STANDARDS AND QUALITY REPORT
AITHISG INBHEAN IS CÀILEACHD

2024/25

The Highland Council
Comhairle na Gàidhealtachd

Lochaber High School

HIGHLAND COUNCIL| CAMAGHAEL, FORT WILLIAM, PH337ND

School Profile

Pròifil na Sgoile

Lochaber High School, nestled amidst the picturesque landscape at the northern outskirts of Fort William, proudly serves both the town and the wider Lochaber region. Supported by eight primary schools—Banavie, Bun-Sgoil Ghàidhlig Loch Abar, Caol, Invergarry, Inverlochy, Lundavra, Spean Bridge, and St Columba's—our school community thrives in its scenic surroundings, earning recognition as Scotland's most beautifully situated school. Gaelic language and culture play integral roles in our ethos, shaping our identity within the local community, and this is reflected in our increasing numbers of young people whose first language is Gaelic, our increasing numbers taking Gaelic as a subject, and our strong heritage for traditional music.

We have enhanced our facilities with upgraded grass pitches and our outstanding Fort William Bike Park constructed in partnership with Lochaber Wheeled Sports Society. This has brought additional recreational opportunities for our young people and has created a link between skills learned on the pump track and the skills required in the mountain bike tracks at the close-by Nevis Range.

Our school has developed new curriculum architecture rooted in curriculum design principles. This approach
incorporates curricular inserts to offer diverse contexts for applying knowledge, fostering deeper understanding and relevance for our young people. Nurturing partnerships with the Highland Virtual Academy, West Highland College, and many business partners, we have broadened and enriched our curriculum, providing our young people with enriched learning experiences. Complementing this endeavour is our dedicated Learning and Teaching Leadership group, diligently researching pedagogical approaches to maximise the impact of our teaching practices across the full range of our young people. This is our perennial endeavour - to have the highest quality learning and teaching practices.

Our school takes pride in the many achievements spanning diverse disciplines, a testament to the talent and dedication of our young people. In English and Drama, we've clinched the Regional Winner title in the Rotary Young Writer's Competition, secured victory in the prestigious Neil Gunn Writing Competition, and contributed to the publication of the "Meeting Places" anthology by the Saltire Society. Aligned with Developing the Young Workforce (DYW) initiatives, our young people have excelled in the Growing Future Assets Competition, showcasing their entrepreneurial acumen and forward-thinking approach. Moreover, our commitment to health and well-being is evident through commendable performances in culinary competitions such as the Rotary Young Chef Competition, where we attained finalist positions and even achieved runner-up status in the Scotland and North of England Area Finals. Beyond culinary arts, our young people have also made their mark in sports, securing victories in the Leanachan Challenge Cross Country. In Maths, our young people have earned accolades in the UKMT Mathematical Challenges, with numerous gold, silver, and bronze awards across various categories. Additionally, our participation in competitions such as the Enterprising Maths Competition has led to recognition as both regional and national finalists. In music, our achievements include numerous gold and silver awards in the Scottish Concert Band Festival. Furthermore, our participation in events such as Space School and the Royal Observatory has led to finalist positions.

Despite our successes, we recognise the challenges faced by some of our students. With 55% of pupils requiring some kind of additional support, we have restructured our pupil support departments to maximise the support we offer our young people which helps create a supportive environment conducive to learning and personal growth. Our partnerships with various organisations, including Highlife Highland, Skills Development Scotland, and Lochaber Hope Counselling Services, further enriches the support network available to our young people.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. Our young people achieve appropriate CfE levels in literacy and numeracy, and most of our young people who face barriers are making good progress towards meeting their individual targets. The following information can be found on Parentzone Scotland. 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 data sources.

Date relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
818	84.5%	63

S1	S2	S3	S4	S5	S6
18.3%	16.3%	18.6%	19.6%	15.3%	12%

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0 - 10%	10 - 20%	50 - 60%	20 - 30%	0 - 10%	0 - 10%

ASN	FSM	EAL
50 - 60%	10 - 20%	0 - 10%

Glossary:
FTE – Full Time Equivalent
SIMD – Scottish Index of Multiple Deprivation
SIMD1 % pupils living in most deprived areas
SIMD5 – % pupils living in least deprived areas
ASN – Additional Support Needs
EAL – percentage of learners whom English is an Additional Language

Attainment

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

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

Level 3

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

Gaelic Medium 2023/2024 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3

Level 3

Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

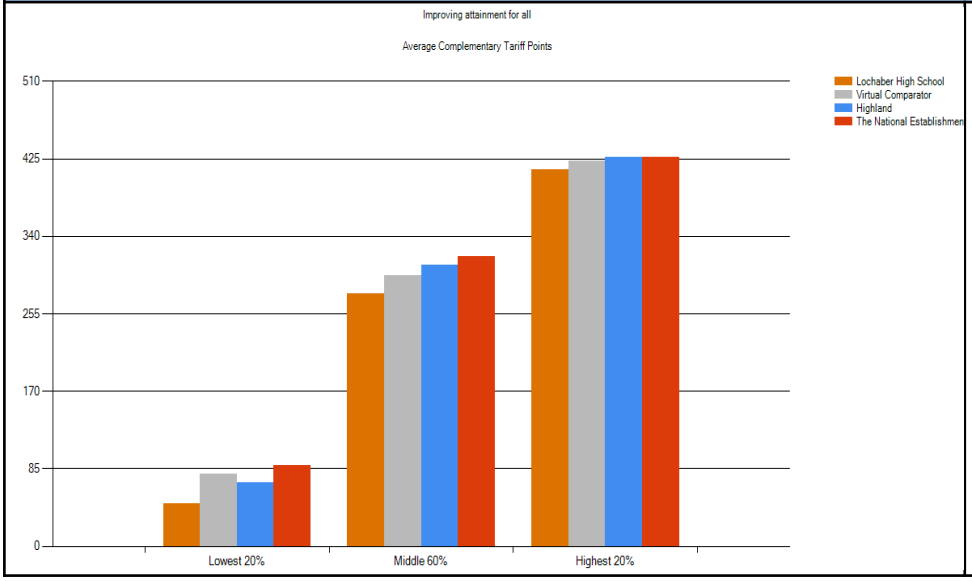
Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
Majority	Few	Few

**Gaelic Medium pupils are in receipt of two periods in S1/S2, and three periods and S3.*

Senior Phase – Attainment Information

S4 Attainment - Complementary Tariff Points (best 5 results)
S4 below in all areas.

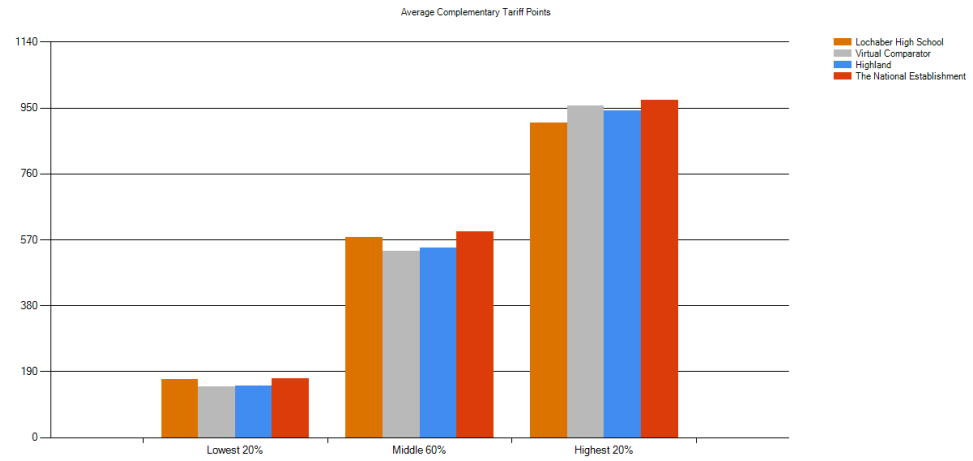


Top 20%
Below in all areas

Middle 60%
Below in all areas

Bottom 20%
Significant drop this year.
Below in all areas

S5 (current S6) - Complementary Tariff Points (best 5 results)

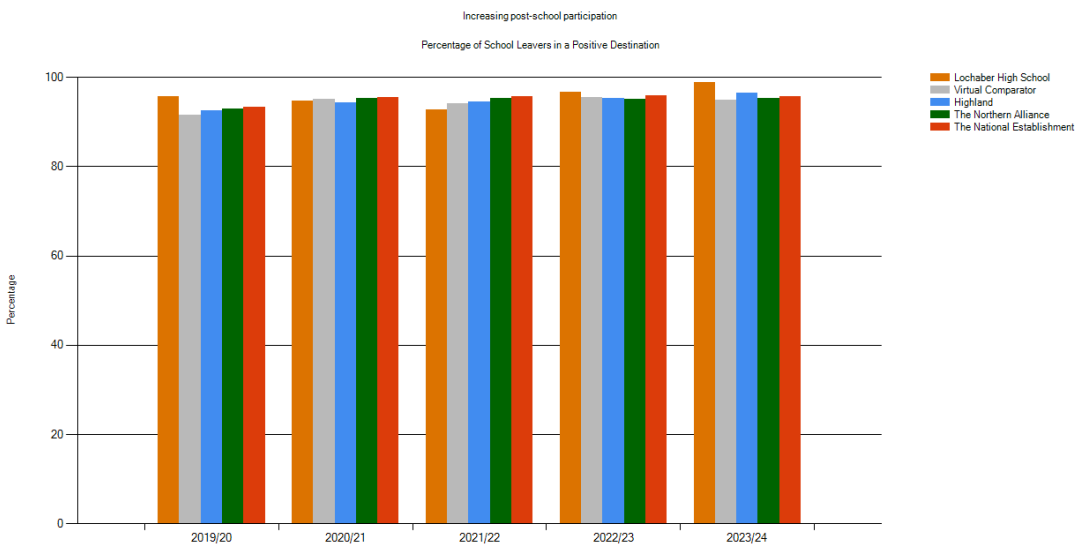


Top 20%
Improvement from last year.
Below VC and Highland.

Middle 60%
Improvement from last year.
Above VC and Highland.

Bottom 20%
Decreasing trend since 2020 but has improved this year.
Above VC and Highland

Literacy - S4 (current S5)	Numeracy - S4 (current S5)	Literacy – S5 (current S6)	Numeracy – S5 (current S6)
SCQF 4 - 5% decrease from 2023. 5% below VC SCQF 5 - 12% decrease from 2023. 7% below VC	SCQF 4 - 8% decrease from 2023. Below VC. SCQF 5 - 19% decrease from 2023. Below VC.	SCQF 4 - 94.7%. Above VC. SCQF 5 - 82.3%. 2% increase from 2023. Below VC	SCQF 4 - 96%. 4% above VC. 3% increase from 2023. SCQF 5 - 75%. Similar to VC. 6% increase from 2023.
Literacy Level 4 2018 - 93.4% 2019 - 94.2% 2020 - 90.7% 2021 - 86.3% 2022 - 91.7% 2023 - 89.6% 2024 - 84.9%	Numeracy Level 4 2018 - 90.9% 2019 - 88.9% 2020 - 85.5% 2021 - 71.2% 2022 - 81.5% 2023 - 89.6% 2024 - 81.1%	S5 Literacy Level 4 2018 - 94.3% 2019 - 96% 2020 - 94.9% 2021 - 92.4% 2022 - 92.6% 2023 - 97.7% 2024 - 94.7%	S5 Numeracy Level 4 2018 - 94.3% 2019 - 95% 2020 - 94.9% 2021 - 89.7% 2022 - 86% 2023 - 93.8% 2024 - 96%
Literacy Level 5 2018 - 61.9% 2019 - 68.2% 2020 - 65.1% 2021 - 62.3% 2022 - 59.5% 2023 - 75.86% 2024 - 63.5%	Numeracy Level 5 2018 - 38.8% 2019 - 47.4% 2020 - 51.7% 2021 - 56.2% 2022 - 51.2% 2023 - 62.6% 2024 - 43.4%	S5 Literacy Level 5 2018 - 78.8% 2019 - 84% 2020 - 84.8% 2021 - 83.4% 2022 - 80.3% 2023 - 80% 2024 - 82.3%	S5 Numeracy Level 5 2018 - 66.7% 2019 - 71% 2020 - 79.7% 2021 - 72.4% 2022 - 68% 2023 - 69.23% 2024 - 75%

School Leavers	
	LHS 98.8% VC 95% Highland 96.5% National 95.7%

School vision, values and aims
Lèirsinn, luachan agus amasan na sgoile

Vision
Support, Challenge, Inspire!

Values
At Lochaber High School we wish to promote mutual respect, hard work and resilience. Equality, fairness and inclusion will underpin all that we do as we strive to nurture an able, confident and ambitious community.

Aims
At Lochaber High School we will:

• Strive to provide high quality learning and teaching which will challenge and inspire our young people to realise success.
• We will celebrate the uniqueness of our young people, our community and our learning environment.
• Encourage all our young people to develop their personal qualities and abilities by engaging positively with a wide range of activities and experiences within and beyond the curriculum.
• Value and treat everyone with fairness and respect so they feel included and nurtured within a caring, disciplined and supportive school community.
• Continue to develop productive partnerships with our associated local agencies to improve the well-being of our young people and families within our community.

Review of progress of improvement plan projects for session 2024/25
Ath-sgrùdadh air adhartas airson an t-seisein

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

School Improvement Plan Priority 1 - 2.3 Learning, Teaching and Assessment	
Summary of impact	Next steps
This is our second year of Practitioner Enquiry where teachers, in groups, engaged in research, and participated in intentional practice to improve the overall quality of learning and teaching. From our learner surveys and our learner focus groups most learners understand the purpose of their learning; most learners understand their strengths and development needs across all of their subjects; the majority of learners appreciate teachers modelling learning, and the majority of learners understand teachers link lessons to prior learning.	Practitioner enquiry will focus on feedback, questioning, retrieval practice and summarising learning. Support and challenge will be offered through structured lesson observations.

School Improvement Plan Priority 2 – 2.2 Curriculum	
Summary of impact	Next steps
S3/S4 course design for Two-Year National Courses has enhanced continuity and depth of learning ensuring progression aligns with national qualifications. Robust summative assessments in S1/S2 have provided reliable data to track learner progress, which has improved early identification of support needs, and	We will continue to review and refine course content, continuity, progression and pace to help improve attainment/ achievement.

assessment literacy among learners. This is evidenced in department self-evaluation exercises across the curriculum. Curriculum resources for S3/S4 were produced ensuring improved differentiated learning to support diverse needs, which has increased engagement and accessibility. The number of incident referrals has fallen significantly this year. Introduction of relevant NPAs/NCs/Skills for Work Courses has broadened curriculum pathways, and enhanced employability and life skills. This has also allowed departments to bank qualifications. Updated S3 Exams aligned with National Course demands has better prepared learners more effectively for senior phase assessments and promoted familiarity with exam formats and standards.	We will continue to review assessment to ensure there is a balance between formative and summative assessment. Deliver our strategic plan regarding NPAs/NCs and Skills for Work courses in S3-S6 to improve attainment.

School Improvement Plan Priority 3 – 3.1 Improving Equality, Well-being and Inclusion	
Summary of impact	Next steps
The Pupil Council created and implemented a focused strategy to raise awareness of the most relevant UNCRC articles, enhancing school-wide understanding of children's rights. The Pupil Council reviewed the school's Vision, Values, and Aims as well as the Promoting Positive Behaviour Policy to ensure they aligned with the principles of the UNCRC. Teachers reviewed their curricula and mapped out relevant UNCRC articles to embed rights education in everyday learning experiences. The Pupil Council drafted the Silver Award action plan, ensuring consistent reflection, accountability, and improvement on rights-respecting practices.	We will continue to promote articles of the UNCRC as part of our Rights Respecting Schools Award. We will deliver, monitor and evaluate the impact of embedding UNCRC articles across the curriculum. We will deliver the Silver Award action plan.

School Improvement Plan Priority 4 – 3.3 Increasing creativity and employability	
Summary of impact	Next steps
A unified skills framework across all subjects was delivered ensuring learners experience a consistent and structured approach to developing transferable employability skills. Most to almost all S1-S3 learners stated they were aware of the skills they were learning across the curriculum. By linking skills to specific industries, learners gained a clearer understanding of how their learning connects to real-world careers. Integrating skills discussions into learner conversations helped learners reflect on their strengths, progress, and future aspirations. Regular use of personal profiles encouraged learners to take ownership of their skills development and track their achievements over time. Furthermore, profiling updates during Tutor Support ensures that learners received ongoing guidance, reinforcing personal growth and goal setting.	Consolidate the delivery of the LHS Skills Framework and improve the content quality of learner profiles.

Progress and impact of Pupil Equity Fund
Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF-Funded Targeted Interventions: Literacy, Numeracy, and Health & Wellbeing

Pupil Equity Funding (PEF) has been strategically used to deliver targeted interventions in literacy, numeracy, and health & wellbeing (HWB), with a clear focus on closing the attainment gap for identified learners.

Broad General Education (BGE) Literacy Interventions

Speedy Readers
A targeted group of 30 S1 pupils participated in the Speedy Readers programme. All pupils demonstrated improvements in fluency and reading age, with gains ranging from 4 months to 1 year and 10 months.

Paired Reading
31 S2 pupils engaged in a Paired Reading initiative, supported by 24 S6 mentors. Pupils reported increased enjoyment and engagement in reading, building on progress made during previous S1 interventions.

Targeted Numeracy Support

Numeracy Attainment
23 pupils received individual or small group support in numeracy. These interventions led to increased confidence and improved attainment, particularly among pupils facing attendance challenges or with adapted timetables, supporting sustained engagement in learning.

Support for Interrupted Learners
7 pupils with disrupted learning benefited from targeted numeracy support delivered in a nurturing environment. Interventions were tailored to individual needs, helping to rebuild confidence and sustain a connection to learning.

Targeted Literacy Support

Literacy Attainment
39 pupils accessed 1:1 and small group literacy interventions. The majority demonstrated measurable progress in their literacy skills, with attendance data indicating strong engagement.

Support for Interrupted Learners
7 pupils received personalised literacy support, helping rebuild confidence and maintain educational engagement despite ongoing challenges related to disrupted learning.

Health & Wellbeing (HWB) Interventions

Over 100 pupils benefited from a wide range of HWB supports, including:

- Preparation for *Lochaber Horizons*
- 1:1 support for social, emotional, and attendance-related needs
- Breakfast Club provision
- Lunchtime Support Club access

Wider achievements
Coileanaidhean nas fharsainge

English and Drama

Thomas Rae Memorial Prize for Writing

Creative Writing Club members participating in Loch Shiel Festival.

Drama Productions, for example, Party at My Place.

Maths
UKMT Mathematical Challenges, gold, silver and bronze awards.
• Junior Challenge sponsored by Lochaber Housing
• Intermediate Challenge sponsored by DYW
• Senior Challenge
Enterprising Maths Competition regional finalists
Annual submissions to the Maths Wae Nae Borders Challenge
Annual submissions to the Mathematiques Sans Frontieres competition
Scottish Maths Challenge
Young STEM Leader

Health and Well-being:
Rugby
North Caledonia Challenger Cup Series Lochaber High School Girls Under 14 Champions
Girls Under 16 Champions
Boys Under 16 Runners Up

Shinty
National ASGG Cupa Naisteanta Girls Shinty Lochaber High School Champions
National ASGG Cupa leasachaidh Naisteanta Lochaber High School Development Champions
MacBean Cup Shinty - Runners Up
Robertson Cup Shinty Semi Finalists
Lochaber 6s - Silver medalists
Wade Cup Lochaber High School Champions
Football
Senior representation in North Of Scotland Football at U18 and U15

Cross Country Running
Retaining Champions.

Junior Ski Trip Ski Awards
Ecole du Ski Francais (ESF) teenage/adult levels: 8 level 1, 22 level 2 and 2 level 3 awards.
Substance Awareness Gold Award

Physics
Scottish Space School- Participants 2021, 2022, 2023, 2024 (Finalists in 2020)
Royal Observatory Work Placement - 2020
Quantum Technology School - Participants 2021
Engineering the Future for Girls, - Participants 2022
Strathclyde Engineering Fundamentals Course- Participants 2022, 2023
NEXT Stem Essay Competition, Finalists 2022

Enterprise

Achievement Through Adversity Award 2025 – Winner

Developing the Young Workforce

Skills for Work Programme (Employability)

Music
Scottish Concert Band Festival, Regional and National Finalists

- 7 Gold Plus wards
- 6 Gold awards
- 3 Silver Plus awards
- 1 Silver award

Whole School

Google Reference School

Digital Schools Award

Youth Philanthropic Initiative

Languages

Film G

Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

"I just wanted to email to thank you so much for giving the S6 pupils such a lovely send off last night. It was so well put together and parents like ourselves appreciate the effort and time that was invested in the planning of the event. It was so lovely for the children and parents to be part of such a happy celebration." Parent 1

"I write to say, "thank you" very much to the pupils and staff of Lochaber High School and your Rotary club partners for the lovely and unexpected Xmas parcel I found at my front door." Parent 2

I wanted to pass on our thanks, as parents, to all members of staff who organised, co-ordinated and most importantly volunteered to attend and supervise the recent trip to London. We appreciated that they gave up their own personal time to volunteer to accompany 80+ 17/18 year olds! This is quite remarkable and hugely appreciated by many parents I am sure, certainly appreciated by my husband and I." Parents 3/4

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:

	2024-2025
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Satisfactory
QI 2.7 Partnerships	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Learning, Teaching and Assessment – to raise attainment

2. Curriculum – to raise attainment

Planning ahead
A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website https://www.lochaberhigh.org/ or by contacting the school office.

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%

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions			
How well are you doing? What's working well for your learners? **Not solely a description of what you have been doing…evaluative language (see guidance document p10-14)**	**How** do you know? What evidence do you have of positive **impact** on learners? **Observation/Peoples Views/Data** **Impact – outcomes/practice/ systems and processes to inform these?**	What are you going to do now? What are your **improvement priorities** in this area?	How would you evaluate this QI using the HGIOS 4 **six-point scale**?
QI 1.3 Leadership of change			
How well are you doing? What's working well for your learners?	**How** do you know? What evidence do you have of positive **impact** on learners? **Observation/Peoples Views/Data** **Impact – outcomes/practice/ systems and processes to inform these?**	What are you going to do now? What are your **improvement priorities** in this area?	How would you evaluate this QI using the HGIOS 4 **six-point scale**?
Theme 1: Develop a shared vision, values and aims Our school improvement priorities are rooted in our vision, values, and aims, developed through stakeholder consultation. The last review by our Pupil Council took place last year which confirmed that our VVAs align closely with the principles of the UNCRC, ensuring that our strategic improvements support and uphold the rights and well-being of every learner. An ethos of care is a defining characteristic among almost all staff, guiding their professional actions to support our learners. This commitment is reflected in a comprehensive suite of support measures documented in LHS' Dashboard, which ensures systematic and transparent tracking of learner support. Planned Learner Conversations, as evidenced in learner focus groups, foster meaningful engagement and personalised	**Pupil Council Meetings/Updates etc** https://drive.google.com/drive/folders/1t8_X1yVl59xp032JhGJlbY7GnN-jDQkA **School and Department Improvement Plans** https://drive.google.com/drive/folders/1f50gu41yeN16YOC6auTAyOTM9wR1t_a8 **Dashboard Data** https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b-9ee3-14c1b830b8eb/page/TPLdB?s=v26IIUxsTG4 **Learner Conversations** https://docs.google.com/spreadsheets/d/1E64LHOO5aL2rtIRLzu7G9WmibbfnAcFKsocsio3NmfE/edit#gid=0	We will continue to base strategic improvement on our VVAs. We will continue to have discussions with all stakeholders based on our VVAs.	Good

guidance for almost all learners. Additionally, the Positive Impact Tracker highlights the tangible benefits of these efforts, documenting support and positive outcomes for our learners. Most learners (80+%) feel they know which staff member to approach for help, and the majority of learners (70+%) report having someone available to speak with when upset or worried. This reflects the nurturing environment fostered by staff; however, more investigation is required in understanding why the figures are not higher.	**Positive Impact Tracker** https://docs.google.com/spreadsheets/d/1D69jL0iOcQhq6wYqGee-Rk4gWCYQ7kqAMGxUzX9u354/edit#gid=0 **November and March Pupil L & T Surveys** https://docs.google.com/spreadsheets/d/1YVgU7gZsIMu1jlMMo3fSfIJ9Hp_dqsan4u_sO9Wu2DY/edit?gid=1227887640#gid=1227887640 **Pupil Focus Groups** https://docs.google.com/document/d/1S8qshfrKUKd6jQNO25uRrkGavKzS2aArD8X4G-I_0/edit?tab=t.0	We will further engage with learners in Tutor Support to better understand the reasons behind only 70+% of pupils feel they have someone to speak with if upset or worried.	
Theme 2: Strategic Planning for continuous improvement The school demonstrates a thoughtful consideration to change through self-evaluation at all levels of the school. There is evidence of discussions around pace and associated risks in the agendas and minutes of operational and strategic meetings led by the Senior Leadership Team (SLT) and in broader Management Meetings, highlighting a commitment to responsible decision-making. We have adopted a three-year improvement planning cycle to help manage the pace of change and to promote depth of change, and the SIP demonstrates the principle of distributed leadership.	**SLT Agendas/Minutes** https://drive.google.com/drive/folders/15Ekj9fOFP2MEVvtuOPZbPkUdfG4COh_X **Management Meeting Agenda/Minutes** https://drive.google.com/drive/folders/1TSsQ2VSuXV9vdw5rjzwk4v8AJKW2AAMp **School Improvement Plan** https://drive.google.com/drive/folders/1f50gu41yeN16YOC6auTAyOTM9wR1t_a8 **Self-evaluation Calendar for Teachers, Principal Teachers, and Senior Leaders** https://docs.google.com/spreadsheets/d/1hh98y6qSAL86ZvNXTxKigszg-goJNmDcFlCNRnx0Cf8/edit?gid=0#gid=0	We will continue to move forward with strategic change in consultation with stakeholders.	

Significant time is allocated to self-evaluation, underscored by staple agenda items; One to One meetings; Reflection time regarding pupil surveys; Dept. HGIOS 4 returns; Post Prelim and SQA Analyses etc. All teaching staff are engaged in this process; however, improvements are required in the quality of our evidence-based-evaluations. Staff actively lead learning in the majority of planned (SIP) activity sessions, focusing on critical areas such as learning and teaching, curriculum development, and Rights Respecting themes. This empowers staff to bring about change.	**DM Agendas/Minutes** https://drive.google.com/drive/folders/1XDnGc0yplN17_hbTtbeBoMHWGqVDp3f **SLT and PT One to One Meetings** https://drive.google.com/drive/folders/1dlsbQOl0ZX6z8onm77tdLeXYgqgoZU9R **School and Department Improvement Plans** https://drive.google.com/drive/folders/1z7ZOAkPctkVoDiTYPxI2JG8zBKzoGuTD **Staff Reflection** https://drive.google.com/drive/folders/1XNZ1A7r9TEl2N0s-2b9IP3nEOfYkGUeq **L & T Presentation, an example** https://docs.google.com/document/d/1nAt6QDujMgrM41TzEAVKx0u-Wpctg9XPNsnhWST1ATM/edit?tab=t.0 **Pupil Council Updates regarding Rights Respecting Schools Award** https://drive.google.com/drive/folders/1sOPDs_4qCrwDCW7DKYGwxAHyMyZSUIBc	We will continue to improve the quality of evidenced-based-evaluations in DIP analyses and HGIOS 4 returns by working in partnership with the wider management team and providing examples of good practice. We will continue to encourage and support distributed leadership across the school, including staff participation in leadership groups.	
Theme 3: Implementing improvement and change Many staff members actively lead improvements within our school, exemplified by initiatives such as our Pupil Council, the Rights Respecting Schools Award, Youth Philanthropic Initiative, DYW, and Kindness Lockers. This proactive engagement enriches the learner experience and involves learners	**Pupil Council Updates regarding Rights Respecting Schools Award** https://drive.google.com/drive/folders/1sOPDs_4qCrwDCW7DKYGwxAHyMyZSUIBc **YPI**		

in meaningful activities that foster their personal and academic growth, as well as their understanding of their place in the world. The impact of these initiatives is evident: S3 learners have become more aware of local charity work addressing various social issues; there is a heightened awareness across all year groups about various articles of the UNCRC; and increased engagement with DYW has broadened pupils' understanding of local and national employment opportunities; and in times of economic hardship, kindness lockers provide a respectful and discreet way for learners to access clothing and hygiene products. Through extensive research, we have incorporated the latest careers information into Tutor Support, highlighting the connections between subject choice, curriculum pathways and career pathways. This improvement within the curriculum ensures our learners are better informed and better prepared for their future careers. This learning has been complemented by our improved partnerships with local businesses and agencies which have enriched the learner experience by demonstrating business application to what is being taught in the curriculum. This is about equipping our learners with	https://docs.google.com/presentation/d/1pnfPDvA6zLRU7SFMNECt05rDQAmPEN7Lly1G6mgLb-U/edit#slide=id.ged6e256466_0_10 **Kindness Lockers** https://drive.google.com/drive/folders/1q4Xjri6Dl9bpMzABtHR-1SplJZ0STn8x **Tutor Support Programme** **https://drive.google.com/drive/folders/1nkdAR3kf03Py62rfp1WF7mLPPIcifi2T**	We will continue to seek out new partnerships and extend our portfolio of local employers in Fort William and Lochaber to further enrich the experiences of our learners. We will engage more closely with employers to be part of our DYW strategy, especially in employment areas such as garages, retail, animal care or health and beauty.	

the skills and knowledge needed for the world of work.			
QI 2.3 Learning, teaching and assessment			
How well are you doing? **What's working well for your learners?**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Imact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 six-point scale?**
Theme 1: Learning and engagement Pupil Survey findings, along with insights from Pupil Focus Groups, reveal a positive learning environment. 80+% of learners report positive relationships and feel confident in seeking help when needed. Additionally, 70+% of learners feel encouraged to strive for their best, promoting a positive attitude towards learning. Furthermore, 85+% of learners believe they actively participate in their learning. These findings indicate a supportive and engaging school climate that fosters learner confidence and motivation; however improvements are still required in developing learner confidence and achieving their best. Learners have the opportunity to discuss their learning during planned learner conversations which include an exploration of strengths and development needs, which are in addition to on-going classroom learner conversations.	**November and March Pupil L & T Surveys** https://docs.google.com/spreadsheets/d/1YVgU7gZsIMu1jlMMo3fSfIJ9Hp_dqsan4u_sO9Wu2DY/edit?gid=1227887640#gid=1227887640 **Pupil Focus Groups** https://docs.google.com/document/d/1S8qshfrKUKd6jQNO25uRrkGavKzS2aArD8X4G-I_0/edit?tab=t.0 **Promoting Positive Behaviour Policy** https://www.lochaberhigh.org/uploads/4/0/9/1/40918471/lhs_promoting_positive_behaviour_2021_updated_january_2023.pdf **Learner Conversations (School Calendar)** https://docs.google.com/spreadsheets/d/1E64LHOO5aL2rtIRLzu7G9WmibbfnAcFKsocsio3NmfE/edit?gid=0#gid=0	All staff will deploy all interventions at appropriate stages as outlined in our Promoting Positive Behaviour Policy.	Good

Lesson observations conducted during practitioner enquiry reveal that most learners are positively engaging with their learning. Complementing these findings, Learning Walks by the Senior Leadership Team (SLT), indicate that most classes exhibit positive relationships and clear classroom routines. These observations collectively highlight a well- structured and supportive learning environment that enhances learner engagement and fosters productive teacher-learner interactions. However, there requires to be greater consistency in routines across the curriculum. Dashboard data, including various communications such as under-performance letters, praise letters, and homework updates, along with GIRFEC referrals, indicate that almost all staff are dedicated to upholding learners' rights. These records document numerous supportive strategies and interventions implemented by staff, reflecting a strong ethos of early intervention and commitment to supporting learners' well-being and academic success. While learners feel respected and valued within their classrooms, there is a notable perception that the school could improve its efforts in actively listening to and	**Practitioner Enquiry** https://drive.google.com/drive/folders/1XNZ1A7r9TEl2N0s2b9IP3nEOfYkGUq **Dashboard Data** https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b-9ee3-14c1b830b8eb/page/TPLdB?s=v26IIUxsTG4 ***23/24*** *1272 – Suite of Letters* *426 – Incidents* *386 – GIRFEC* *1018 – Achievement Letters* ***24/25*** *1182 – Suite of Letters* *267 – Incidents* *351 – GIRFEC* *1253 – Achievement Letters* **November and March Pupil L & T Surveys**	We will continue to promote clear classroom routines, particularly at the beginning and end of lessons and support this through SIP Activities and lesson observations. Through the Pupil Council we will continue to promote, "You said, We did" campaign.	

incorporating learner views, with less than half of learners believing their opinions are heard at a school-wide level.	https://docs.google.com/spreadsheets/d/1CV8Et18sMhm1v7cQNqGhQbxc0R_EoOpm1q2Vi3TFs/edit?gid=0#gid=0 https://drive.google.com/drive/folders/13mn5lJGBso58QZn_KF4NTIG1MPEpBV0		
Theme 2: Quality of teaching Most learners (76+%) report that the purpose of each lesson is clear all or most of the time, highlighting effective communication of learning intentions by teachers. Additionally, approximately 60% of pupils find learning appropriately challenging, however the responses of S1-S3 have decreased indicating a need for more challenge in those year groups. The majority of teachers (63-77%) consistently provide models and examples of expected standards in all or nearly all of their classes. Modelling enhances learner understanding by promoting a clearer comprehension of learning intentions and success criteria. Consequently, learners are better equipped to meet standards, fostering a more effective and supportive learning environment. However, improvements in detailed feedback are required in S5. Classroom observations, as a key component of practitioner enquiry, promote reflective teaching practices among almost all teaching staff. This reflective approach is reinforced by professional discussions as evidenced in	**November and March Pupil L & T Surveys** **https://docs.google.com/spreadsheets/d/1CV8Et18sMhm1v7cQNqGhQbxc0R_EoOpm1q2Vi3TFs/edit?gid=0#gid=0** https://drive.google.com/drive/folders/13mn5lJGBso58QZn_KF4NTIG1MPEpBV0 **Practitioner Enquiry** https://docs.google.com/spreadsheets/d/1xOI7pBX7bhMAr2W_nQnv0VwhnFEMcHdfeEHPK3BTqk/edit#gi **DM Agendas/Minutes**	We will ensure learning intentions are fully explained and understood and are referred to in lesson plenaries. This will be supported by SIP Activities, classroom observations and planned learning walks. S1-S3 Programmes of Learning will incorporate greater pace and challenge. We will continue to improve the quality of questioning and feedback through SIP activities, and Practitioner Enquiry. We will ensure almost all lessons will have plenaries relating to learning intentions/success criteria. This will be supported through SIP Activities and Practitioner Enquiry. Learning walks by PTs and SLT will be better planned across the school year.	

department minutes. These practices foster a culture of continuous improvement and collaborative professional development, enhancing the overall quality of teaching and learning. LHS has, through consultation, developed an observation toolkit, which essentially outlines common practice and expectations across the school from retrieval practice, sharing of LIs and SC; chunking; plenaries and effective questioning. This is supported by our CPD programme. This provides a consistency of experience for almost all learners, whilst leaving creative scope for teachers. The school promotes the use of a diverse range of digital resources to enhance learning, providing opportunities for personalised study, differentiated learning, and effective modelling of learning. This approach is evident across almost all subjects. The integration of digital tools enriches the educational experience, catering to the majority of individual learning needs.	https://drive.google.com/drive/folders/1XDnGc0yplN17_hbTtbeBoMHWGqVDp3f **Staff Reflection** https://drive.google.com/drive/folders/1XNZ1A7r9TEl2N0s2b9IP3nEOfYkGUeq **Lesson Observation Evaluation Toolkit** **https://docs.google.com/document/d/1YAYRJGHDthXfGNxZ7fl2Pa9ILFI2rum_t2s7cktgtAQ/edit?tab=t.0** **HGIOS 4 Department Self-evaluation** https://drive.google.com/drive/folders/1_KkQsp2lkNigQXCGF_Y8b5cBPkRm--WL **Maths Feedback from HMIE** https://www.lochaberhigh.org/uploads/4/0/9/1/40918471/national_themati_inspection.pdf **Digital Schools Award and Google Reference School.** *We are within top 3 of schools in Highland in terms of Chromebook usage.* *Tutor Support lessons are delivered promoting dyslexia support through Read &Write software.* *High usage of digital platforms to enhance learning and teaching (Sparx, Speedy Readers, Read &Write, The Day etc.)*	Online digital packages will be reviewed and possible alternatives considered.	
Theme 3: Effective use of assessment The curriculum map highlights a range of assessment practices, providing diverse ways for learners to achieve success in their learning. This variety ensures that assessments are inclusive thereby supporting a more comprehensive	**Curriculum Plan** https://docs.google.com/spreadsheets/d/1hoTKLDnV5jtBN008FXgAL9vt0jIbWigAlc8KyXd6_M/edit#gid=1189141419 **SQA Coursework and Assessments Plan**		

evaluation of learner progress and achievement. The feedback from almost all learners regarding learner conversations, both planned and ongoing, reflects their appreciation and acknowledgement that it supports learning. However, while the majority of learners acknowledge the importance of feedback in improving their learning, senior phase focus group comments highlight the necessity for clearer and more detailed feedback to maximise its effectiveness. The majority of learners recognise the value of teacher questioning in stimulating their thinking about learning. However, only around 50% of learners believe that effective questioning helps them think about their learning, yet there has been an increase from 54% to 65% of learners believing that feedback from teachers aids their improvement. In addition, 65+% of learners feel confident in identifying their strengths and understanding their next steps in each subject. This indicates that while learners have a good sense of their personal progress, there is a need to enhance the effectiveness of teacher questioning and feedback to further support and enrich learning. The Positive Impact Tracker, containing documented actions, demonstrates the	https://docs.google.com/spreadsheets/d/1V3dFS-DMhWnspOW3tFDE4nh-Mye82CTdehxPpiMgCRU/edit?gid=0#gid=0 **November and March Pupil L & T Surveys** https://drive.google.com/drive/folders/1XNZ1A7r9TEl2N0s2b9IP3nEOfYkGUq **Pupil Focus Groups** https://drive.google.com/drive/folders/1t8_X1yVl59xp032JhGJlbY7GnN-jDQkA **Positive Impact Tracker**	Continue to develop strategies to improve effective questioning and provide effective feedback to all year groups, particularly in the senior phase. Developing the role of our CSW, we will continue to plan and secure certification	

proactive measures taken to support targeted groups of learners across S1-S6. Furthermore, by prioritising individual needs, alternative curriculum pathways have been developed; however greater success is required in securing certification and achievement within this client group.	https://docs.google.com/spreadsheets/d/1D69jL0iOcQhq6wYqGee-Rk4gWCYQ7kqAMGxUzX9u354/edit?gid=0#gid=0 **Alternative Pathway / Lochaber Horizons** https://docs.google.com/spreadsheets/d/1uUdaCPud6myG_KOhPOTtnt0GxQnj7lPwyYQsXnuvwIY/edit?gid=0#gid=0	for pupils struggling with a mainstream curriculum, particularly in S3. We will create an alternative curriculum offering for our lowest performing pupils moving into S4.	
Theme 4: Planning, Tracking and Monitoring There has been an investment of time beyond the school improvement plan to engage in sound planning, tracking, and monitoring of learning to ensure a structured and cohesive curriculum delivery. Teachers feel more secure in Senior Phase tracking, and teachers use the data both from BGE as well as Senior Phase tracking to inform learner conversations. While advancements in summative assessments within S1/S2 courses are evident in programmes of learning across the curriculum, it is premature to assess their full impact. Learner focus group findings reveal a mixed response regarding feedback, indicating an area for ongoing refinement to ensure that all learners benefit from effective feedback mechanisms. Reviewing our SQA estimates and verification exercises almost all staff make accurate and reliable assessment judgements and a number of staff are trained markers for SQA.	**BGE Tracking and Senior Phase Tracking, Examples** https://drive.google.com/drive/folders/1Fz_sjGTP6nYXFfymHEp7btlkSXqLBm9z **S3 Tracking Reports, May 2025:** *May 2025:* *• 40 Praise letters - 26.8% which is up from 22.4% in September and very similar to last year's S3 at this stage in the year (26.9%).* *•27 Pupils to be targeted - 18.1% (more pupils on target list than in September - 15.8%).* *• 88.4% of reports show excellent/good effort (down slightly from September - 90.0%).* *• 94.5% of reports show excellent/good behaviour (very close to September - 94.2%).* **ACEL Overview** **https://docs.google.com/spreadsheets/d/142U_KYoomnbqgmcP4X_b_5CRZ9EBb-aRiqp7zQEd8II/edit?usp=sharing** *Our 2024/25 data is in line with the national data from 23/24.* *For reading/writing/listening and talking our L3+ is slightly above last year's national data but our L4+ is slightly below. Literacy is above national data for L3+ and in line with the data for L4+* *Numeracy L3+ is above national data and in line with the data for L4+.* *There is no national data to compare our GM Levels but 100% of pupils are L3+ with 66.7% achieving level 4 for reading.*	We will develop our tracking system to track learners across each school year. We will improve the consistency in the quality of feedback across the curriculum in particular the detail and clarity of feedback. This will be achieved through SIP activities.	

	Dashboard Data https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b-9ee3-14c1b830b8eb/page/TPLdB?s=v26IIUxsTG4		
QI 3.1 Ensuring wellbeing, equality and inclusion			
How well are you doing? **What's working well for your learners?**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data** **Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 six-point scale?**
Theme 1: Wellbeing Almost all staff have embedded the SHANARRI indicators into daily interactions. Almost all staff ensure learners are well-versed in crucial aspects of feeling safe, healthy, included etc, enhancing overall wellbeing awareness across the school. Survey results show that most learners (80+%) feel safe and supported at school, highlighting the positive impact of our wellbeing initiatives. Learners acknowledge the school's role in fostering a sense of safety and identify supportive staff members, reflecting our commitment to promoting a respectful and caring learning environment. Most learners (80+%) know who to seek out for help if their work is too hard, however only 70+% of learners state they have someone in school to speak to if they are worried or upset. Furthermore,	**Welfare Section of November and March Pupil L & T Surveys -** https://drive.google.com/drive/folders/13mn5lJGBso58QZn_KF4NTIG1MPEpBV0 **Pupil Focus Groups, Welfare Concerns** https://docs.google.com/document/d/1S8qshfrKUKd6jQNO25uRrkGavKzS2aArD8X4G-I_0/edit?tab=t.0 **Dashboard Data** https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b9ee314c1b830b8eb/page/TPLdB?s=v26IIUxsTG4 *To illustrate the point, there were 356 GIRFEC referrals: 54 for concerns of Safety, 46, for concerns of Health, 301 for concerns of Achieving etc, and with each referral comes supportive action.*	Continue to promote and use SHANARRI indicators to measure learner well-being as evidenced from our referral system. Continue to use the principles of GIRFEC to guide our support for learners as evidenced from our referral system. Through Tutor Support, increase learner awareness of responsible adults within school and in the school community who they can speak with if worried or upset.	Good

there is a concerning figure about our school dealing well with bullying. In part, it is thought the statement within the survey is flawed, and in part it is a perception issue. There were additional learner focus groups conducted after the survey to garner a better understanding of how learners view the school's approach to bullying, with almost all learners stating they had no experience of bullying personally; however, they thought they knew through hearsay. The school's commitment to supporting learner well-being is evident through accessible channels for seeking assistance. Learners can self-refer to Pupil Support staff or any other staff member and they can be directed to the Pupil Support Team and external support agencies via the LHS Health and Well-being page on their Chromebooks, ensuring continuous access to resources throughout the school year. Where relevant learners receive support from a range of services such as our CSW, YDO, YAT, Young Carers and Women's aid. Additionally, self-help materials are prominently displayed on classroom and department noticeboards, empowering learners with tools for managing their well-being independently. These initiatives foster a supportive environment where learners feel	**Health and Wellbeing Information** https://drive.google.com/drive/folders/1IeJphiS3yqA1Rh5XaK91PwLO0KYK4sBH **LHS Health and Well-being Homepage of Pupil Chromebook** https://sites.google.com/lochaberhigh.org.uk/lhs-pupil-portal/hwb *As mentioned above, at the time of writing, within the past 7 days there has been 321 page views, and 183 unique visits to our partner agencies in areas of health and well-being.*	There is a need to change our survey statement to ensure we capture accurately the views of learners in relation to bullying, and there is also a need to educate and inform, with the view to changing the perception pupils have of how bullying is managed.	

equipped to address their needs and seek help when necessary. Tutor Support is taught by Guidance Teachers ensuring every learner has direct contact with their Guidance Teacher on, at least, a weekly basis. Using Scottish Government Counselling funding, a close relationship with Lochaber Hope (counselling provider), ensures that counselling is provided to learners who are in need.	**Staff timetables**. *All Guidance PTs state they have much more knowledge of learners on their caseload and relationships are stronger, and in addition all learners know who their Guidance Teacher is.* *Since August 2024, 43 learners have been referred for counselling with Lochaber Hope.*	We will continue to respond to learner requests for counselling within budget constraints.	
Theme 2 Fulfilment of Statutory Duties All staff are aware of their statutory duties towards our learners and families. This is expressed in regular Child Protection Training; applying safeguarding protocols; using policy frameworks such as GIRFEC; SHANARRI; and this year is the second year of applying the relevant articles of the UNCRC to our professional activities. Attendance is reviewed twice each term. Guidance staff report on all learners below 80%. For those learners between 80% and 85%, letters can be sent home to highlight attendance levels. This information is shared with all staff. In addition, from August 2024 attendance/ late-coming records have been issued to all parents/ carers/learners on a monthly basis regardless of % of attendance,	**Child Protection Training Record** https://docs.google.com/spreadsheets/d/1isn0Hi7L3lTK-ZR6ObkkWePdnuqpi6VG97VPX4czeJ0/edit?gid=0#gid=0 **Rights Respecting Schools Award** https://docs.google.com/presentation/d/1-JTFoEHyhl6fDy1ykl2WEpZgwUSZV1N6/edit#slide=id.p1 **Pupil Rights Respecting Video** https://drive.google.com/drive/u/0/folders/1t8_X1yVl59xp032JhGJlbY7GnN-jDQkA **LHS Attendance (85% and below)** https://docs.google.com/spreadsheets/d/1so8AVPE5I_jWiKhxjB33eCLfWrsV6Yqd-VlCk4zh1-U/edit?gid=1625131296#gid=1625131296	Continue to ensure we remain aware of our statutory duties, implement the identified articles of the UNCRC into all aspects of our professional practice, and review our safeguarding responsibilities. Continue to use new absence codes; engage with parents/learners regarding attendance and ensure the curriculum is attractive to all learners.	

however our attendance requires further improvement. The involvement of ASL staff as well as English and Maths teaching staff in the transition of learners from P7 to S1 enhances the educational experience and support system for P7 learners. By visiting primary schools and reviewing learner records, ASL staff ensure that LHS staff receive accurate, up-to-date information about each learner. This preparation allows for the appropriate allocation of S1 classes, ensuring that learners who require additional learning support are accurately identified and adequately assisted. Consequently, this process fosters a smoother transition, promotes continuity in learning, and supports the academic and social success of all learners, particularly those with additional needs. The diverse inputs provided by ASL staff play a significant role in addressing the varied needs of learners. By strategically allocating ASNTs and PSAs across different classes, ASL staff ensure that support is integrated into the daily learning environment. Targeted literacy and numeracy tutorial groups enhance core skills, while HWB interventions address specific learner needs. Furthermore, the allocation of guidance to specific support bases allows for tailored assistance for	**ASL visits to primary schools.** Involvement of PT SfL in class allocation organisation P7 Transition ASN information 2024/2025 https://docs.google.com/spreadsheets/d/1AGueznzTRAe46mwyRYt_SrM5TXhgUvznA8-CaDST7Fc/edit?gid=962946145#gid=962946145 **Transitions Policy including timeline of engagements** **https://docs.google.com/document/d/1AM-e7V_C303TkGUnFDjIh__F30JVlHII/edit** **ASNT and PSA timetable** **https://drive.google.com/drive/folders/1zE4zhemmrikszqxdg4s5l3IeF_j-f9xy** **Arkaig, Glencoe and Mamore Timetables** **https://drive.google.com/drive/folders/1AGPSWNxqv5D4KnoAtQcK2IC2sH90jIBh** **Minutes of SFL, PT Pupil Support and support bases** **https://drive.google.com/drive/folders/1OpS_2r_u12KXUdIfVMl4tfiN09hEni-l** **Glencoe House Minutes** **https://drive.google.com/drive/folders/1hjWMo3zNN1FJGfhXSd29H521BG7FVClG** **Guidance Minutes:** **https://drive.google.com/drive/folders/1e1OYK3VKcsvadHJVwQfEcbVpJ5PC-VGI**	We will continue with open communication between teaching staff and SfL to ensure needs are identified and responded to. There is a need to develop continuity in curriculum transitions in English, Maths and Science.	

learners with neurodiversity, social, emotional, and behavioural challenges, as well as those with severe and complex needs. This comprehensive approach ensures that all learners receive the necessary support required to thrive.			
Theme 3: Inclusion and equality Integrating Health and Well-being days into our school calendar for S1-S3 has enriched the educational experience of our learners. These days, occurring each school year, provide a platform for a diverse range of workshops and experiences carefully tailored to promote holistic well-being. Almost all learners report that such days are enjoyable and educational. The Diversity Month initiative represents a collaborative endeavour that involves staff, learners, partner agencies, and the local community. Through this initiative, diversity is celebrated, fostering a sense of inclusivity and mutual respect among all stakeholders. Overall, Diversity Month serves as a powerful vehicle for promoting understanding, empathy, and unity within and beyond the school community. In recent years there has been a 35% increase in pupil engagement in sports activities and leadership roles within the local community, and we have successfully captured extra-curricular	**Health and Well-being Workshops** https://drive.google.com/drive/folders/123koJ18qWrl0GZfvM6K4D213AVggM6FX **Health and Well-being Assembly** https://docs.google.com/presentation/d/1NTtM2tn1jG2B1taP44MRcFb_0rb_lU0PTn86-sH8RpY/edit#slide=id.g1dd580a698b_1_2 **Pupil Feedback on LGBTQ +** https://padlet.com/lhspride/lochaber-high-pride-week-2021-pa68neft84qqp7yx **Gaelic Promotional Video Demonstrates Inclusion** https://vimeo.com/936651649?share=copy Pupil statements to the discussion in Tutor Support as part of Diversity Week, “An inclusive school is…..” https://drive.google.com/file/d/1QqfgkOR3JmKvbnwFyxOBfh4XiBq3nQUI/view?usp=drive_link *Two shinty ambassadors, working in conjunction with the Camanachad association, helped LHS become a school of Shinty. Thirteen HS pupils were put through a foundation Shinty Referee qualification with the Camanachd Association. There are*	Our actions around Well- being, Equality and Inclusion will be framed within our Rights Respecting Schools Award initiative. We will monitor and track learner participation in extra-curricular and outside interests through the newly created Pupil Profile.	

activities of almost all S1-S3 learners through our Pupil Profile. There has been a rewrite of our Tutor Support programme exploring topics such as diversity, racism, xenophobia and intolerance as well as a full range of well-being topics encouraging healthy lifestyles including internet safety, sexual health, mental health etc. The success of this programme has been underscored by our success in the **Alcohol and Substance Abuse Gold Award Trophy** which we were awarded in May 2025. Such topics are complemented by a range of subjects across the curriculum for example, Modern Studies, English, RME, History etc. This work helps empower pupils to make informed decisions and lead balanced lives. The implementation of bespoke timetables, led by our Pupil Support (Guidance) PTs, PTs Curriculum, and staff from various bases including Mamore House, Arkaig House (SEBN), and Glencoe House, and An Cala underscores our commitment to tailoring learning experiences to meet individual learner needs, which includes partnership working with a number of external agencies. Additionally, partnerships with organisations such as My Future My	*two Sports ambassadors who link in with Sports Scotland. Our ASG benefit from senior learners who run sports clubs in primary schools, for example dance classes in preparation for Dance Platform.* *Extra-curricular clubs are run by senior learners as part of the NPA level 5 qualification. Over 250 learners attended extra-curricular clubs 2024-2025.* *NPA Level 5 qualification has doubled for this coming academic year 2025-2026. 46 senior learners have selected this qualification as part of their senior phase curriculum. NPA level 6 Exercise to Music leadership 25 senior learners signed up for 2025-2026. From last year's cohort 6 learners have gone to full-time employment with Lochaber Leisure Centre. We also have 76 active volunteers working with High Life Highland. Golf links with Fort William Golf Club , a new initiative started in April 2025 with a total of 26 players competing in a local Juniors League.* **Example of Pupil Profile** https://docs.google.com/document/d/1kc_Krl477Nws10MvVY8DEjyHas9OUCFFS2lq9H9uVsI/edit?tab=t.0 **Tutor Support Programmes** https://drive.google.com/drive/folders/1vFWf0IeFNOXELAiA-nLw3dYUwcTgpCCm **Lochaber High School Smoke and Vape Free School Policy** https://docs.google.com/document/d/1juzvevFCMkilwifs49QPVnurwhpWNtc/edit **Lochaber High School Substance Awareness Policy** https://docs.google.com/document/d/1v05zZ6dEuwv_xIGnx2ANJY1RxitSXqts/edit **An Example of Bespoke Timetables for Pupils of Arkaig House**	We will continue to monitor, track and provide additional support through collaborations between our CSW and teaching staff to secure our minimum competence of five qualifications. We will deliver an alternative to My	

Success and MCR Pathways further enhance our ability to support learners; however MFMS struggled to secure certification for our learners, and further work is required to improve the quality of the overall offering to each learner. We facilitate multi-agency meetings with allied professionals and parents/carers, providing targeted support where needed. This collaborative approach ensures a holistic support system for learners, addressing their diverse needs effectively; however, we have only recently acquired a 0.5 FTE primary mental health worker, 1.9 FTE CSWs and remain short of social workers which still negatively impacts on our service.	https://docs.google.com/spreadsheets/d/16YUkz6xHYsEMxd_ZtDVli0EIKxoxGJtoEpAxIyeglIQ/edit#gid=992433050 **Alternative Pathway in S4 (Lochaber Horizons)** https://drive.google.com/drive/u/0/folders/1IhfMtCg6Olca-nbNTB8zAuiDOVk-ltti **MCR Pathways Report** https://drive.google.com/file/d/1glX7oWVQ5sBo_gKTwzcuzCyFtB3ZmeFE/view	Future My Success in our multi-partnership programme Lochaber Horizons. We will continue to appeal to the Highland Council to pursue recruitment for key support posts.	
QI 3.2 Raising attainment and achievement			
How well are you doing? **What's working well for your learners?**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now? What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 six-point scale?**
Theme 1: **Attainment in Literacy and Numeracy** S4 Attainment has declined across most measures in the last year. Literacy Level 4 is down to 84.9% from 89.6% and Level 5 to 63.5% from 75.9%. Numeracy Level 4 dropped to 81.1% from 89.6%, and Level 5 fell sharply to 43.4% from 62.6%. These	**Insight Analyses - Department and Whole School** https://drive.google.com/drive/folders/1W4PMhRf3SxIfKu_EoTGROmCBXVTvua_ **Prelim Analyses Data**	Develop and implement a robust Literacy for All strategy.	Satisfactory

results highlight a need to refocus on core skills. S5 Attainment remains strong overall, with improvements in most areas. Literacy Level 4 dipped slightly to 94.7% from 97.7%, while Level 5 rose to 82.3% from 80%. Numeracy Level 4 improved to 96% from 93.8%, and Level 5 saw a notable increase to 75% from 69.2%. Results suggest steady progress, particularly in numeracy. The increased numbers of candidates dual qualifying in Maths and Applications of Maths represents an overall increase in the number of subjects achieved for 50 pupils. This demonstrates a positive impact on learner attainment. By expanding their subject portfolio, learners are equipped with a broader skill set enhancing prospects for future careers. Our referral system serves as an effective early intervention tool, particularly in Maths and English, where we see the highest number of referrals. This targeted approach allows for the timely identification of students who need extra support, ensuring they receive the necessary assistance to improve their performance. We have adopted a positive presentation	https://drive.google.com/drive/folders/14niPVFHCN3tSW7P76E_ed54eWEuxd3V7 **Dashboard Data** https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b-9ee314c1b830b8eb/page/TPLdB?s=v26IIUxsTG4 **SQA Exam Analyses** https://docs.google.com/spreadsheets/d/1P1jEPWLPE0qY4gAe9sHGjtgRQWEn-giiy-vxP3ePks/edit#gid=0	All staff will continue to use LHS Dashboard and TMR data to inform early interventions. We will use SNSA data to inform early interventions with the purpose of increasing uptake in N5 courses. We will continue to invest additional time in S1/S2 Maths and English. We have developed and are implementing a strategy to raise attainment by better exploiting the curriculum with the immediate task of improving attainment in S4. We have created and planned an initiative called Lochaber Horizons to improve attainment within our lowest performing 20% of pupils in S4.	

policy which is evidenced in our SQA Exam results where more pupils are presented for N5 and Higher.		We will continue to adhere to our positive presentation policy which will be amended to ensure it is in line with the new authority policy.	
Theme 2: Attainment over time S4 Tariff Points data shows performance is below the virtual comparator, Highland average, and national figures across all attainment groups - lowest 20%, middle 60%, and highest 20%. Lowest 20%: there has been a significant drop in average tariff points, continuing a downward trend and widening the gap with all comparators. S5 Tariff Points have improved across all attainment groups. Lowest 20%: after a downward trend since 2020, there has been an improvement this year, placing LHS above both the virtual comparator and Highland average. Middle 60%: tariff points have increased and are now above the virtual comparator and Highland. Top 20%: while there has been an improvement from last year, this group remains slightly below the virtual comparator and Highland averages. Overall, the data reflects positive progress, particularly for the lowest and middle attainers. With the revised curriculum architecture allocating more time to senior courses in S5/S6, and based on teachers' professional judgement, the pace of	**Prelim Analyses Data** https://drive.google.com/drive/folders/14niPVFHCN3tSW7P76E_ed54eWEuxd3V7 **SQA Exam Analyses** https://docs.google.com/spreadsheets/d/1P1jEPWLPE0qY4gAe9sHGjtgRQWEn-giiy-vxP3ePks/edit#gid=0 **Attainment Data** https://docs.google.com/spreadsheets/d/1n6IEo5arjwHKbYWbdBFBzKG_YKbH23TbO4raWY9Bw2w/edit#gid=405352471 **Dashboard Data** https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b-9ee314c1b830b8eb/page/TPLdB?s=v26IIUxsTG4 **Insight analysis 23/24** https://docs.google.com/document/d/1-QI9oGeFtyWftLPkqrlV30ZYDlQ3p-1b67JOt0OgTTw/edit?tab=t.0#heading=h.ufwvxd3t4x0c	To address the attainment issue, we need to improve performance in four ways: bank qualifications in S3 where possible; create an alternative curriculum for our lowest performing 20% in S4; strategically increase our use of NPAs in S3/S4/S5 and increase Higher level performance particularly in identified courses. Monitor and track the impact of increased time across the S5/6 curriculum.	

teaching has been reduced, allowing for greater depth of learning. The utilisation of tracking data by all staff is important in identifying learners who may be struggling in their learning. Interventions are provided for learners with borderline performance. However, interventions are inconsistent across the curriculum.		We will ensure greater consistency of interventions towards targeted groups of learners who have borderline performance by offering greater support and challenge to our PTs.	
Theme 3: Overall quality of learners' achievement The Wilderness Project, targets vulnerable S1 to S3 learners, and provides a well-being enhancement to their curriculum. Anecdotal evidence indicates this initiative develops the emotional and psychological well-being, as well as the social skills of learners. By providing an immersive experience, the project fosters holistic growth and resilience among learners, contributing positively to their overall well-being and personal development. We operate a successful Duke of Edinburgh programme. The current learners undertaking the Silver Award are due to complete the award over the next couple of months. Ten learners have already committed to the Gold Award Sailing Expedition planned for June 2026. In addition to gaining the award, learners experience a wide range of enriching experiences. All learners develop	**Wilderness Project** https://docs.google.com/document/d/1phXWokeyTGVDf0pzZmykWaHynIVygU2/edit *12 learners achieved the Duke of Edinburgh Gold Expedition Award, June 2026*	Working with DYW, we will explore opportunities to increase the Wilderness Project across S1-S3.	

confidence, resilience, teamwork and communication skills. Engagement with agencies and businesses, across various curriculum areas, not only enriches the learning experiences of learners, it ensures learning is taking place in unconventional contexts, fostering a deeper understanding and application of learning. Our school offers a wide array of extracurricular activities, including various sports clubs, a science club, chess club, puzzle club, debating club, YPI, Health and Well-being committee, and LGBTQ+ committee which enriches the experience of the majority of learners.	**School website documenting our successes in our weekly publication, Lochaber High Success.** https://us19.campaign-archive.com/home/?u=af7ce5509ac54e7a8dcce6687&id=3335da22f0 https://www.facebook.com/LochaberHighSchool **LHS Skills Framework including our Business Partnerships** https://docs.google.com/document/d/1aMji5h6UaMtrL7IDVgdmhr3w7Smhlz6kQfKsCiBXpM/edit#heading=h.gbldpco3k5l6 **Sample Presentations of a Group of S3 Pupils** https://docs.google.com/presentation/d/1RAPE4AP1kD3PEJk2ltTGbXTw_OwsyXfLdkVD8GPWOM/edit#slide=id.g287f2880063_1_125 https://docs.google.com/presentation/d/1jVQIxpAKdCCFyVl0UVmYFiOexWVAehQ5OchpGqZgcs/edit#slide=id.p **Health and Well-being** https://drive.google.com/drive/folders/123koJ18qWrl0GZfvM6K4D213AVgg6FX **Extracurricular Activities** https://www.lochaberhigh.org/clubsachievement.html **YPI Review 2024** https://docs.google.com/document/d/1HC1fiWVLffGFU2W6c7XnZ6FAZSnxOzsLJVIn5kD7TI/edit?tab=t.0	We will seek out new employers who will be willing to provide pupils with industry experience.	
Theme 4: Equity for all learners There is effective use of digital technology to advance learning and teaching such as our use of support tools like text help for	**Log of who have received additional 1-1 work for Read and Write** https://docs.google.com/spreadsheets/d/1fwHQFILQI0menihSS3RZBizwO95deIsZdo2B2AG66-g/edit#gid=0	We will continue to provide training for learners who require to use digital tools to benefit their learning.	

learners facing literacy difficulties; however not all learners are using digital tools despite being provided with training. In addition, we use software such as Speedy Readers to enhance reading ability, which has had a positive impact on almost all learners within the caseload. Data shows increased fluency and reading age in the range of from 4 months to 1 year and 10 months. Out of a senior phase of approximately 360 pupils, 200 attended Easter School. Sample groups of senior learners reported this helped clarify misconceptions and improve exam technique. To support a caseload of learners, who struggle for various reasons, we deployed a CSW who has had a tangible impact on securing certification for almost all learners on her caseload. In addition, all senior phase learners in our enhanced provision, Glencoe House, achieve SQA certification as well as Saltire Awards. There is effective multi-agency collaboration to secure positive destinations for all learners. 100% of S6 pupils moved onto positive destinations, however further progress is required for a small group of S4/5 learners. There is a range of support strategies in	**Speedy Readers Data set**: https://docs.google.com/spreadsheets/d/1tbvX88LNQuqOT_uA_txOcPKcC7ny3wY4KTsZv0u0-G8/edit#gid=0 **Easter School Programme** https://docs.google.com/spreadsheets/d/1ydc_chf3GapCcTtoh_IBrdKMqU8i5BcEPkJiks5yhzE/edit#gid=0 **Supported Study Programme** https://docs.google.com/document/d/1S6mNVjfvbrs4umi1gWM4HNEwveHu8Gwr11pz9pB5MII/edit#heading=h.4e795palb708 **Alternative Pathways demonstrating certification** https://docs.google.com/spreadsheets/d/1_aw4ioxEaCKEOTg4eNaJUV3tFguAcwNy4WSkIETBDg/edit#gid=0 **Insight** https://insight.scotxed.net/lbcd?Local+Benchmarking+Candidate+Destinati **Termly 16 + Meeting Data** https://docs.google.com/spreadsheets/d/1zLAHjHEcMquuX6CkKqCsKgviBMeVzfV9yhwV8CgLes/edit#gid=0 **Dashboard Data, ASN Strategies to Support Learning** https://lookerstudio.google.com/u/0/reporting/0c63dbae-10ad-4e7b-9ee314c1b830b8eb/page/TPLdB?s=v26IIUxsTG4	We will continue to collaborate with learners to accept and use appropriate support strategies provided. We will continue with planned 16+ meetings to secure positive destinations for all.	

place for those with identified needs (55%). This includes support arrangements for assessments which have a positive impact on almost all learners.	**CPD for staff, including staff within our ASG, on how to prepare resources, has been delivered.** https://drive.google.com/drive/folders/1cz1X-ru0jFncRDQYtHrPlKDmVaGE2aq **Data of Pupils who received AA arrangements for S3 exams and SQA exams (digital reader and overlays specifically).** https://docs.google.com/spreadsheets/d/1J6G3KBMXZUkFw2GEi1j0EnT10KMD-s8a-0P6_MQiAQ/edit#gid=103521263 https://docs.google.com/spreadsheets/d/1cWyvDPG8PIAfoLs8jD4Y0z0G5XZSukyJlRkHFH55oHk/edit#gid=0		
QI 2.2 Curriculum: theme 3 Learning pathways			
How well are you doing? **What's working well for your learners?**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now? What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4 six-point scale?**
Our curriculum is aligned with our Vision, Values, and Aims (VVAs). This year, we have undertaken significant curriculum development to reflect our new curriculum architecture. Notably, we have introduced National Progression Awards (NPAs) in Physical Education, Art, and Business, and have planned for further developments which we hope will enhance learning. In addition, we have increased time for courses in S5/6 and we have continued with dual qualifying in Maths ; however, it is too early to make a	**Curriculum Architecture** https://docs.google.com/document/d/162gFrLSNKySdzyk7hAVPn8xWWHqdlFSFbdh4u0ubwU/edit **Curriculum Rationale** https://docs.google.com/document/d/14YYGocI8tafkkpblcfmn13eFFYjxdebLVgGycKjNtE/edit#heading=h.j23938dt6pni **Raising Attainment and the Curriculum** https://docs.google.com/document/d/1c0l5d6LWzP0rYnauaARO-eFa3wG-DI4lBSdY9G-LaMo/edit?tab=t.0 **Curriculum Map**	We will continue to look for and implement curricular inserts to enrich the curriculum and create unusual contexts for learners to apply learning. We will continue to exploit the curriculum to raise attainment. We will update the curriculum map and review our range of topics and	Good

judgement regarding impact on learner attainment/achievement at this stage nevertheless projections look promising. Additionally, we have expanded the curriculum offer for learners in our enhanced provision, so learners now experience a broad range of subjects across the mainstream curriculum. Such efforts demonstrate our commitment to providing an inclusive curriculum that enriches the experiences of a diverse range of pupils. Our BGE Programmes of Learning are in line with the principles of curriculum design using relevant outcomes, experiences, and benchmarks. This year, we have strategically developed a more balanced approach between summative and formative assessments. While 61% of learners find their coursework appropriately challenging; we recognise the need to further investigate and ensure that all learners are appropriately challenged to meet their individual needs. Our Senior Phase has been enhanced through initiatives such as the Ambassador programme, the SQA Leadership Award and mentoring opportunities. Almost all S6 learners participated in such enhancements resulting in STEM, Maths, Creative Writing, Science, Sports, and various	https://docs.google.com/spreadsheets/d/1hoTKLDnV5jtBN008FXgAL9vt0jIbWigAlc8KyXd6_M/edit#gid=1189141419 *We have a three-year rolling programme for National 1 and 2s as well as a Bespoke National Programme for Complex learners. National 1 and 2s differ year on year. The pupils also work towards their Personal Achievement Awards as well as their Saltire Awards.* **November and March Pupil L & T Surveys** https://drive.google.com/drive/folders/11TjjUzpUqdlqATviqWPuV1U_NSHnHBYM https://drive.google.com/drive/folders/13mn5lJGBso58QZn_KF4NTIG1MPEpV0 **Pupil Focus Groups** https://drive.google.com/drive/folders/13mn5lJGBso58QZn_KF4NTIG1MPEpBV0 **S6 Ambassador Programme, S6 Leadership and Volunteering Awards** https://drive.google.com/drive/folders/1OOtnkJrKVPZfQvYbJzp1O4mlBkfNzlm **S6 SQA Leadership Tracker** https://docs.google.com/spreadsheets/d/1hFZ0D0hE8KVTy4K-7XNLtqYVkn-SMXg1Z-yLYVWMDPI/edit?gid=0#gid=0	frequency of assessment. We will increase pace and challenge across S1/S2 programmes of learning. Consolidate SQA Leadership and Volunteering qualifications.	

interest clubs as well as our Paired Reading Programme. It also resulted in enriching the experience of our cluster primary partners in the delivery of PE. We have improved our Tutor Support programme to provide comprehensive guidance on a wide range of topics, including pastoral care, subject choices, curriculum options and career pathways. This initiative ensures improved support for pupils throughout their academic journey. Our Diversity Month initiative engages the entire school community, addressing various topics and themes including Rights Respecting Schools and LGBTQ+ awareness, promoting inclusivity and diversity within our school culture. To enhance the delivery of our curriculum, most teachers have undertaken significant development, incorporating tools such as	**STEM Feedback 2024** **https://drive.google.com/drive/folders/1OOtnkJrKVPZfQvYbJzp1O4mlBkfNzlHm** **An example of an Ambassador opportunity** https://docs.google.com/document/d/1ev1XcKUQtSqhQN9IspuKezQKo9RhPreGgQ_c8YIbikY/edit *27 S6 students applied for Paired Reading and 24 fully participated, and 34 S2 pupils were targeted of whom almost all increased their reading age.* **Staff Reflections Regarding Tutor Support Programme** https://docs.google.com/document/d/1Vz1itMeUrYgqG1YP0qhqWOxmUUhBt9YnFSJUnjQqX6g/edit?tab=t.0 *Notably, almost all S2 pupils received their first choice in all subjects, with the only exceptions due to class sizes in Gaelic.* *In S3, student satisfaction reached 90.7%, with a 98.6% of choices able to be placed. For S4/5, mock choices facilitated the creation of an informed column structure, and final analysis allowed us to respond to student feedback which demonstrates our commitment to adapting our curriculum to meet learner needs and preferences. When classes cannot be run (due to uptake/viability) we attempt to invest teaching time in delivering alternative courses.* **Pupil Feedback on LGBTQ +** https://padlet.com/lhspride/lochaber-high-pride-week-2021pa68neft84qqp7yx **Knowledge Organisers** https://drive.google.com/drive/folders/1dr5HscnrNrW2WhrGCzXkoq5nSbikrxx	We will continue to build upon our Diversity Month to promote different elements of inclusion.	

Knowledge Organisers and digital resources into their teaching practices. This has had particular success in the Senior Phase where most learners stated they thought knowledge organisers to be helpful particularly in preparations for assessments. Our school's collaboration with various external partners, including UHI, YASS, SRUC, businesses, health organisations, and social partners, significantly enriches learners' curricular experiences by connecting their learning to real-world applications and employment opportunities. Through consultations with staff, learners, the Parent Council, and the Chamber of Commerce, we introduced our LHS Skills Framework as well as our S1-S3 Pupil Profiles. As part of our surveying, S1-S3 learners recognised our skills icons. The majority to almost all pupils agreed they were developing a range of skills across their subjects. These efforts demonstrate our commitment to developing skills which are transferable to industry.	*We have 140 enrolments in UHI courses, 5 enrolments for YASS, and 5 enrolments for SRUC.* **Partnership Proposal/Action Plan with Alvance, MOWI and BSW** https://docs.google.com/presentation/d/1RJOzH2TXW60QpAhUdZ9ZHSpHhbqVEwqQ/edit?rtpof=true **LHS's Skills Framework Policy** https://docs.google.com/document/d/1aMji5h6UaMtrL7IDVgdmhr3w7Smhlz6kQfKsCiBXpM/edit#heading=h.gbldpco3k5l6 **An example of an S1 Pupil Profile** https://docs.google.com/document/d/1kc_Krl477Nws10MvVY8DEjyHas9OUCFFS2lq9H9uVsI/edit?tab=t.0	We need to further evaluate the impact on learner attainment with partners delivering courses. Continue to consolidate the Implementation of LHS's Skills Framework by integrating skills into BGE Programmes of Learning.	
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
How well are you doing? **What's working well for your learners?**	**How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data** **Impact – outcomes/practice/ systems and processes to inform these?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS 4**

			six-point scale?
Our robust communication strategy with parents, carers, and families is a cornerstone of our intervention and support system, ensuring all stakeholders are well-informed and engaged. By using a variety of channels such as phone calls, emails, letters, and face-to-face meetings, we have comprehensive communications. The weekly publications of "Heads-up" and "Lochaber High Success" highlight school activities and pupil achievements, further strengthening our connection with the community and celebrating a broad range of pupil achievement. Positive feedback from our Parent Council and community members underscores the effectiveness and value of our communications efforts; however, there is a need to increase our consultation with stakeholders in relation to strategic development. Based on our recent survey of parents, we will be adopting a mobile phone policy to restrict the use of mobile phones, which is a significant policy development. It is hoped this will improve well-being outcomes for almost all pupils. This development also reflects our commitment to actively listen to and collaborate with the wider parent body. Our active Parent Council, comprising of	**Parent Engagement Calendar** https://docs.google.com/spreadsheets/d/15V7PMIzcZ1bjsnFuuPH5Ja0MEe18YZcVEifoUDfUE/edit#gid=0 **School website documenting our successes in our weekly publication, Lochaber High Success.** https://us19.campaign-archive.com/home/?u=af7ce5509ac54e7a8dcce6687&id=3335da22f0 https://www.facebook.com/LochaberHighSchool **Curriculum Information Evening** https://docs.google.com/presentation/d/1Qk1_A2DTGt23ZY5PS1b115SsO7IuqUfE/edit?usp=drive_web&ouid=105018356898074465831&rtpof=true **Parent Survey – Mobile Phone Policy** **https://docs.google.com/forms/d/1fgup52RQ8sPDD8E5qPb3hmKNR_Hm9swSzpqADu7ZDlc/edit#responses** **Minutes of Parent Council Meetings**	Increase engagement opportunities for parents covering various aspects of school life particularly strategic decisions by enlisting parents in surveys, and focus groups.	Good

representatives from the leadership team and staff, convenes regularly to discuss matters pertinent to the strategic improvement of the school. Their input and collaboration play a vital role in engaging with the wider community, for example supporting our open evenings, our fund-raising events; our art show; our plays and concerts. To facilitate parental engagement, we have developed an engagement calendar outlining opportunities throughout the school year. This includes open evenings such as How to Pass SQA Exams, Options Choices, and Curriculum events, as well as opportunities for involvement in school concerts, plays and tours. These initiatives aim to foster collaboration between parents and the school, ensuring a supportive and inclusive educational environment.	https://www.lochaberhigh.org/parents-info.html **Parent Engagement Calendar** https://docs.google.com/spreadsheets/d/15V7PMIzcZ1bjsnFuuPH5Ja0MEe18YZcVEifoUDfUE/edit#gid=0		