li>• Pupil and parent/carer voice will be key in developing this aspect of our school community and will chape the content of PSE as well as planning of events.</li> <li>• Records will continue to be kept on issues relating to the theme of H &amp; W.</li> </ul>

	<ul style="list-style-type: none"> <li>The Health &amp; Wellbeing Leadership group will be instrumental in pushing the whole school agenda on H &amp; W forward.</li> </ul>
--	---

School Improvement Plan Priority 5 To improve opportunities for young people to communicate their priorities and to shape future planning.	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>We have increase leadership opportunities for all young people, from the BGE pupil councils to the S6 leadership teams created by MK.</li> <li>We have continued to develop of our Pupil Council to establish clear system where pupils can voice their views on a number of school views such as Visions, values and aims, the house system refresh, lunchtime with the employer requests.</li> <li>We have increased the opportunities for pupil voice to be heard and addressed ways of communicating how their views have been acted upon – Learning and Teaching surveys</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote SCQF Partnership to all years through the ambassador group.</li> <li>Continue to oversee the refresh of the school house system in increase involvement and representation for all pupils.</li> <li>We are still looking for staff to assist in the running of each Year Group to share commitment to this priority.</li> <li>Expand the use of the ‘you said, we did together’ boards to make them more visible and refreshed for pupils.</li> </ul>

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Decreased a number of pupils from the SIMD 1&2/FSM cohort being excluded from 5 in session 2022-2023 reduced to 1 in 2023-2024
- Out of 278 pupils receiving a behaviour referral last year only 4% of them came from the SIMD 1&2 cohort engaged with the CCSW team and 6% from the SIMD 1&2/FSM cohort engaged with the HLH Youth Work Team.
- Increased the level of engagement and participation of young people with the youth work project is supporting young people’s health & wellbeing and reducing behaviours that previously lead to exclusion. 94 pupils engage with the youth work projects on regular basis.

- Additionally, 62 pupils engage on regular timetable basis with the CSW team.
- Increased the number of pupils achieving wider achievement awards from 5 pupils last term to: 7 pupils achieving the Dynamic Youth Awards, 7 achieving the Green Award, 14 working towards the Saltire Award, and 3 achieving the Prince's Trust Award. Additionally, 1 pupil achieved 9 credits at SCQF Level 4 from the Playback ICE books.

## **Wider achievements**

### **Coileanaidhean nas fharsainghe**

---

#### **Swimming**

WHS representation at the Highland Schools Swimming Competition in Inverness – 6 pupils, many PBs, 4 golds and a bronze.

2 pupils then qualified for the Scottish Schools Competitions. Both qualified for finals in their respective age groups.

#### **Rugby**

One of our students, Tamzin Rosie was selected to play for the Scotland Women's Rugby under 18 team for the Six Nations tournament.

#### **Youth Philanthropy Initiative**

YPI – This event not only showcases the pupil's dedication to philanthropy but highlights the power of younger generations driving positive change within their community.

#### **Christmas Concert**

Pupils and Music department work together, supporting each other, building connections and work towards an event that welcomes the community into our school.

#### **Radio Club – Youths on the Air event**

The WHS Radio club took part in the 2023 YOTH event. Club members took turns throughout the day operating the club radio making contacts from across the UK and the World.

#### **Motorcycle Club**

We are excited to spotlight the new Motorcycle Mechanics Club at Wick High School, founded by our very own Ewan Mackay from the Technical Department. This innovative after-school club welcomes students as young as 11, offering hands-on experience in stripping, rebuilding, and maintaining motorcycles. With projects ranging from French Mobylette scooters to Suzuki GS500s, the club provides invaluable skills and a sense of accomplishment. Recently highlighted as an excellent practice in Motorcycle News, this club is revving up our students for a bright future in mechanics and engineering!

#### **Drama Visits to Eden Court**

Visits to Eden Court help our Drama pupils to gain a deeper understanding of the possibilities of theatre as well as helping them to develop their knowledge and understanding towards future Drama qualifications.

#### **Sponsored Walk**

We are pleased with the success of our Sponsored Walk held last Friday, May 24th! The event saw enthusiastic participation from all S1-3 classes and a number of senior pupils, who together walked a scenic 4-mile route from Wick High School and back. The walk was a fantastic display of community spirit and dedication, raising essential funds for our youth work project, Step Forward Wick Youth. We are immensely proud of our students and grateful for the generous support from everyone involved. Thank you for making this event a memorable and impactful experience!

## Comments from learners, families, stakeholders and staff

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

*- "I was very lucky today to get to spend the morning with 8 of your students who are involved with the Class Act project. I just wanted to pass on what an incredible time I had. We got so much work done, the students were really invested, staying focussed and producing some great work. It was an absolute joy.*

*I really wanted to pass this on. I am very fortunate to get to visit many schools over the Highlands. I also have been a Secondary school teacher myself and what I witnessed from your students today was exceptional.*

*A brilliant first impression! I can't wait to come back."* Andrew Simpkins

*"I would also like to thank you for giving me the opportunity to be involved with SQA invigilation at WHS. I have enjoyed getting re-acquainted with everyday life in an educational setting.*

*I was very impressed by the application and respectful conduct of the pupils coping with the stresses of completing formal exams. They are a credit to the school.*

*I also have to pay tribute to your professionalism and commitment and that of the wider school staff. Our young people are in good hands!"* Donald MacBeath

*"This morning, together with my husband and our dog, I caught the bus from John O'Groats to Keiss. The bus contained mainly school pupils, who were friendly polite and better behaved than any school pupils I have ever encountered on a school bus. I ended up sitting near to two boys who I guess must have been in year 9 and they happily entered into a conversation first about dogs and then about school and life in Caithness in general. They were a real credit to the school, but most of all to themselves and I wanted to let you know how impressed I was.*

*I speak from experience as I am a teacher and also work for a charity delivering assemblies in school. Congratulations to all!"* SH (member of the public)

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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

	2023-2024
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Good

QI 2.2 Curriculum: theme 3 Learning pathways	Satisfactory
QI 2.7 Partnerships: theme 3 Impact on learners	Good

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

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

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

---

Improvement Priority Title
1. Raise attainment and achievement together with improving consistency of our Learning and Teaching approaches.
2. Improve the health and well-being of students, families, and staff.
3. Review the Broad General Education (BGE) and senior curriculum to ensure successful learning pathways for all students.
4. Continue developing and improving the delivery of Developing the Young Workforce (DYW) and partnership initiatives.

## Planning ahead

### A' planadh air adhart

---

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://wickhighschool.co/> or by contacting the school office

# Appendix 1: Local and National Context

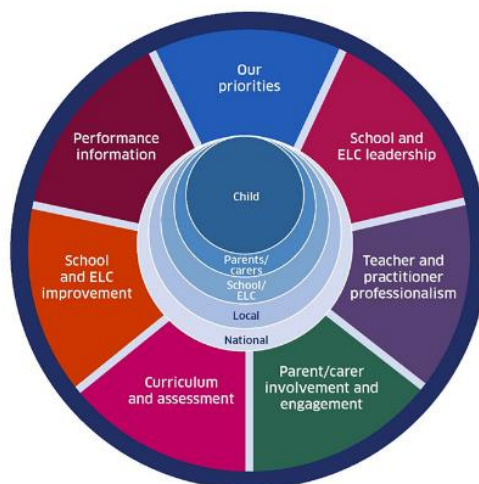
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



### Accuracy?

#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

### Looking outwards - learning from others

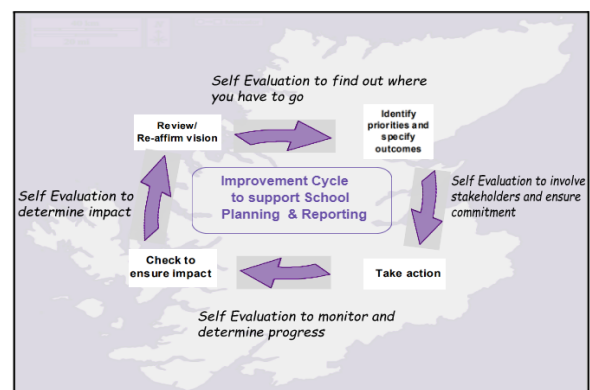
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Name  
Head Teacher  
School

**Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions**

<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
---	--	--	---

**QI 1.3 Leadership of change**

<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
---	--	--	---

<p><b>Theme 1: Develop a shared vision, values and aims</b></p> <ul style="list-style-type: none"> <li>• Almost all staff have a clear understanding of the social, economic, and cultural context of the school.</li> <li>• We are in the process of refreshing our school's vision to ensure it reflects our determination that all young people experience success in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The views of staff are sought when determining the areas of strengths and improvement needs.</li> <li>• Pupil and Staff surveys.</li> <li>• HMle - Summarised Inspection Findings.</li> <li>• Minutes of staff, faculty and department meetings.</li> <li>• Minutes of local community groups.</li> <li>• Recorded views of pupil focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclude the process of refreshing our school's vision to ensure it reflects our determination that all young people experience success in their learning. Establish opportunities to regularly review.</li> <li>• Engage pupils, parents, staff and partners in the wider aspect of school improvement.</li> <li>• Better defined and articulated success of the school to staff, parents and pupils.</li> </ul>	
---	---	--	--

<p><b>Theme 2: Strategic Planning for continuous improvement</b></p> <ul style="list-style-type: none"> <li>• Change is well supported by our Senior Management Team with the Acting Rector successfully fostering positive and aspirational conditions for change.</li> <li>• There is a confidence across the school community in how improvements are led with staff understanding the need for change as identified through HMI focus groups and staff surveys.</li> <li>• We have established effective and collaborative approaches to leadership of change and continue to plan for short- and long-term improvement. This has been achieved through increasingly collegiate processes in planning school improvement.</li> <li>• Strategies to raise attainment have been enhanced significantly by improved approaches to data analysis and the work of a senior leader with a specific attainment related remit.</li> </ul>	<ul style="list-style-type: none"> <li>• A whole school attainment tracking system used by all teachers.</li> <li>• Leadership working groups projects analysis.</li> <li>• The views of staff are sought when determining the areas of strengths and improvement needs.</li> <li>• Pupil and Staff surveys.</li> <li>• HMle - Summarised Inspection Findings.</li> <li>• Regular and timely link meetings with Curricular PTs to review improvement priorities.</li> <li>• Minutes of staff, faculty and department meetings.</li> <li>• Analysis of Learning and Teaching observations.</li> <li>• Minutes of local community groups.</li> <li>• Recorded views of pupil focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater consistency in the quality of faculty improvement planning with a focus on measurable outcomes for young people and how progress will be evaluated.</li> <li>• Continue with development of leadership at all levels. Extending the understanding of how all staff can assume leadership roles. This will be supported by GTCS professional standards.</li> <li>• Improve opportunity for leadership roles for young people to shape and support the school improvement plan</li> </ul>	<p>Good</p>
---	---	--	-------------



<ul style="list-style-type: none"> <li>• Focused professional learning and sharing of high-quality practice are effectively supporting improvements.</li> <li>• The Rector has implemented more distributed approaches to leadership of change with a few staff benefitting through engagement in formal leadership training. From this, three further promoted staff are engaging with the local authorities Lead On programme.</li> <li>• Development of leadership at all levels. We have extended the understanding of how all staff can assume leadership roles. This was supported by GTCS professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Curricular planning documents.</li> </ul>		
<p><b>Theme 3: Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>• We have introduced greater robustness in approaches to self-evaluation to ensure appropriate improvement priorities are identified.</li> <li>• Our quality assurance calendar increasingly involves Senior and Middle Management more effectively in self-evaluation activities and encourages all staff to understand their role in ongoing improvement.</li> <li>• We have used self-evaluation to identify improvement priorities which articulate well with the needs of our school. These priorities are clear and are supported by clear actions. These are manageable and illustrate how their impact will be measured in the short, medium, and long term. These actions also relate directly to National Improvement Framework and The Highland Council priorities.</li> <li>• Senior and middle leaders work collaboratively to ensure cohesion between school and faculty improvement plans. This has led to a more consistent focus on key areas across the school.</li> <li>• Middle leaders welcome how they are empowered to lead change in their faculties and the way senior leaders provide clear and consistent guidance through their role as faculty links. Middle leaders are leading change successfully in their faculties.</li> </ul>	<ul style="list-style-type: none"> <li>• A whole school attainment tracking system used by all teachers.</li> <li>• Leadership working groups projects analysis.</li> <li>• The views of staff are sought when determining the areas of strengths and improvement needs.</li> <li>• Pupil and Staff surveys.</li> <li>• HMIE - Summarised Inspection Findings.</li> <li>• Regular and timely link meetings with Curricular PTs to review improvement priorities.</li> <li>• Minutes of staff, faculty and department meetings.</li> <li>• Analysis of Learning and Teaching observations.</li> <li>• Minutes of local community groups.</li> <li>• Recorded views of pupil focus groups.</li> <li>• Curricular planning documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement between partners and school leaders to improve how well we network, co-ordinate and jointly plan. Opportunities to evaluate this progress should be identified.</li> <li>• To reduce attainment gaps faced by groups of young people who are disadvantaged by the complex impacts of poverty.</li> </ul>	

<ul style="list-style-type: none"> <li>• In all faculties, teachers have engaged in research projects. They have led to successfully local improvement activities such as effective questioning and retrieval approaches. Importantly, teachers in their role as learning ambassadors have then led dialogue and reflection on identified areas for further improvement.</li> <li>• Young people value being pupil council representatives, learning mentors and sports leaders.</li> <li>• Senior leaders and staff are welcoming to their many partners and value their contribution to the curriculum and support of young people.</li> </ul>			
--	--	--	--

**QI 2.3 Learning, teaching and assessment**

<p><b>How well</b> are you doing?          What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now?          What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
--	--	---	--

<p><b>Theme 1: Learning and engagement</b></p> <ul style="list-style-type: none"> <li>• Most of our learners experience a classroom atmosphere that is caring, welcoming and helpful. The learning environment is built on positive relationships where there is an increasing culture of respect through positive communication and shared purpose. Young people feel encouraged to do their best with a focus on high but achievable expectations. The use of classroom routines ensures that learners can expect consistent experiences across their classes.</li> <li>• Departments offer a broad range of subjects and areas of study. Well planned schemes of work are increasingly evident giving opportunities for learners to engage in a choice of tasks that reflect their interests.</li> <li>• All most all young people participate attentively during lessons. Learners respond well to a variety of tasks, supporting each other in pair and group work. Most lessons are well structured with learners given regular opportunities to guide their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons Observations, both formal and informal enable FPT, staff and SMT to identify good practice for sharing and areas for development. This is linked with WHS's learning standards and individual PRD plans as appropriate.</li> <li>• WHS Learning Standard, which has been revised and refreshed following the inspection outcome to continue the drive towards high quality learning experiences in our classrooms. This was completed in a collegiate manner with feedback from Faculties.</li> <li>• Staff surveys, feedback, and opportunities for our teaching staff to highlight their priorities for improvement. This highlights progress and collegiate support for plans moving forward.</li> </ul>	<ul style="list-style-type: none"> <li>• FPT and SMT to support pupils and teaching staff to maintain good practice and develop further consistency in the application of our classroom standards and routines. A particular focus on closing lessons should be addressed.</li> <li>• A continued focus on further challenge and high expectations across all year groups would support learner progress.</li> <li>• To consolidate steps to improve motivation, enthusiasm, and enjoyment of all learners by increasing opportunities to lead their own learning.</li> <li>• To consider the range of subjects and levels offered to our learners, by collaborating with our partners to identify local needs.</li> </ul>	<p>Good</p>
--	--	--	-------------

<p>and choice on how best to present their work. This gives increasing opportunities for learners to take responsibility for their learning and become more independent.</p> <ul style="list-style-type: none"> <li>The school offers a wide range of extra-curricular activities that are designed to both motivate and support learners beyond in class activities. After school and lunchtime clubs build positive relationships and participants develop their creativity and employability skills that will support learning, life and work.</li> </ul>			
<p><b>Theme 2: Quality of teaching</b></p> <ul style="list-style-type: none"> <li>Most lessons are well structured, and the use of learning intentions and success criteria is common practice in almost all lessons. Most departments engage pupils in discussions about their learning and <i>Learning Questions</i> are used effectively in some classes. There is increasing opportunities for pupils to co-construct success criteria and lead aspects of their learning.</li> <li>Our learners respond positively to the clear explanations with teachers regularly checking for understanding and providing verbal feedback to learners on their progress. In most lessons the tasks are carefully considered to ensure that they are stimulating and match the learners needs.</li> <li>Almost all teachers use questioning well to promote recall and check for understanding. There has been a planned focus on questioning skills with increasing techniques evident such as <i>Say it again better</i>, Randomised questioning, wait time and paired discussion to promote curiosity and learner independence. This promotes active learning and encourages learners to participate in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>PRD Planning and Teacher Development needs are supportive and follow our SIP priorities. Staff plans and CPD records demonstrate a commitment to further improvement.</li> </ul>	<ul style="list-style-type: none"> <li>To consolidate the use of effective questioning which support well planned activities.</li> <li>To expand opportunities for our learners to extend their higher order thinking skills.</li> <li>Continue to create opportunities for staff to engage with educational research and share their findings across our classrooms.</li> </ul>	

<p><b>Theme 3: Effective use of assessment</b></p> <ul style="list-style-type: none"> <li>• In almost all lessons, teachers use a range of assessment approaches to monitor progress of young people. This includes summative and formative approaches, quality questioning, retrieval quizzes, self and peer assessment.</li> <li>• It is increasingly evident that learners are using a variety of feedback from assessment to improve the quality of their work and identify their next steps. When used effectively, it is increasing pupil independence and informs quality learning conversations.</li> <li>• In the Senior Phase, our assessment data is reliable and valid, being used to support pupils in their progression. In the BGE there has been a focused approach in some departments to ensure consistency of approaches. This has increased confidence in determining levels of progress and identifying of next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• WHS TMR (OTB) is used by all teachers to accurately inform of pupils progress. Tracking reports are issued as per our school calendar, with opportunities for pupil/PTPS/Guidance/YH conversations to take place as required. This has led to positive change and increased achievement/attainment by our learners.</li> <li>• Pupil surveys and focus groups indicate that pupils experience a variety of feedback which support their next steps. This has been a focus on our refreshed WHS learning standards.</li> <li>• Focused and timely use of attainment data across the school has led to appropriate interventions and support to those not meeting their potential. It has also supported teacher development and course planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Further work is required to continue to improve the reliability and validity of teacher's judgements in the BGE.</li> <li>• Continue to identify and support children that have barriers to learning and monitor suitable interventions within literacy and numeracy for their effectiveness.</li> <li>• To further consolidate the practice of sharing feedback with learners to support the development of skills required for independent learning.</li> <li>• To create opportunities to support pupils study skills and establish effective methods of revision.</li> </ul>	
<p><b>Theme 4: Planning, Tracking and Monitoring</b></p> <ul style="list-style-type: none"> <li>• Tracking in the senior phase is determined by carefully considered, planned assessments and accurate professional judgement. This information is then shared appropriately with steps taken to support young people who may be under achieving. Assessments link to the SQA and moderation/verification procedures are robust. This has led to nearly all pupils being clear about their progress in the senior phase.</li> <li>• The use of assessment data is used to inform planning at all stages. It is evident in the senior phase that the robust use of assessment and</li> </ul>	<ul style="list-style-type: none"> <li>• Insight analysis and continued use of attainment data collected through out TMR system has supported better outcomes across a variety of year groups.</li> <li>• SQA Feedback from verification visits and evidence submissions is positive and highlights areas of strong practice. This is shared across departments to support all.</li> </ul>	<ul style="list-style-type: none"> <li>• To establish more rigorous moderation of BGE assessment, sharing judgements and insights with family schools.</li> <li>• To build opportunities within courses for learners to clearly identify their next steps through discussion and study of exemplar materials. Pupils would benefit from knowing <i>what success looks like?</i></li> </ul>	

<p>tracking data and the use of stretch aims has had a positive impact on attainment.</p> <ul style="list-style-type: none"> <li>• Progress has been made in the BGE, with departments focussing on the accuracy of their judgements to determine progression pathways.</li> <li>• Increased analysis of tracking data enables FPTs to identify groups of pupils and those who face additional challenges. This is key to ensuring we are promoting aspirational goals for all.</li> </ul>		<ul style="list-style-type: none"> <li>• To use gathered data more effectively ensuring that learners benefit from interventions to support their progress. SMT and FPT should evaluate steps taken to assess impact.</li> </ul>	
<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b>			
<p><b>How well</b> are you doing?  What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now?  What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
<p><b>Theme 1: Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Relationships between young people and staff are positive. This contributes to a constructive and supportive learning environment. Staff know learners well and work collaboratively to improve outcomes for young people.</li> <li>• Senior leaders highlight emotional wellbeing and irregular attendance as factors that negatively influence young people's ability to achieve. Promoting health and well-being is an ongoing priority.</li> <li>• The majority of young people enjoy attending school. Most feel safe and the majority know that they have someone to talk to should they have a concern.</li> <li>• Young people with significant complex needs are being supported well through enhanced provision to meet short-term and long-term needs. They engage well with staff who provide a very warm and supportive context for learning.</li> <li>• Out-of -class activities including social events and after school clubs are supporting our drive to be an inclusive community.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder voice: parent/carer and pupil through surveys.</li> <li>• Number of SHANARRI referrals</li> <li>• Feedback from partners.</li> <li>• Number of referrals to counselling service as well as written case notes and assessments from E Cameron.</li> <li>• Pupil focus groups.</li> <li>• Positive destination data.</li> <li>• Surveys of parent/carers.</li> <li>• Parents evening feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a strategic approach to build on existing practices and promote further health and wellbeing as a whole school responsibility.</li> <li>• Develop an environment where young people can better understand the language of well-being and to reflect on and identify the support they require.</li> </ul>	<p>Satisfactory</p>

<ul style="list-style-type: none"> <li>• We have worked with senior pupils to establish volunteer mentors that support younger people in their learning, providing further evidence of the school as a community.</li> <li>• For those young people engaging with a support programme, there are improvements in attendance and engagement with the school.</li> <li>• Staff are alert to personal circumstance and provide valuable support to young people and their families.</li> </ul>			
<p><b>Theme 2: Fulfilment of statutory duties</b></p> <ul style="list-style-type: none"> <li>• Staff know which young people face barriers to their learning. Information which supports young people is shared effectively and appropriately and is used to inform learning.</li> <li>• Enhanced arrangements support young people who have been identified as needing support at points of transition.</li> <li>• Information on young people’s learning is shared effectively with staff.</li> <li>• Three tiers of support are in place. This ranges from short-term targeted support for young people to specialized provision for the most vulnerable. Young people access a broad curriculum to reflect their needs.</li> <li>• Additional help for young people who are at risk of not gaining a positive destination is provided and supported effectively by several organisations.</li> <li>• The RME programme provides meaningful opportunities for learners to reflect on equality and diversity and the dangers of discrimination and prejudice. Our equalities group re-enforce these key messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils focus groups</li> <li>• Whole school attainment tracking</li> <li>• Attendance data</li> <li>• Stakeholder voice: parent/carer and pupil through surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain an overview of complaints and instances of bullying, racism, or discriminatory incidents. Further analysis of patterns and evaluation of the impact.</li> <li>• Extending the PSE curriculum to better support our S6 pupils through a series of electives preparing them for life beyond school.</li> <li>• Increasing partnership working to gain advice, contributions and evaluation of whole school planning.</li> <li>• Continued monitoring of attendance and evaluation of strategies to address these concerns.</li> </ul>	
<p><b>Theme 3: Inclusion and equality</b></p> <ul style="list-style-type: none"> <li>• Most pupils indicate that they are treated with respect by staff and by the majority of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils focus groups</li> <li>• Number of behaviour referrals</li> <li>• Number of SHANARRI referrals</li> <li>• Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing opportunities for young people to be more involved in school decision making, helping to</li> </ul>	

<ul style="list-style-type: none"> <li>We have re-instated the pupil council and have increased the opportunities for young people to be involved in school decision making.</li> <li>Support for learning teachers provide advice and support to classroom teachers within curriculum areas with pupil support assistances providing valuable in class support.</li> <li>Most of our young people feel that they are encouraged by school staff to do their best.</li> <li>There is a clear focus on improving the engagement and attainment of young people who face socio-economic disadvantage. They are well supported by intervention programmes financed through PEF. The relationships young people form with, for example youth project leaders and children’s services workers play an important role in promoting inclusion.</li> <li>MCR Pathways and access to counselling contributes further to the wellbeing of young people most affected by poverty and with barriers to learning.</li> </ul>		<p>build confidence and promote engagement.</p> <ul style="list-style-type: none"> <li>Increase opportunities for pupil voice to be heard and ways to communicate that their views are acted upon.</li> <li>Increased collaboration between ASN teachers and classroom teachers. This sharing of expertise will build further capacity in supporting young people’s learning and evaluating the strategies in use.</li> <li>Encourage wider opportunities provided by staff to celebrate diversity within the school.</li> <li>Work with pupils to ensure that all pathway opportunities are addressed and valued.</li> </ul>	
---	--	---	--

**QI 3.2 Raising attainment and achievement**

<p><b>How well</b> are you doing? What’s working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
<p><b>Theme 1: Attainment in Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>Most young people (87%) achieved third Curriculum for Excellence (CfE) level or better in literacy by the end of S3 in 2021/22. The majority of young people (53%) achieved fourth level in literacy. Almost all young people (93%) achieved third level or better in numeracy by the end of S3. The majority of young people (64%) achieved fourth level in numeracy in 2022/23</li> <li>Level 5 Literacy is a very positive picture, with 57% of S4 leavers have achieved level 5 literacy. This is a significant improvement on last years 40%. It is also significantly above Virtual comparator (VC) 46% for 2023.</li> </ul>	<ul style="list-style-type: none"> <li>A whole school attainment tracking system with analysis documents.</li> <li>Department Actions and Improvement Targets</li> <li>Insight Data</li> <li>Positive Destinations data</li> </ul>	<ul style="list-style-type: none"> <li>Develop closer planning and moderation opportunities with ASG to identify potential support required.</li> <li>Continue making the most effective use of transition and assessment information to ensure that all young people in the BGE are working at an appropriate and aspirational level.</li> </ul>	<p>Good</p>

<ul style="list-style-type: none"> <li>• Level 4 Numeracy is a very positive picture, with 84% of S4 leavers have achieved level 4 numeracy. This is a significant improvement on last years 68%. It is also significantly above VC 76% for 2023.</li> <li>• Level 5 Literacy is a very positive picture, with 88% of S5/6 leavers have achieved level 5 literacy. This is a significant improvement on last years 79%. It is also above VC 86% for 2023.</li> <li>• Level 6 Literacy: 65% of S5/6 leavers have achieved level 6 literacy. This is also above WHS last year result VC 55% and VC 57% from 2023</li> <li>• Level 5 Numeracy is a very positive picture, with 76% of S5/6 leavers have achieved level 5 numeracy. This is a significant improvement on last years 61%. It is also above VC 76% for 2023.</li> </ul>			
<p><b>Theme 2: Attainment over time</b></p> <ul style="list-style-type: none"> <li>• Staff use tracking information successfully to identify underachievement in the BGE and senior phase. This informs conversations with senior leaders about the support young people require with their learning. Information gathered at faculty level is supporting a whole school view of progress across stages. A more systematic analysis of progress within and across faculties is providing senior leaders with increasingly robust data. This is being used to support approaches to raise attainment.</li> <li>• Senior leaders and faculty heads have a focus on raising attainment by using data to identify stretch aims. These support aspirational levels in both the BGE and the senior phase. Working closely with faculty heads, senior leaders have identified correctly the need to improve the quality of passes and increase the numbers of young people entering for aspirational and attainable levels in National Qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• A whole school attainment tracking system with analysis documents.</li> <li>• Department Actions and Improvement Targets</li> <li>• Insight Data</li> <li>• Positive Destinations data</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific cohorts to raise levels of attainment. This will be through agreed stretch aims.</li> <li>• Work together to improve the quality of passes and increase the numbers entering levels of national qualifications.</li> <li>• Continue to focus on specific tracking to support and challenge young people sitting L5/6 qualifications. Improved progression routes that are mapped to maximise potential success.</li> </ul>	



<ul style="list-style-type: none"> <li>In the BGE, the school collates data for all subjects showing the percentages of young people achieving first to fourth CfE levels. Senior leaders have identified correctly the need to make the most effective use of transition and assessment information to ensure that all young people in the BGE are working at an appropriate and aspirational level. Senior leaders are working closely with faculty heads and teachers to share best practice in using data to support learners' progress. Teachers' increasing confidence is enabling them to begin to identify more ambitious and achievable targets within levels for, and with, young people more accurately.</li> </ul>			
<p><b>Theme 3: Overall quality of learners' achievement</b></p> <ul style="list-style-type: none"> <li>Young people gain skills and confidence through participation in a wide range of groups and activities both within school and in their local communities. Young people recognise they are developing their capacity to communicate and work with others through these activities which they then apply in other settings to support their learning.</li> </ul>	<ul style="list-style-type: none"> <li>A whole school attainment tracking system with analysis documents.</li> <li>Department Actions and Improvement Targets</li> <li>Insight Data</li> <li>Positive Destinations data</li> </ul>	<ul style="list-style-type: none"> <li>To develop tracking and monitoring of achievements and skills, especially those awards gained through wider achievement and in the community.</li> <li>Greater focus and development of students' skills for those on a further education pathway, especially with the application process.</li> </ul>	
<p><b>Theme 4: Equity for all learners</b></p> <ul style="list-style-type: none"> <li>The attainment of young people living in SIMD deciles one and two, when compared using complementary tariff points, has improved from 2019 to 2023. It is now significantly above the VC in 2023, having been significantly much lower than the VC in 2019.</li> <li>Young people who are at risk of not gaining a positive destination receive effective additional support from a number of organisations. 'My Future My Success' mentoring programme has helped a few young people progress to the University of the Highlands and Islands who were at high risk of leaving without a positive destination.</li> <li>MCR Pathways are working with a number of young people and have established groupwork for young people in S1 and S2. They also mentor a few young people in the senior phase. This has had a positive impact on the</li> </ul>	<ul style="list-style-type: none"> <li>A whole school attainment tracking system with analysis documents.</li> <li>Department Actions and Improvement Targets</li> <li>Insight Data</li> <li>Positive Destinations data</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work closely with those who face challenges including the poverty related attainment gap.</li> </ul>	

<p>attendance, confidence and resilience of the young people involved.</p> <ul style="list-style-type: none"> <li>• Almost all young people move into a positive destination on leaving school. The majority of young people go to higher or further education, with a minority going to employment. Support for applications through Universities and Colleges Admissions Services is provided.</li> <li>•</li> </ul>			
--	--	--	--

**QI 2.2 Curriculum: theme 3 Learning pathways**

<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
<ul style="list-style-type: none"> <li>• The S1 and S2 curriculum provides experiences for young people across all curricular areas. The BGE curriculum is designed to help develop the skills required for the Senior Phase as well as meeting the BGE requirements.</li> <li>• The S3 curriculum has been reviewed by senior leaders, teachers and young people and subsequently reorganised. The revised S3 curriculum has been designed to foster aspiration in young people in the BGE, increase the number of young people undertaking qualifications, and improve attainment in the senior phase.</li> <li>• The curriculum structure has allowed for additional qualifications to be undertaken. A small number of pupils have been able to complete an extra National qualification through independent study. Through rigorous tracking and monitoring pupils are being set aspirational targets and are able to achieve to the highest level.</li> <li>• The wider achievement opportunities in the senior phase have been enhanced to support targeted young people to better prepare them from college and the world of work.</li> <li>• Young people who engage in volunteering within the school and wider community are supported through the Saltire Awards Programme. Opportunities for young</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum plans and structure</li> <li>• Choice forms/Pupil Choice Surveys</li> <li>• Timetable</li> <li>• Classroom Observations</li> <li>• Tracking and monitoring data (INSIGHT, OtB, SQA)</li> <li>• Pupil feedback/surveys</li> <li>• Parent feedback/surveys</li> <li>• Parent Council minutes</li> <li>• HMle Summarised Inspection Findings</li> <li>• Professional dialogue with other schools</li> <li>• Minutes of DYW meetings</li> <li>• Feedback from employer events</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review and re-develop the S1/2 curriculum linked to benchmarks, skills and pathways to promote success in the senior phase. Pupil voice should play a key role in this.</li> <li>• Continue to review of the senior curriculum to increase opportunities for students to gain further qualifications and to ensure improved progression options. Continue to survey pupils and use their feedback to help increase opportunities.</li> <li>• Ensure young people in the BGE receive their entitlement to two modern languages.</li> <li>• Increase confidence in and use of attainment data in the BGE to support appropriate pathways for targeted young people.</li> </ul>	<p>Satisfactory</p>

<p>people to volunteer and increase their leadership skills and achieve appropriate accreditation.</p> <ul style="list-style-type: none"> <li>• Continued dialogue with young people and partners to increase the variety of school-based courses that we deliver.</li> <li>• Through this dialogue, changes have been made to the Senior Phase curriculum to increase the number of courses available to learners in S5 &amp; S6. Technical department staff have worked to ensure they have the skills, resources and support to offer N5 Practical Metal Work in S4 to S6. This is in response to pupil requests and the needs of our local community. This change will give further opportunity for young people to achieve within the well-respected Technical department.</li> <li>• We offer a wide variety of National 3/4/5, Higher, some Advanced Higher and Foundation Apprenticeships courses within the school. We work with the Highland Virtual Academy, North Highland College and West Highland College to increase our offering, our partners offer a range of subjects and levels which are appropriate and link well with intended careers.</li> <li>• Vocational courses are available to learners through partnership with North Highland College further increasing the options available to our young people. Hospitality, Creative Industries, Engineering and Construction and Rural Skills have an increasing pupil take up rate.</li> <li>• A few young people also access learning in a consortium arrangement online using Highland Virtual Academy.</li> <li>• Our outdoor learning opportunities include a school poly tunnel in which vegetables are grown for use within the life skills classes of our learning support department.</li> <li>• The school has continued its work in creating a more detailed, strategic progression framework to promote a consistent approach to both literacy and numeracy development across the curriculum with the aim of raising attainment for all.</li> </ul>		<ul style="list-style-type: none"> <li>• Consider opportunities to deliver RME input to our S5/6 young people.</li> </ul>	
--	--	---	--

<ul style="list-style-type: none"> <li>• Through dialogue with our stakeholders, or Homework Policy and Guide has been redeveloped launched this session to support young people and their parents'/Guardians with at home learning.</li> <li>• All young people in S1-S4 experience two periods of high-quality PE and, in S1-S5, all young people receive one period of personal &amp; social education (PSE). Young people in S5 and S6 do not have a continuing element of religious and moral education (RME) however they have an input through religious assemblies.</li> <li>• Increasing opportunities working with the SCQF Ambassador programme to raise awareness and understanding of the SCQF. We achieved a Bronze award in 2022-23 and have focused our aims to work towards achieving a Silver award next session.</li> <li>• Young people can access the library in the East Caithness Community facility attached to the school. Learners are introduced to the library in S1 and by senior phase use it independently as a venue and resource for independent study. The network librarian works with the English department to plan research and learning opportunities for young people.</li> </ul> <p>There is a level of career education and guidance support in place which covers many of the career management skills needed.</p>			
---	--	--	--

**QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)**

<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
<ul style="list-style-type: none"> <li>• A choice evening was held for all S2 to S5 pupils, parents/carers before choices were made. This provided parents/carers with an opportunity to meet staff, find out more information about subjects and for staff to showcase pupils' work. Almost all parents highly complimentary and found it a useful experience.</li> <li>• Communication with parents/carers has improved. Departments are celebrating achievements through certificates and early intervention letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental surveys</li> <li>• Homework parental survey</li> <li>• Employer surveys</li> <li>• Praise certificates</li> <li>• Homework letters</li> <li>• Faculty self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the choice evening and include outside partners.</li> <li>• A termly curriculum newsletter is currently being developed and will provide parents with more information on each subject to encourage discussion about subject content, homework, and assessments.</li> </ul>	<p>Good</p>

<ul style="list-style-type: none"> <li>• The new DYW co-ordinator has led a number of initiatives working with faculties to organise lunchtime sessions with employers, visits from employers and whole year events including an Engineering Day for all S3 pupils.</li> <li>• Links are being built between local community projects and businesses, for example: Lyth Arts Centre, Active schools, Newton Rooms, Dounreay.</li> <li>• The DYW leadership group have created an alumni group that has allowed partnerships to form with ex-pupils who can advise pupils as well as giving real life experience of work.</li> <li>• Online work experience has continued and a few pupils have undertaken work experience placements through Speakers for Schools.</li> <li>• Links between the feeder primaries and WHS are further developing and the English and Maths department and moderation sessions are taking place.</li> </ul>		<ul style="list-style-type: none"> <li>• Support and collaborate with our DYW coordinator to plan and co-create opportunities for employability, enterprise and wider curriculum learning to take place with employers, educators and partners.</li> <li>• Increasing consultation with our young people, parents/guardians and partners.</li> <li>• Improve links with our delivery partners to consult with and discuss our improvement planning.</li> <li>• Further collaboration with primary schools is required especially with a focus on the moderation and delivery of literacy and numeracy outcomes.</li> </ul>	
---	--	--	--