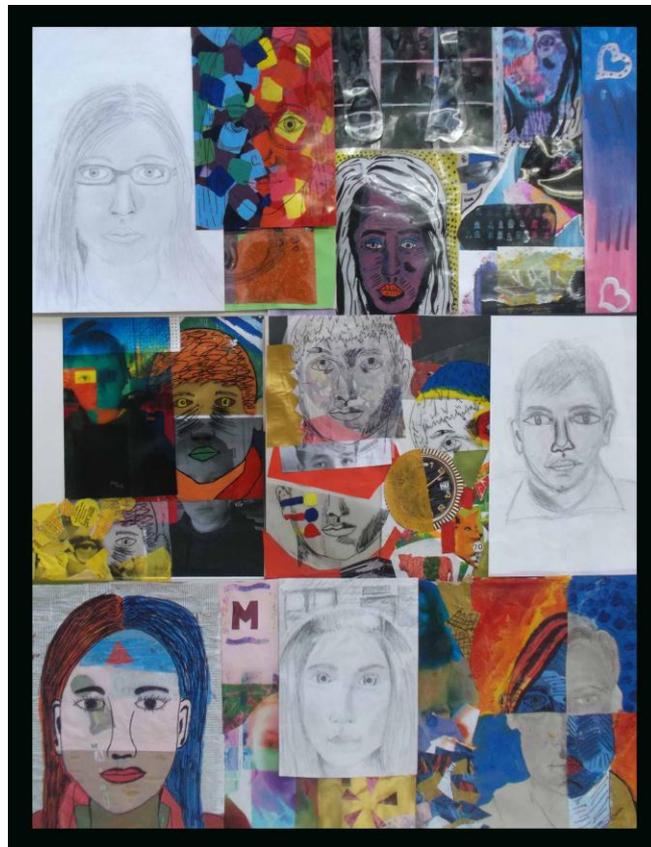


# Ullapool High School

## *S3 Choices 2015-16*

*Broad General Education  
Personalisation and Choice*





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Dear S2 Parent/Carer,

This is the Options Booklet for S3 in Ullapool High School for session 2015-16. Pupils going into third year are entering into their last year of Broad General Education (BGE) and at the end of S3 will make choices for the subjects they will take on to the Senior Phase (for examinations)

Ullapool High School, along with every other Secondary school in the Highlands, is now in line with the national advice:

*At S1-S3, arrangements for choices do not narrow options for qualifications in the senior phase. Such choices do not involve traditional subject choice...for a two year course leading to qualifications in S4. The design of the S3 curriculum allows learners to specialise in preparation for qualifications and personal achievement'*

*Education Scotland Inspection Advice Note 2012-13.*

As such, the choice now open to pupils at the end of S2 is very different to the one in the past when eight subjects were picked for two years of study before the exams. The following pages outline this new choice in more detail but, in short, pupils follow a core curriculum that covers almost all of the areas they studied in first and second year but, in addition, have a choice of picking four areas which they can follow more closely. They also have a choice of an elective, i.e. an area that doesn't fit the old subject model but which allows for a different kind of learning experience.

It is important to note that the four choices are not all 'subject' based. For example, a pupil who selects Science will also continue to study Biology, Chemistry and Physics. They will only have to choose a specific science when they go into fourth year. This is the same for Social Subjects.

Naturally not all combinations of choices are possible or even desirable. Finding the correct choice is relatively easy for some pupils whilst it takes others longer to decide. During this process Ms Cormack, Ms Falconer and Mr Inglis, who are the Guidance teachers, will offer advice to pupils as they think through the possibilities.

As you can appreciate, in allowing pupils to make such choices some areas may be over or under-subscribed. Those that remain significantly under-subscribed may not operate whilst those that are over-subscribed will have a limiting maximum number of places. In both of these instances pupils may have to make another choice.

As mentioned above, at the end of S3 pupils will make a choice for courses they wish to continue into Senior Phase. Again the school follows the national advice, as well as advice from the Highland Council.

*It is expected that all Highland secondary schools will offer 6 courses in S4 by session 2015-16...as schools increasingly move to planning S4-6 as a single unit'*

*Highland Council, Jan 2013*

We believe UHS has a choice model which delivers high quality learning experiences and attainment for all of our pupils and we will always look for ways to improve this. I see the Senior Phase as a real opportunity to provide the best range of courses and qualifications that will lead our young people onto sustained, positive destinations, be it in the world of work, training, college or university.

Once again, please feel free to contact the relevant Guidance Teacher for issues around choices for your child this year or myself if you would like to discuss any of the plans for the future.

**Robbie McFedries,  
Headteacher**

Significant dates in the S3 choice process are:

- 1) **Wednesday 18<sup>th</sup> March** S2 reports issued
- 2) **Thursday 19<sup>th</sup> March (7-8pm)** S2 Parents Information Evening
- 3) **Monday 30<sup>th</sup> March** Final choice sheet is to be returned.

Appendix 1 contains the Curriculum Rationale





# **THE COURSES**



# LANGUAGE AND COMMUNICATION

## ENGLISH

An understanding of English literature and language is essential to a person's ability to find a place in the world whether this be filling in forms for job applications or understanding the culture of our society. The acquisition of literacy skills in all its various forms provides young people with access to and better understanding of all subjects in the school curriculum and the opportunity to develop their own interests and studies.

There are 3 classes in S3 which undertake Broad General Education and these follow courses which will allow them to acquire the skills outlined in the Experiences and Outcomes for the subject.

These Experiences and Outcomes are contained within 7 broad definitions described in the Significant Aspects of Learning:

- engage with and create a broad range of texts, including Scottish and Scots texts
- use reading strategies to understand, analyse and evaluate texts
- find and use information
- develop critical literacy skills, including evaluating sources
- write with increasing accuracy, making effective use of spelling, grammar and punctuation
- create texts of increasing complexity using more sophisticated language
- develop and use higher-order thinking skills.

These pupils' progress measured using Progression Frameworks in the broad areas of Reading, Writing, Listening And Talking.

The organisation of pupils will be by learning style and by the level of progression achieved in S1 and S2. There will be one large class of mainly independent learners with two other, smaller classes where pupils require more time and/or individual attention to allow them to progress more successfully.

Independent learners will follow an English course covering Level 4 Experiences and Outcomes with the inclusion of the Added Value Unit from National 4 and introducing National 5 English course skills and materials by the end of S3.

Learners working at a different pace or requiring support will cover Experiences and Outcomes at Level 3 and 4 with the inclusion of the National 4 Added Value Unit.

# MODERN LANGUAGES INCLUDING GAIDHLIG

## S3 Modern Languages

*“Monolingualism is the illiteracy of the 21<sup>st</sup> century”*: Time Magazine, July 2013.

Language learning plays an important role in developing social and cognitive skills, and is considered vital in the 21<sup>st</sup> century labour market, as witnessed by the Scottish Government’s current drive to encourage all children to learn two languages.

Learning languages gives children and young people crucial opportunities to develop communicative, analytical, critical and creative capabilities and the potential to widen further studies and interests in an international context. In order to face the challenges of the future, each young person needs to have confidence in using linguistic skills, and Scotland needs both specialist linguists and a population with basic language proficiency. The aim of the Modern Languages department is to enable all pupils to be fully challenged at their appropriate level, while fully developing their language skills.

In S1/2, all pupils have studied French and at least some Gaelic. In S3, there will be an opportunity for all pupils to learn a new language as we offer beginners’ Spanish. It is hoped that all pupils will choose to continue to study at least one of these languages in S3. Those who have enjoyed French and/or Gaelic and shown keen interest are encouraged to study two languages in S3. As part of our broad general education, all pupils in S3 will also be given a brief introduction to German (only one period per week).

The Level 3 and National 4 courses in French, Gaelic and Spanish develop the skills of reading, listening, talking and writing in order to understand and use the language. Learners develop the ability to apply basic knowledge of French, Gaelic or Spanish, and to plan and research using these skills.

Pupils who have come through Gàidhlig Medium will have a similar choice. It is hoped that most will continue with Gàidhlig, and pupils coming from this route have often been successful studying further languages.

The Level 3 and National 4 Gàidhlig course enables learners to understand, analyse and evaluate texts in the contexts of literature, language, media and culture, and to create and produce texts. Learners plan and carry out research, applying language skills where appropriate, and develop knowledge of Gaelic cultural heritage and the cultural heritage of others.

## **MATHEMATICS**

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computer science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests. In order to face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population. The aim of the Mathematics department is to enable all pupils to be fully challenged at their appropriate level, while fully developing their Maths skills.

There are 2 classes in S3 continuing to follow the broad general education, as described through the experiences and outcomes in maths, for 5 periods a week.

The mathematics experiences and outcomes are “bundled” within five broad Significant Aspects of learning which will form the basis of assessment judgements:

- Number system, patterns and relationships
- Measurement and its application
- Shape, position and movement
- Information handling
- Problem solving

Organisation of pupils will be by level of progressions throughout S1&2 as follows:

Group 1      Following a Mathematics Course covering Level 4 Experiences and Outcomes introducing some of the National 5 Mathematics Course content by the end of S3

Group 2      Following a Mathematics Course covering both Level 3&4 Experiences and Outcomes introducing some of the National 4 Mathematics Course content by the end of S3 with an emphasis on Lifeskills Mathematics

# SCIENTIFIC STUDIES AND APPLICATIONS

## SCIENCE

The aim of Science is to explain how the world around us works. Science incorporates three main elements: Biology, the study of living things and their environments; Chemistry, which explores the properties and composition of chemical substances and Physics, which seeks to explain the fundamental laws of the universe. Science contributes to many aspects of society, including technology, medical research, engineering and biotechnology. The study of Science can help learners acquire critical thinking skills, develop experimental technique and foster curiosity about the world around us. Scientifically literate citizens can make informed decisions about their lives and will help Scotland tackle global challenges such as climate change. Science courses focus on 8 Significant Aspects of Learning:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical Science
- Inquiry and investigative skills
- Scientific analytical thinking skills
- Skills and attributes of scientifically literate citizens

All learners will continue to study Science in S3. A core science course of one period per week will cover fundamental elements of each science. For learners who wish to further develop their understanding of science, the optional science course will explore a broader range of scientific concepts in much greater depth, totalling 4 periods a week. The topics in S3 science are drawn from the level 4 experiences and outcomes of the broad general education, some National 5 outcomes may be included towards the end of the course.

## **SOCIAL SUBJECTS**

Students continuing with Social Subjects will follow a timetable of Broad General Education. Within this, they will be allocated a period of Core Social Subjects where they learn to become experts in project writing and understand how Social Science investigations are structured. By the end of the year, they will have completed their Added Value Units for National 4 for Geography, History and Modern Studies. Students will also continue with:

Discrete (1.5 periods per week of Geography) - students will learn about weather and weather patterns, urban geography and limestone and its features.

Discrete (1.5 periods per week of History) - actively learning about Scottish history including: Scottish dynasties, power struggles famous battles and wars, the clearances, etc.

One discrete period of Modern Studies per week - students will learn about Law and Order. Within this, students will focus on the causes of crime, patterns of crime, responses to crime and punishments for those who commit crimes.

All of the subject units will articulate well with further work in National 4/5 in S4. Students who continue with social subjects will have the opportunity to go to Glasgow in September to do some fieldwork and make links with other subject areas.

# **TECHNOLOGICAL ACTIVITIES & APPLICATIONS**

## **COMPUTING**

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded. The aim of the Computing department is to enable all pupils to be fully challenged at their appropriate level, while fully developing their confidence in computer usage.

### **CORE COMPUTING**

Following a Computing Course that will cover both Level 3 & 4 Experience and Outcomes, with the aim of equipping young people with the skills they need to succeed in the modern workplace.

This course will involve the study of modern workplace necessities as well as studying modern and future technologies.

### **COMPUTING OPTIONS**

In addition to core computing which is studied by all S3 pupils, there are 2 ways to further to study computing while following the broad general education, as described through the experiences and outcomes.

### **OPTION COMPUTING**

Following a Computing Science Course covering level 4 experience and outcomes This course will involve the study of modern and future technologies. The course will also introduce topics both in theory and practical skills (e.g. Python programming, Databases and Animation) that should a pupil choose Computing Science in senior phase will be assessed during the National Computing Science Courses.

# DESIGN AND MANUFACTURE - BGE

## Aims of the course

- To develop skills in design and manufacturing models, prototypes and products
- To develop the ability to read drawings and diagrams
- Provide opportunities to communicate design ideas and practical details
- To gain experience in devising and developing practical solutions to design problems
- To develop the ability to manufacture their design ideas
- To develop knowledge and understanding of manufacturing processes and materials
- To gain an understanding of the impact of design and manufacturing technologies on our environment and society
- 

## Description of Course In S3 pupils will study:

- evaluating existing products
- research techniques
- specifications with some aspects of complex detail
- creative design skills
- modelling and manufacturing techniques
- selecting and using a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products
- impact of a range of design and manufacturing technologies on our environment and society
- factors that influence the design and manufacture of artefacts and products
- range of manufacturing processes and the properties and uses of materials.

## After completion of this course pupils will be able to:

Analyse existing products and develop solutions to design problems. Pupils will develop skills in sketching, rendering and communication design ideas. In addition they will gain experience in manufacturing processes and gain knowledge of properties and uses of materials.

## Learning Experiences:

Pupils will work through a series of design and manufacturing tasks. Working from Design Briefs, pupils will analyse existing products and investigate and research their own solutions. Communicating ideas through sketch ideas pupils will develop ideas and plan the manufacturing of their chosen designs. Evaluating their own and other designs will be an integral part of this work.

Pupils will develop manual skills in modelling techniques and in the workshop during the manufacture of their own projects.

**How will you be assessed?**

- Continuous assessment
- Mini assignments
- Self assessment
- Peer review

# GRAPHIC COMMUNICATION - BGE

## **Aims of the Course**

- To develop a knowledge and understanding of the fundamentals of Graphic Communication.
- To develop expertise in computer aided graphics.
- To develop a technical vocabulary but also in the broader sense a good general vocabulary.
- To develop various numeracy skills required to aid the production of plans/working drawings, engineering drawings, geometric drawings, computer produced drawings etc.
- To allow students to engage with technologies and to consider the impact that the world of graphical/computer generated drawing has on our environment.

## **Description of Course** In S3 pupils will study:

- Computer aided drawing (CAD)
- Computer aided graphics (CAG)
- Desktop publishing (DTP)
- Freehand sketching and rendering
- Technical drawing

## **After completion of this course pupils will be able to:**

Read and interpret a wide range of graphic material and develop skills in drawing, sketching and rendering. They will also be able to use various computer software packages to produce a variety of drawing types.

## **Learning Experiences:**

Pupils work through a series of realistic tasks and assignments in order to develop skills in drawing and sketching. This will be in 2D and 3D and will include the use of shading, texture, colour, layout and other graphic techniques to enhance their work.

Computer aided graphics and computer aided drawing form an integral part of the course and are used as a natural extension to basic drawing skills. Many uses of graphics are introduced such as graphs, charts, circuit diagrams, advertising, packaging etc.

## **How will you be assessed?**

- Continuous assessment
- Mini assignments
- Self assessment
- Peer review

## HOME ECONOMICS

Home Economics provides the opportunity for all pupils to acquire valuable life skills to enable them to function as responsible individuals within their immediate and the wider community. A variety of learning activities take place, including discussion, practical work, investigating and applying knowledge, group work and individual learning.

Home Economics continues in the S3 broad general education as one of the core subjects with one double lesson each week. The course will cover level 3 & 4 experiences and outcomes in Health and Well Being- Food for Health and Technologies. It will prepare pupils for both the Health and Food Technology and Hospitality Practical cookery national courses which are offered in the senior phase.

Within food for health learners develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks. They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts. They explore how the dietary needs of individuals and groups vary through life stages.

Pupils develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

Within technologies food and textiles work allows pupils to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

## **ADMINISTRATION**

The key purpose of this Course is to develop learners' **administrative and IT skills**. Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover the Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. The Course contains a **significant practical component**, which involves realistic learning and uses real-life contexts, which makes it relevant to the world of work. Its uniqueness lies in **enabling pupils to work towards industry standard in IT in an administration-related context**.

### **Areas of study will include:**

#### **Administrative Practices**

With the emphasis on what is involved in organising and supporting events (including meetings) – planning tasks, organising resources; preparing appropriate documentation, carrying out appropriate follow up activities and self-evaluation. Creating a range of business documents, complying with the house style — letter, form, table, itinerary, business report, minutes, agenda, to-do list, priorities list, evaluations. Knowledge and understanding of administration in the workplace, including key legislation affecting both organisations and employees, the benefits to organisations of good customer care and skills, and qualities and attributes required of administrators

#### **IT Solutions for Administrators**

Including skills in problem solving, organising and managing information and using IT applications – word processing, spreadsheets (basic arithmetical formula, average, relative/absolute cell references, maximum, minimum, count/counta/countif, if, named cells – charts and graphs), databases (sorting, reporting, queries, mail merge) and desk top publishing etc.

#### **Communication in Administration**

Gaining skills in using technology, including the Internet, for gathering and sharing information with others - able to communicate information in ways appropriate to its context, audience and purpose.

### **This can lead onto:**

Administration National 4 (Internally assessed)

Administration National 5 (Both internally and externally assessed)

# **CREATIVE AND AESTHETIC ACTIVITIES**

## **ART & DESIGN**

Everything you pick up and use, sit on, watch, listen to, read, purchase, travel in or on, live in, cook and eat with has had the touch of an artist, designer, or architect along the way. Creativity is an essential life skill, an ancient human instinct that is still very much in demand in the modern world we live in. Fortunately, we live in a highly creative community in a part of the world where there is space for the imagination to roam free. The natural environment is dramatic and changeable offering scope to explore colour, light and form. Wester Ross has a rich cultural heritage and a vibrant artistic scene. Our Art & Design department sees itself very much part of this community, and as well as school work, we aim to link our lessons to the outside world.

The BGE course introduces all pupils to experiences in both the Expressive and Design areas of the subject, with 2d and 3d projects in a wide range of subjects and media. Emphasis is on building key skills and techniques of using art media and processes, encouraging experimentation and learning about the work of Artists and designers. Personal pupil Sketchbooks play an important part in encouraging individual interests.

Expressive and design topics are changed regularly to suit pupils choice and interest. Possible expressive areas of study include portraiture, still life, fantasy work and landscape. Design projects focus on designing for the real world.

## MUSIC

Music in Ullapool High School is a course which aims to involve, enthuse and inspire every pupil. We experience music all around us in our everyday lives - be it on the radio, listening to iPods, at a concert, or singing in the shower - and it is something that is important in different ways to everyone. There are many career paths in which music is very relevant, such as recording or producing, sound technician, working in radio, song writing, performing, music education and music therapy, to name but a few – or some people prefer to keep music for enjoyment as a pastime. The music course aims to provide learners with rich opportunities to be creative and experience the inspiration and enjoyment that music can bring, whichever way they choose to have music in their life.

The course in S3 will continue to follow the broad general education, as experienced in S1 and S2, but developing skills further and broadening the musical knowledge and experiences. There are three key elements involved in the music course: performing, composing and listening. Through activities combining these elements, pupils will develop their vocal and instrumental skills, choosing two instruments (or one instrument and voice) to focus on. They will explore sounds and musical concepts through studying different styles of music, and use their creativity and skills to compose their own music. They will also further develop their skills in commenting on their own work and the work and performances of others. They will also have the opportunity to develop skills in the use of ICT when composing.

# **PHYSICAL EDUCATION**

## **P.E. in S3**

Pupils continue to take part in core PE lessons that are aimed at further developing the physical, cognitive and personal skills that are important in the world of sport and beyond.

This also involves further coverage of the third and fourth level curriculum for excellence experiences and outcomes, and will help prepare pupils should they wish to take National and/or Higher courses in the Senior phase.

Pupils follow the same format as S1/S2 of a double period of PE and a single period of Health and Wellbeing.

The PE periods will include activities not undertaken in S1/S2 (cricket, rugby, volleyball and hockey) and In the single period pupils will further develop their knowledge and experience of fitness through testing and training.

# **ELECTIVE CHOICES**

## **CREATE AN APP**

The Apps for Good course teaches coding and the fundamentals of the digital world, while also developing skills in problem solving, creativity, communication and teamwork. With a focus on solving real issues that matter to young people, our students learn the full software product development process in a hands-on way.

In the course, students work together as teams to find real issues they care about and learn to build a mobile, web or social app to solve them. Like professional entrepreneurs, students go through all key aspects of new product development, from idea generation, technical feasibility and programming to product design, deciding on business models and marketing.

## **ENTERPRISE**

This will involve pupils taking forward initiatives which lead to them undertaking Experience and Outcomes as part of the school's wider achievement programme:

Volunteering hours out of school connected to Enterprise activities may accrue and be accredited through The Saltire Awards. This could be through :

- Involvement with the School's Fairtrade agenda could mean marketing, promoting and volunteering at special events in then wider community
- Promoting Charity event s- Children in Need, Comic Relief, Jeans for Genes days etc. as part of the school's annual fund-raising programme
- Putting on Coffee Mornings and Soup and Sandwich events
- Undertaking National Enterprising Challenge activities – e.g. Young Enterprise “Tenner” event

Pupils will also have the opportunity to bring forward any ideas of their own for inclusion in the programme of activities.

## **EXPRESSIVE ARTS**

The expressive arts elective will be a fun adventure of discovery and exploration which will centre on Isle Martin, a small uninhabited island off the coast of Ardmair. Pupils will have the opportunity to set sail and explore this community owned landmark through art, music and drama. There will be lots of variety and choice built into the art, music and drama activities offered. The pupils will be encouraged to steer the project, create their own aims and make decisions. The final outcome could involve an exhibition, a performance, a CD of music or an advert for the Island.

## **LOCHBROOM FM**

This elective will involve pupils in learning the techniques of interviewing, putting programmes together and broadcasting on local radio station Lochbroom FM. Training will be given in these various skills and once these are mastered pupils will be able to contribute to and/or make their own programmes.

## **OUTDOOR LEARNING**

Pupils will develop several themes in Outdoor Learning whilst our main focus will be achieving the John Muir Explorer Award. This will involve investigating the landscape, improving it and then informing others of what they have done. Other aspects could involve field visits, research and perhaps activities such as pathbuilding or bird surveys, etc. The full content of the elective will be decided upon by the interests of the pupils. Other activities and skills such as map reading, visits to the museum, archaeological digs, first aid and survival skills may also form part of this programme.

## **RELIGIOUS AND MORAL EDUCATION**

The aims of Religious and Moral Education within Ullapool High School are intended to reflect National and Regional Guidelines, helping students to:

- To promote respect, tolerance and understanding of people's religious beliefs or their choice not to follow a religion.
- To link students' understanding of beliefs and values with issues of importance in the world; both historical and current.
- To encourage the development of young people's own beliefs and values and their ability to justify these.
- To offer courses in RME which link to CfE Experiences & Outcomes.

In S3, students continue to learn about a variety of religions, as they did in S1 and S2. However, a more philosophical approach is applied, with moral issues and decision making becoming a key focus. Initially the issues studied are capital punishment, freedom of speech and racism; these are looked at from moral, religious and philosophical viewpoints.

## **PERSONAL AND SOCIAL EDUCATION**

Personal and Social Education (PSE) in school links to the overall health and wellbeing of young people. It strives to enable young people to deal positively with pressures from both school and social life. Its values aim to assist young people to lead lives and make decisions that are both personally satisfying and actively supportive of others. Some of these values are:

- Respect, self-awareness and self-worth;
- Respect and caring for others;
- A sense of social responsibility;
- The knowledge and skills to manage risk and understand the impact of risky behaviour;  
and
- The ability to reflect on strengths and skills in order to make informed choices in the future.

PSE in S3 builds on the skills and knowledge gained in S1 and S2 with several of the topics being revisited and expanded. The main areas covered are equality and discrimination, relationships and sexual health, drugs education, internet safety, mental health and careers education – with the possibility of a work experience placement as part of this.

# **APPENDICES**



## Curriculum Rationale

Curriculum for Excellence Describes Four Contexts for Learning: Totality of Experience			
Ethos and life of the School	Curriculum Areas and subjects	Interdisciplinary learning	Opportunities for personal achievement

CfE Describes Six Entitlements					
Coherent curriculum 3-18	Broad General Education including well planned 'E's & 'O's across all curriculum areas	Senior Phase providing opportunities for qualifications	Opportunity to develop Skills for Learning, Skills for Life, Skills for Work	Personal support & challenge	Opportunities to move into positive & sustained destinations beyond school

At Ullapool High School we have actively tried to engage with and implement the entitlements listed above, within those four contexts of learning. Our improvement planning process will consider how well we can address and build on each of these as we move into the future.

We will work in partnership with all our stakeholders and the wider community to continue to develop our totality of experience.

We will always aspire to the highest level of achievement for each youngster, delivered through high quality teaching and learning experiences.

When young people leave Ullapool High School they will be successful learners, effective contributors, responsible citizens and confident individuals. It is our intention that all of our young people will move on to the next stage of their lives in a sustained, positive destination.