

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2023/24



**Lochaber High School**

HIGHLAND COUNCIL | CAMAGHAEL, FORT WILLIAM, PH33 7ND

## School Profile

### Pròifil na Sgoile

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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 recently further enhanced our facilities with upgraded grass pitches and our outstanding Fort William Bike Park constructed in partnership with our local bike club. 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.

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Teacher Numbers</b>	<b>Pupil Teacher Ratio</b>	<b>Meeting PE Target</b>
844	86%	59.60	1-14	Target Met

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
128	149	167	160	155	85

<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q4</b>	<b>SIMD Q5</b>	<b>Unknown</b>
60	109	391	163	49	72

<b>ASN</b>	<b>No ASN</b>	<b>FSM</b>	<b>No FSM</b>	<b>EAL</b>	<b>No EAL</b>
55%	45%	13%	87%	7.2%	92.8%

**Attainment in literacy and numeracy:  
Broad General Education**

2023/2024 Proportion of pupils achieving Curriculum for Excellence Levels at S3.

Level 3

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

Level 4

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Majority	Majority

**Gaelic Medium** 2023/2024 Proportion of pupils achieving expected Curriculum for Excellence Levels at S3.

Level 3

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Few	Few	Few

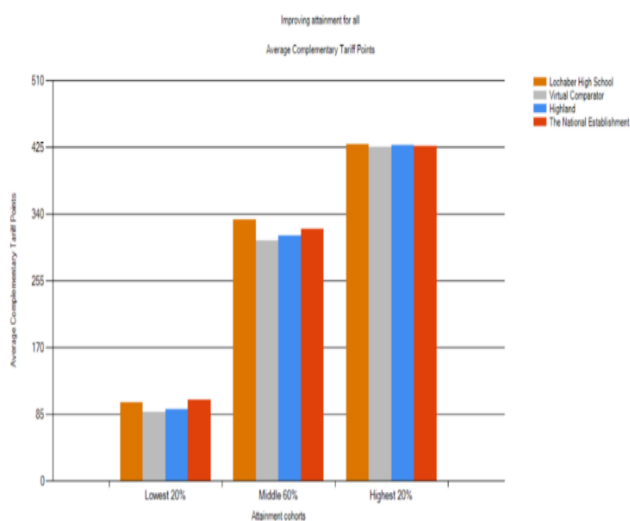
Level 4

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Few	Few	Few

## Attainment Information

### S4 Attainment - Complementary Tariff Points (best 5 results)

S4 all above National Establishment, VC and Highland



#### Top 20%

We are above our Virtual Comparator school and Highland performances; however, we are 2 points below National performance.

#### Middle 60%

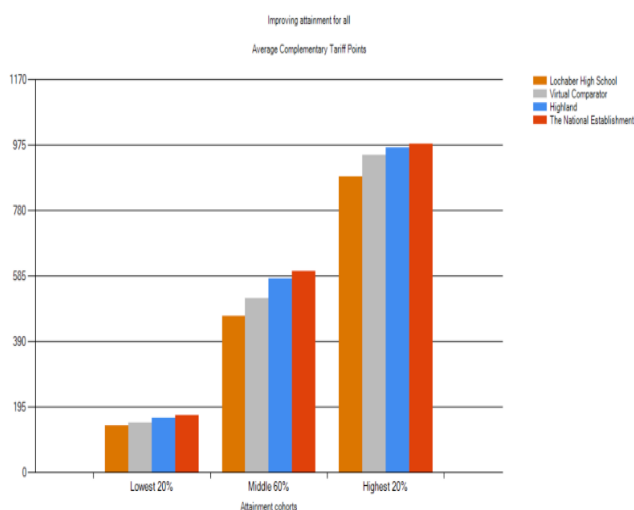
This is our strongest data in last 5 years with our performance being above our Virtual Comparator school, National and Highland performance.

#### Bottom 20%

We are above our Virtual Comparator school and Highland performance and 2 points below National performance.

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

Below VC, Highland and National in all areas.



#### Top 20%

Our performance is below our Virtual Comparator school, National and Highland performance.

#### Middle 60%

Our performance is below our Virtual Comparator school, National and Highland performance.

#### Bottom 20%

Historically speaking this has been a strong area of our performance however performance has dropped this year when compared to 2019.

Literacy - S4 (current S5)	Numeracy - S4 (current S5)	Literacy - S5 (current S6)	Numeracy - S5 (current S6)
SCQF 4 - 1% decrease from 2022. 0.4% below Virtual Comparator however at SCQF 5, there is a 16.3% increase from 2022 and we are 4% above our Virtual Comparator.	SCQF 4 - 9% increase from 2022. We are above our Virtual Comparator, and at SCQF 5 we have an 11% increase from 2022, and we are above our Virtual Comparator.	SCQF 4 - Highest in 5 years at 97.7%, which is above our Virtual Comparator and at SCQF 5 we sit at 80% which is 4.9% below our Virtual Comparator.	SCQF 4 - 93.8%, which is 2% above our Virtual Comparator, and at SCQF 5 we sit at 69.23% which is 1% below our Virtual Comparator.
<b>Literacy Level 4</b> 2019 - 94.2% 2020 - 90.7% 2021 - 86.3% 2022 - 91.7% 2023 - 90.23%	<b>Numeracy Level 4</b> 2019 - 88.9% 2020 - 85.5% 2021 - 71.2% 2022 - 81.5% 2023 - 90.2%	<b>S5 Literacy Level 4</b> 2019 - 96% 2020 - 94.9% 2021 - 92.4% 2022 - 92.6% 2023 - 97.7%	<b>S5 Numeracy Level 4</b> 2019 - 95% 2020 - 94.9% 2021 - 89.7% 2022 - 86% 2023 - 93.8%
<b>Literacy Level 5</b> 2019 - 68.2% 2020 - 65.1% 2021 - 62.3% 2022 - 59.5% 2023 - 75.86%	<b>Numeracy Level 5</b> 2019 - 47.4% 2020 - 51.7% 2021 - 56.2% 2022 - 51.2% 2023 - 62.6%	<b>S5 Literacy Level 5</b> 2019 - 84% 2020 - 84.8% 2021 - 83.4% 2022 - 80.3% 2023 - 80%	<b>S5 Numeracy Level 5</b> 2019 - 71% 2020 - 79.7% 2021 - 72.4% 2022 - 68% 2023 - 69.23%

School Leavers																									
<p style="text-align: center;">Increasing participation</p> <table border="1"> <caption>Approximate data from School Leavers Bar Chart</caption> <thead> <tr> <th>Year</th> <th>Destination 1 (%)</th> <th>Destination 2 (%)</th> <th>Destination 3 (%)</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>98</td> <td>92</td> <td>95</td> </tr> <tr> <td>2019/20</td> <td>92</td> <td>90</td> <td>93</td> </tr> <tr> <td>2020/21</td> <td>95</td> <td>93</td> <td>96</td> </tr> <tr> <td>2021/22</td> <td>90</td> <td>92</td> <td>95</td> </tr> <tr> <td>2022/23</td> <td>98</td> <td>93</td> <td>96</td> </tr> </tbody> </table>	Year	Destination 1 (%)	Destination 2 (%)	Destination 3 (%)	2018/19	98	92	95	2019/20	92	90	93	2020/21	95	93	96	2021/22	90	92	95	2022/23	98	93	96	<p>100% of our S6 school leavers have gone onto a Positive Destination, which is above the performance of our Virtual Comparator, Highland, and National figures.</p> <p>In terms of leavers moving into employment, we are above our Virtual Comparator, the same as Highland, and above National figures.</p> <p>In terms of our leavers going into Further Education, we are 2% below our Virtual Comparator, above Highland, and National figures.</p> <p>Finally, in terms of our leavers going to Higher Education, we are in line with our Virtual Comparator, above Highland figures, yet below National figures.</p>
Year	Destination 1 (%)	Destination 2 (%)	Destination 3 (%)																						
2018/19	98	92	95																						
2019/20	92	90	93																						
2020/21	95	93	96																						
2021/22	90	92	95																						
2022/23	98	93	96																						

## 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 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](#).

Learning, Teaching & Assessment - Practitioner Enquiry	
Summary of impact	Next steps
<ul style="list-style-type: none"> <li>• All teaching staff, organised into trios or small groups, researched specific teaching strategies and incorporated chosen strategies into their teaching practice of which there is documentary evidence.</li> <li>• Almost all teaching staff engaged in planned observation and feedback based on specific aspects of teaching practice of which there is a range of evidence.</li> <li>• Our pupil surveys reflect an improvement in 10 out of 16 aspects of the pupil learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Further Practitioner Enquiry rounds are organised for 2024-25 and have been incorporated into our WTA and school calendar.</li> <li>• We will develop bespoke surveys across the curriculum to measure progress of individual strategies.</li> </ul>

Curriculum - Developing the curriculum in line with new curriculum architecture	
Summary of impact	Next steps
<p>Almost all departments developed summative assessments for their S1/2 courses, which is hoped will provide more challenge as well as increased formal feedback about pupil progress.</p>	<p>Monitor, track, and evaluate the implementation of new assessments and course material.</p>

<p>All departments amended course outlines and assessments to accommodate national courses in S3/4.</p> <p>All departments researched the possibility of enriching the curriculum by implementing National Progression Awards. This has been implemented by a number of departments.</p> <p>Identified departments developed appropriate curricula to meet the needs of pupils within our enhanced provision.</p>	
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<b>Ensuring Well-being, Equality, and Inclusion - Rights Respecting Schools</b>	
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Summary of impact	Next steps
<p>Two Pupil Voice groups were established to plan, and lead on the promotion of specific articles of the UNCRC and apply for our Bronze Award. We received our Bronze Award in May 2024.</p> <p>The Pupil Voice has started the process of reviewing key school policy statements to ensure they are in line with the spirit of the UNCRC resulting in few changes so far.</p> <p>There has been little progress in topics across the curriculum, which relate to articles of the UNCRC, being mapped out and promoted within lessons.</p>	<p>We will improve the profile of the Pupil Voice and deliver the plan for the Silver Award.</p> <p>We will embed topics relating to the articles of the UNCRC across the curriculum.</p>

<b>Increasing Creativity and Employability – Implement the LHS Skills Framework</b>	
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Summary of impact	Next steps
<p>After considerable research, the Senior Leadership Team in consultation with stakeholders developed a skills framework so that skills can be taught across the curriculum.</p> <p>Pupil Profiles were created for all S1-S3 pupils and CV templates were created for all S4-S6 pupils so that skills can be reviewed and recorded at regular intervals across the school year.</p> <p>This initiative was about consulting, developing, and preparing for implementation in 2024-25.</p>	<p>Monitor, track, and evaluate the implementation of our new skills framework.</p>

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

The following does not encapsulate all interventions however it exemplifies some of our work across Literacy, Numeracy and Health & Well-being from the Pupil Equity Fund.

### Literacy

Speedy Readers Intervention - Speedy Readers intervention with an S1 class resulted in the majority of the class performing better in reading assessments. In addition, 5 S1-S3 pupils received additional support with literacy, as directed by teaching staff. This input allowed pupils to grow in confidence in a different environment and support with their skills to engage fully and minimise their worries about taking part in mainstream classes.

### Numeracy

5 S1-S3 pupils received additional support with numeracy, as directed by teaching staff. This input allowed pupils to grow in confidence in a different environment and support with their skills to engage fully and minimise their worries of taking part in mainstream classes. For most pupils this input supported an adapted timetable.

### Health and Well-being

#### Seasons for Growth

Feedback from the 6 students who attended gave very positive feedback. One parent commented how it had a dramatic positive effect on the student's behaviour both in and out of school. It has provided the students with an opportunity to talk openly about their personal circumstances and has given them a safe space to come to if needed.

#### Breakfast Club

This club offers a soft start with food prepared by pupils. Nurture activities are also provided in this space. For many pupils this has been their favourite part of their school day and has enabled them to develop positive relationships within school. It has been an essential start to some pupils' day. Staff have commented improved relationships and positive feelings towards school.

## Wider achievements

### Coileanaidhean nas fharsainghe

Awards, Competitions and Challenges	
<p><b>English and Drama</b>            Rotary Young Writer's Competition, Regional Winner            Neil Gunn Writing Competition, Winner            Creative Writing - "Meeting Places" anthology published by the Saltire Society</p> <p><b>Maths</b>            UKMT Mathematical Challenges. These come with gold, silver, and bronze awards.</p> <ul style="list-style-type: none"> <li>• junior challenge sponsored by Lochaber Housing</li> <li>• intermediate challenge sponsored by DYW</li> <li>• senior challenge</li> </ul> <p>Enterprising Maths Competition, Regional and National Finalists            Maths Wae Nae Borders Challenge            Mathematiques Sans Frontieres, Winner            Young Stem Leader Award</p> <p><b>Health &amp; Well-being</b>            Rotary Young Chef Competition, Finalists            Springboard Future Chef competition, Finalists</p>	<p><b>Music</b>            Scottish Concert Band Festival, Regional and National Finalists            7 Gold Plus wards            6 Gold awards            3 Silver Plus awards            1 Silver award</p> <p><b>Physics</b>            Space School - course            Royal Observatory, work experience placement            Quantum Technology School - course            Engineering the Future for Girls, Finalists            Strathclyde University Engineering Fundamentals Course - course</p> <p><b>DYW</b>            Growing Future Assets Competition, Winner</p> <p><b>Whole School</b>            Duke of Edinburgh – Silver Awards</p>



Rotary Young Chef Competition, Runner up in the Scotland and North of England Area Finals Springboard Future Chef, U.K Finalists Leanachan Challenge Cross Country, Winners Boys Caledonia North Schools 6Series Highlands and Islands Rugby Champions. Shinty MacPherson Cup winners 2023	Rights Respecting Schools Award, Bronze Substance Awareness Award – Silver NEXT Stem Essay Competition, Finalists
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## Comments from learners, families, stakeholders, and staff

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

Shona Fleming, Chair of the Parent Council stated, *“Parent Council aims to represent the interests of all parents /carers to the school. In doing so it supports learning and school improvement whilst supporting the welfare of the pupils. In partnership with the school, it’s aim is to ensure inclusion and equality whilst representing the diversity within the school. Parent Council work to develop relationships between the school, pupils, parents/carers and the wider local community.”*

## 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:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>QI 1.3 Leadership of change</b>	Good	Good	Good	Good	Good
<b>QI 2.3 Learning, Teaching and Assessment</b>	Good	Good	Good	Good	Good
<b>QI 3.1 Ensuring Wellbeing, Equality, and Inclusion</b>	Good	Very good	Good	Good	Good
<b>QI 3.2 Raising attainment and Achievement</b>	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
<b>Other QIs reviewed</b>	Curriculum, Partnerships, and Personalised Support	Curriculum, and Partnerships	Curriculum	Curriculum	Increasing Creativity and Employment

**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

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Improvement Priority Title
1. Learning, Teaching and Assessment – Practitioner Enquiry
2. Curriculum – Implementing new curriculum architecture
3. Improving Equality, Well-being, and Inclusion – Rights Respecting Schools
4. Increasing creativity and employability – Implementing LHS Skills’ Framework

## Planning ahead

### A’ planadh air adhart

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Full details of the school’s 2024/25 improvement priorities and actions are detailed in the school improvement plan as well as our PEF plan, which can be accessed on our website <https://www.lochaberhigh.org/self-evaluation.html> or by contacting the school office.

# Appendix 1: Local and National Context

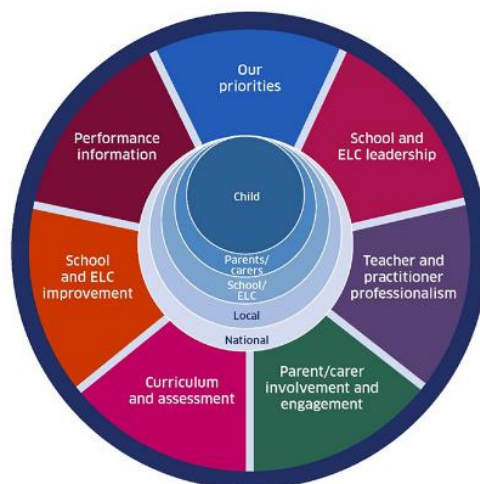
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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



#### **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%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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**

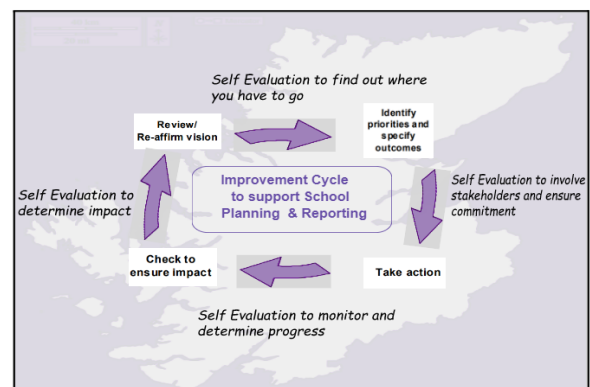
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.

Scott Steele  
Head Teacher  
Lochaber High School