

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24

Slàinte agus Sunnd
Co-ionannachd

Spèis
Àrainneachd

Miann-adhartais

Coimhearsnachd

Sàr-theagasg's ionnsachadh



Wellbeing

Equality

Respect

Environment

Ambition

Community

High quality learning and teaching

ULLAPOOL HIGH SCHOOL

HIGHLAND COUNCIL | MILL STREET, ULLAPOOL

School Profile

Pròifil na Sgoile

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

Ullapool High School is located in a rural, coastal setting serving the local communities of Assynt, Coigach, Dundonnell and Ullapool. Our projected school roll for session 2024/25 is 182 pupils. Our catchment area covers the following schools: Achiltibuie, Badcaul, Lochinver, Scoraig and Ullapool Primary schools. Some pupils travel over an hour each way getting to and from school. There is hostel accommodation available for some pupils.

Ullapool High School is a bi-lingual school - 12% of pupils study Gaelic Medium Education. Increasing awareness and appreciation of Gaelic culture and heritage across the school community remains a priority.

The Senior Leadership Team comprises of the Head Teacher, one Depute Head Teacher and a Principal Teacher of Guidance who has an enhanced whole school remit. The Senior Leadership Team are supported by 10 Principal Teachers (7 Curricular and 3 Pastoral). The school works effectively with a range of partners to support pupil's wellbeing and enhance their learning experiences. This is a strength of the school.

Our revised vision, values and aims were launched in August 2023, following consultation with the school community. Our vision is to provide individuals with the opportunity to maximise their potential in a safe, creative and nurturing environment. In doing so, we aim to develop resilient, confident and motivated young people who are active citizens in their community.

'Deconstruction' of our values has created a shared understanding of what these values 'look like', 'sound like' and 'feel like'. At Ullapool High School, we value:

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#wereach

Our vision, values and aims provide a clear expression of what the school community wants the school to be. "From this work, the school community has a clear direction for improving the quality of its work, with staff taking forward priorities (HMIe, 2024)".

Further information relating to attainment and context can be found on the next page. You will also find key information about the school on our website: <https://www.ullapoolhigh.hIGHLAND.sch.uk/>, including a copy of the HMIe inspection report: [UHS Inspection Report_230124.pdf](#).

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
173	87%	0	22.47 FTE

S1 Numbers	S2 Numbers	S3 Numbers	S4 Numbers	S5 Numbers	S6 Numbers
30	28	33	32	31	19

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0%	13.67%	39.10%	41.67%	0%	6.55%

Overall ASN	Free School Meal	EAL	Glossary:
48%	5%	5%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education

Level 3: % of current pupils (29) achieving Curriculum for Excellence levels by the end of S3 (2023/2024):

Reading	Writing	Listening and Talking	Numeracy
100%	100%	96.5%	93%

Almost all young people attain third level literacy and numeracy – this is a three-year trend (2021/22, 2022/23 and 2023/24).

Level 4: % of current pupils (29) achieving Curriculum for Excellence levels by the end of S3 (2023/2024):

Reading	Writing	Listening and Talking	Numeracy
86%	69%	72%	79%

The majority of young people achieve literacy at fourth level. Young people's attainment in numeracy has improved in 2022/23 and 2023/24 - most young people achieve fourth level numeracy.

Overall, attainment in literacy and numeracy is strong. Young people achieve appropriate levels, and across the school, 24% of young people are exceeding nationally expected levels in literacy, and the majority (52%) are exceeding nationally expected levels in numeracy. Most children who face barriers to learning make good progress towards meeting their individual targets.

Literacy and Numeracy in S1-S3 – Gaelic Medium Education

Level 3: % of pupils achieving Curriculum for Excellence levels by the end of S3 (2023/2024):

Gaelic Reading	Gaelic Writing	Gaelic Listening and Talking
100%	100%	100%

All young people studying Gaelic Medium Education attained third level literacy.

Level 4: % of pupils achieving Curriculum for Excellence levels by the end of S3 (2023/2024):

Gaelic Reading	Gaelic Writing	Gaelic Listening and Talking
40%	60%	40%

The minority of young people studying Gaelic Medium Education attained fourth level reading and listening and talking. The majority achieve writing at fourth level.

The introduction of the Gaelic National 4 Literacy qualification in S3 (Gaelic Medium Education) will increase attainment for young people.

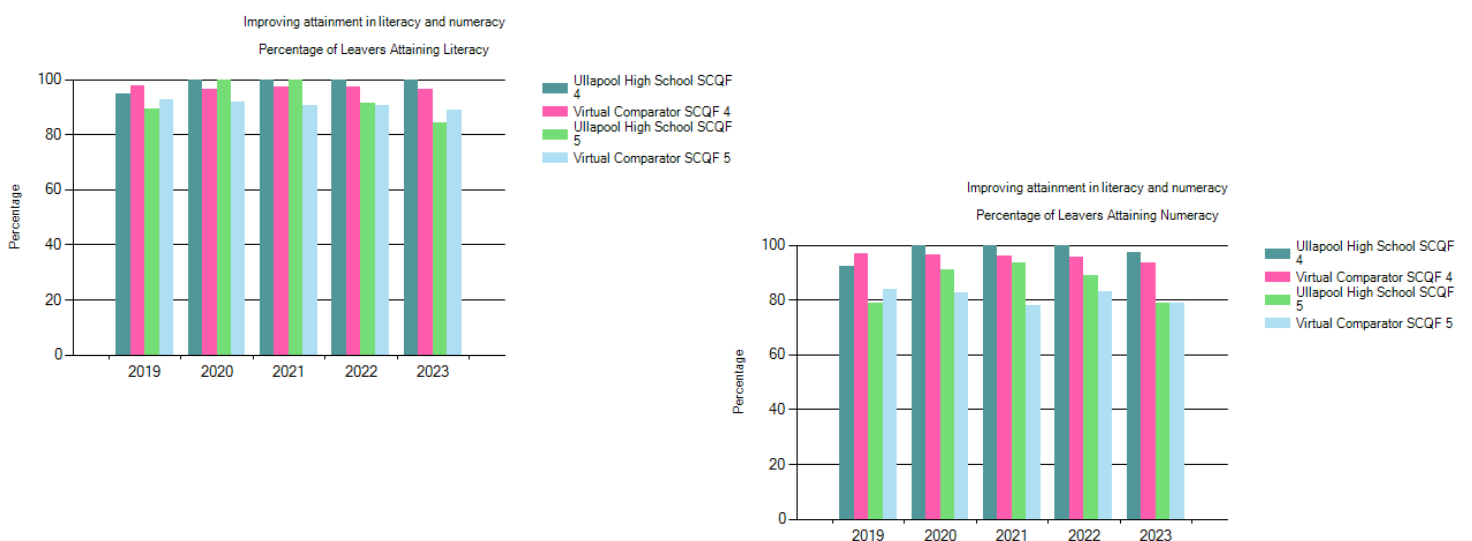
Senior Phase

Literacy and Numeracy

In session 2022/23 almost all pupils by the time they reach the end of S6, achieved a SCQF Level 5 Literacy award (96%) and most achieved SCQF Level 6 (81%). By end of S5, all pupils achieved SCQF Level 4 (100%), most SCQF Level 5 (84%) and the majority SCQF Level 6 (59%). In S4, all of this cohort achieved a Literacy award at SCQF Level 4 (100%) or above and almost all achieved a Literacy award at SCQF Level 5 (94%). This is a continuing strong trend in achievement in literacy and compares well to our Virtual Comparator, Highland and National statistics.

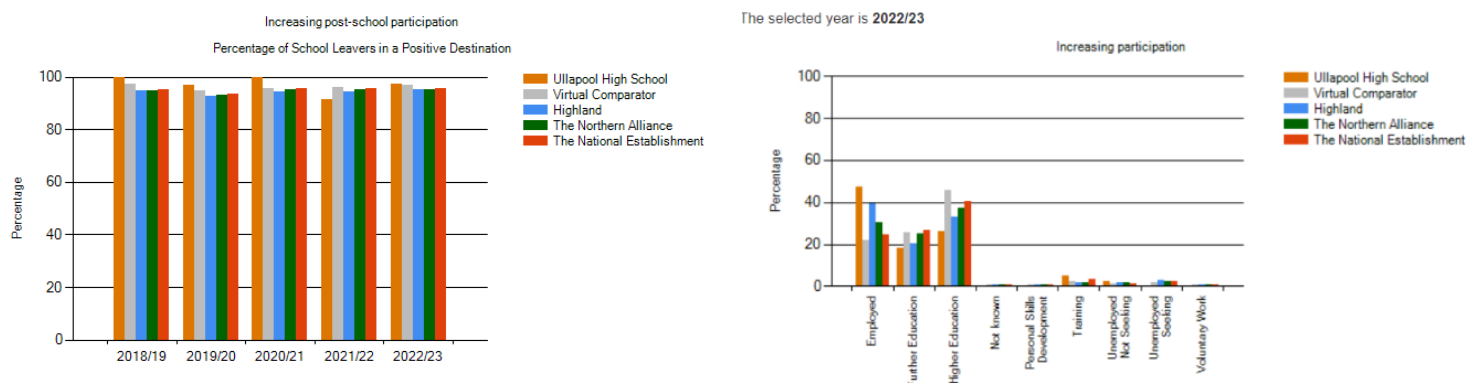
All pupils in S4 achieved a Numeracy award at SCQF Level 4 (100%) and the majority achieved Level 5 (67%), either through a National 5 course award or a SCQF Level 5 Numeracy unit. By end of S5, almost all pupils achieved SCQF Level 4 (96%), most SCQF Level 5 (75%) and less than half SCQF Level 6 (19%). By end of S6, almost all pupils achieved Level 4 (96%), most Level 5 (88%) and less than half SCQF Level 6 (35%).

The graphs below highlight leavers attainment in Literacy (graph 1) and Numeracy (graph 2) and over the last five years at SCQF Levels 4 and 5 in comparison to our Virtual Comparator.



Destinations of School Leavers

For leavers in session 2022/23, almost all moved on to a positive destination (97%) which is higher than our Virtual Comparator, Highland and National statistics as shown in the graph 1 below. The majority progressed on to employment, with less than half going onto Further Education and Higher Education (graph 2). This is a change in the trend over the last five years, which has been more towards Higher Education and less into employment.

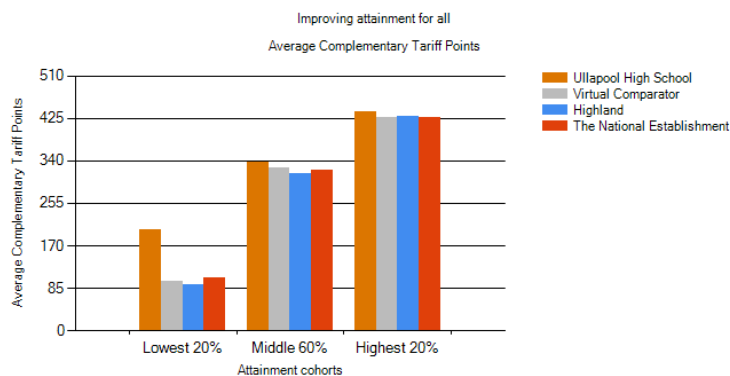


Cohorts

The graphs below show how Ullapool High School compares with Highland, National and Virtual Comparators for each Senior Phase year group. The graphs split pupils into 3 categories based on the number of tariff points they attained: bottom attaining 20%, middle attaining 60% and top attaining 20%. Tariff points is a score assigned to units and grades that pupils achieve.

The performance of pupils in the so-called 'lowest attaining 20%' is something that we are particularly proud of.

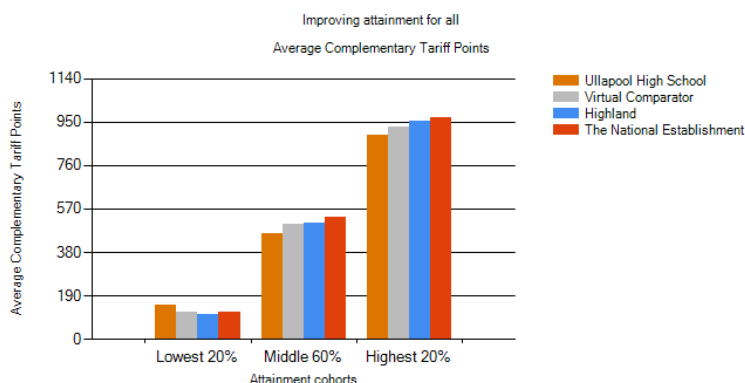
S4:



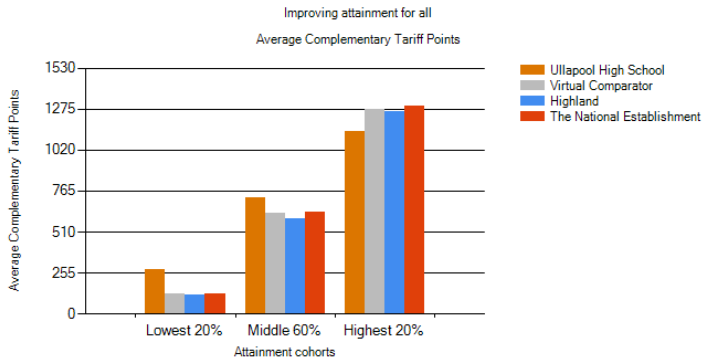
In S4, all SCQF Level 5 measures, 1@ SCQF Level 5 (97%), 3@ Level 5 (85%) and 5@ Level 5 (57.5%), are higher than our Virtual Comparator, Highland and National. This is an upward trend from the previous 2 years.

S5:

In S5, based on S4 school roll, performance was in line with our Virtual Comparator, Highland and National on 1@ SCQF Level 6 (61%) and 3 @ SCQF Level 6 (42%). However, below on measure 5@ SCQF Level 6 (11%).



S6:



In S6, based on S4 school roll, we are above our Virtual Comparator on measures 1@ SCQF Level 6 (87%) and 3@ SCQF Level 6 (67%). However, below on measure 5@ SCQF Level 6 (29%).

Although most of our young people attain well, we recognise the need for “more accelerated progress for the highest-attaining 20% of young people (HMIe, 2024). We need to do more to “encourage young people to maximise the number of qualifications they can achieve at SCQF level 5, 6 and 7 and aim for the highest possible grade (HMIe, 2024). Creating a culture of ambition remains a priority – ‘Ambition’ is one of our school values.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

VISION

To provide individuals with the opportunity to maximise their potential in a safe, creative and nurturing environment.

AIM

To develop resilient, confident and motivated young people who are active citizens in their community.

WE VALUE:

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#wereach

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: [Parentzone](#)

Improvement Priority 1 - Improve our approaches to Learning, Teaching and Assessment
<i>Summary of impact</i> - The implementation of a UHS Learning & Teaching Framework (August 2023), designed in collaboration with pupils and staff, is supporting a greater understanding of what high-quality learning and teaching looks like. 'Deconstruction' of each element has supported pupil's understanding, with most (82%) reporting that they know what high quality learning and teaching looks like. - Almost all staff (94%) reported that the local authority activities relating to learning, teaching and assessment (used during the September 2023 Inservice Day), further developed their understanding of high-quality learning and teaching. - The knowledge and skills of staff has been further supported by training on Learning Intentions and Success Criteria, Feedback and Meeting Pupil Needs (differentiation) – areas for improvement highlighted by HMIE (2024). This training should lead to a greater understanding of national standards and lead to pupils experiencing a more consistent learning experience across the school. - Pupil feedback, against the UHS Learning & Teaching Framework, is gathered twice a year and progress is measured via a learning and teaching tracker. A summary of progress and next steps in relation to each element in framework is shared with pupils at assemblies. It is important that pupils know we are acting on their feedback. - Information from the Learning and Teaching Tracker also informs staff's professional learning – Teaching Sprints have been implemented (August 2023) to support staff to reflect on and extend their practice. This involves staff engaging in professional dialogue and research, a period of classroom practice which is followed by a review and analysis of impact. The sharing of good practice, learning and resources is being supported by a shared Planning and Reflection Tracker and discussions at staff meetings. All staff report that the Teaching Sprint approach has been effective in supporting them to deepen their pedagogical knowledge and enhance their expertise. The evidence below shows that having a shared understanding of what high quality learning and teaching looks like (UHS Learning & Teaching Framework) and an effective system of professional learning (Teaching Sprints) is having a positive impact in the classroom: "Across the school, almost all staff and young people's relationships, and between young people, are very positive and respectful. Young people are polite and articulate. They learn in a caring and supportive atmosphere (HMIE, 2024)." This is further supported by evidence from learning walks and pupil feedback (March 2024) - 86.2% of young people (most) report that relationships in class are positive, supportive, respectful and aspirational - a 1.7% increase from September 2023. - Young people "demonstrate confidence in making 'mistakes' as part of the learning process HMIE, 2024)." This is further supported by evidence from learning walks – in the majority of lesson, mistakes are seen as part of learning. - Evidence from the local authority visit (March 2023) indicated that we needed to improve the use of learning intentions and success criteria (the frequency and quality of). Following a whole school focus on these areas pupil feedback (March 2024) suggests that we have made improvements - most pupils (85%) are clear about what they are learning and why; and most pupils (89%) know how they can be successful/demonstrate their learning. This is supported by feedback from HMIE (2024) and through learning walks. - As a next step, the knowledge/skill being developed should be made more explicit in the learning intention. The purpose and relevance of learning is enhanced, by a few departments, using real-life local and national contexts, including links to skills for learning, life and work (HMIE, 2024 and learning walks). This helps increase the motivation of young people. Embedding skills/careers into the curriculum is an area for development (see next steps). - Although the co-creation of success criteria, by a few departments, is providing opportunities for pupils to lead their learning, this is not sufficiently embedded across the school.

- Data from the Learning and Teaching Tracker, which is based on pupil feedback, shows improvements in seven of the ten areas in our Learning and Teaching Framework (September 2023 to March 2024).
- ‘Knowing how to be successful/demonstrate learning’ and ‘experiencing learning activities which build on prior learning and are appropriately challenging’ were rated the highest by pupils (88.8% and 86.2% respectively in March 2024) - the latter representing a 1.7% increase from September 2023. Evidence from HMIE (2024) and learning walks, however, highlights the need for increased challenge and use of differentiation. The inspection also highlighted that although “all teachers aim to meet the needs of learners in class (HMIE, 2024)” and a range of different assessment approaches are used, the majority of teachers need to “take more account of assessment and the needs of all young people in planning learning, teaching and assessment” (HMIE, 2024). Improvements should be supported by the whole school focus, next session, on planning and meeting pupil needs (differentiation). Although all staff are confident in entering data into the new whole school tracking and monitoring system (implemented August 2023), more effective use of data is required. This will inform planning and interventions and ensure appropriate progression and challenge for all learners.
- ‘Appropriate pace’ and ‘helpful feedback’ remain the lowest rated areas by pupils (67.2% and 70.7% respectively in March 2024). Although only a majority of young people (67.2%) report that the pace of lessons is appropriate – this does represent an increase of 1.3% from September 2023. The need for increased pace and challenge in most lessons, and improvements in the quality of written feedback were also highlighted by HMIE (2024). Evidence from learning walks also indicated the need to better prepare pupils to be able to give effective feedback to their peers. Improvements should be supported by the whole school focus, next session, on planning and meeting pupil needs (differentiation). Pupils reported a 0.2% improvement in the quality of feedback from September 2023 to March 2024. Staff training on feedback, delivered in April 2024, should support improvements in this area going forward.
- Almost all young people benefit from clear instructions and high-quality questioning which deepens their understanding and extend their thinking (HMIE, 2024). We will continue to expand the use of questioning to develop higher order thinking skills and stretch the most able pupils. This will be supported by Effective Questioning training (2 sessions) (March 2025).
- Although most pupils (81.9%) reported that they were happy with the quality of teaching in the school – a 6.7% increase from September, only a majority of pupils report that they enjoyed learning at school (September 23 and March 24). Individual discussions with pupils revealed that relationships with peers, long bus journeys and the pressure of exams were negatively impacting young people’s responses. Although many of these factors are out of the school’s direct control, the Bloom ‘Managing your Studies’ workshop, as part of our Senior Phase Induction, should provide pupils with some additional tools to help build resilience and maintain positive mental health.

Good progress has been made in this area.

Next steps

- Continue to embed the UHS Learning & Teaching Framework.
- Continue to support staff to reflect on and extend their practice using the Teaching Sprints approach.
- Continue to use pupil feedback (against the UHS Learning and Teaching Framework), to measure impact and inform next steps (Learning and Teaching Tracker). This will be supplemented by other relevant data, feedback and observations.
- Next session, planning and meeting pupil needs/differentiation will be an improvement priority for all departments and the focus of the first Teaching Sprint (professional learning) – this will build on the staff training delivered in May 2024.
- Embedding Skills/Careers into the Curriculum training (September 2024 – Inservice Day).
- Effective Questioning training (March 2025).
- Continue to support staff to make more effective use of data. For some departments this will also require the development of more robust tracking systems.

Improvement Priority 2 - Review and improve/extend our curriculum offer
<i>Summary of impact</i> • A minority of staff (44%) reported that the Independent Review of Qualification resources provided by the Scottish Government (used during the September 2023 Inservice Day), increased their understanding of the proposed reforms. • The staff curriculum audit highlighted the need for our curriculum to have a greater focus on developing the 4 capacities (successful learner, confident individual, responsible citizen and an effective contributor). Providing young people with high-quality, purposeful, interdisciplinary learning opportunities was identified as a challenge (time and resources required). This information will feed into the audit summary (see next steps). Staff also highlighted the need for increased stakeholder involvement in the curriculum rationale and design (see next steps). • In the senior phase, pupils benefit from links with UHI North, West and Hebrides and Inverness Colleges with a range of qualifications including Skills for Work SCQF Level 4 and 5, National Progression Awards SCQF Levels 4-6, Foundation Apprenticeships SCQF Level 6 and Degree Modules SCQF Level 7. Effective partnership working “allows school staff to create diverse, and sometimes bespoke opportunities, that assist learners to a positive destination (HMIe, 2024).” This is further supported by staff, with the majority ‘agreeing’ or ‘strongly agreeing’ that personalisation and choice in the curriculum is improving outcomes for young people. • Pupils are increasingly able to access a wider range of courses, including SCQF Level 5 Psychology. Next session pupils can study SCQF Level 6 Psychology and SCQF Level 7 Mathematics of Mechanics, as well as SCQF Level 5 Media Studies via Highland Digital School. • Analysis of senior phase data relating to attainment, presentation rates, change of level and pathways indicates the need to increase the number and range of SCQF Level 5 and Level 6 qualifications and to ensure that young people maximise the number of qualifications, and grade, they can achieve. This will be supported by the new tracking and monitoring system. Tracking data, combined with knowledge of individuals, will be used to ensure that appropriate interventions are in place, as required. This is supported by HMIe (2024) who highlighted a need to “continue to plan progress in the curriculum to meet all young people’s needs. This should ensure that all young people attain to their full potential, particularly the highest-attaining young people.” This information will feed into the audit summary (see next steps). • Data shows that more of our pupils are entering Higher education (5-year trend). As part of our curriculum review, we must “ensure that young people’s pathways and coursing reflects the change in pupil destinations” (HMIE, 2024). The latest data (February 2024) does, however, show an increase in the number of leavers (2022/23) moving on to a positive destination in employment (47%). This was higher than leavers moving on to Higher Education (26%) and Further Education (18%). We will continue to monitor young people’s pathways along with national and local labour market trends. • Implementation of the Scottish Credit and Qualifications Framework (SCQF) Ambassadors programme has supported a greater understanding of the framework across the school community. SCQF Ambassadors have delivered to pupils, staff, parents and partners via assemblies and parents’ events. We have achieved the SCQF Ambassadors Bronze Award. • Staff are more confident exploring the range of qualifications available via the Scottish Credit and Qualifications Framework (SCQF). Almost all staff (93%) report that the Introduction to the Scottish Credit and Qualifications Framework training, delivered by the SCQF Learner Pathways Lead, increased their understanding of the framework. A further 73% of staff (majority) felt that the departmental discussions had increased their understanding of the alternative qualifications available in their curricular area. • The SCQF Ambassadors programme also provides a leadership opportunity for pupils. “It allows us to take our own initiative and work more independently than in a normal classroom activity (pupil).” Satisfactory progress has been made in this area.

Next steps

- Continue to engage with national and local guidance following the review of Scottish Education.
- Complete curriculum audit – pupil, parent and partner focus groups carried out.
- Produce an audit summary and share the main findings and next steps with staff, pupils, parents and partners.
- Create draft curriculum rationale and gather feedback from staff, pupils, parents and partners.
- Launch curriculum rationale.
- Further embed the SCQF Ambassadors programme/continue to increase awareness and understanding of the Scottish Credit & Qualifications Framework across the school community.
- SCQF Ambassadors gain a leadership qualification.
- SCQF Ambassadors Silver Award.
- Continue to support staff to explore alternative opportunities on the Scottish Credit & Qualifications Framework.
- Improve/extend our curriculum offer for implementation in session 2025/26.

Improvement Priority 3: Develop a whole school approach to wellbeing, equality and inclusion ("Our Ullapool")

Summary of impact

- "Young people learn in a caring and supportive environment, which is underpinned by respectful relationships across the school community (HMIE, 2024)."
- "Young people look after each other. With young people feeling a sense of belonging and inclusion in the school" (HMIE, 2024).

The evidence below shows that the wellbeing, equality and inclusion strategy - 'Our Ullapool', is having a positive impact on the ethos of the school. 'Our Ullapool' has also increased leadership opportunities for pupils and staff:

- The majority of pupils across S5 and S6 have taken up leadership roles through 'Our Ullapool' project (65%). 'Our Ullapool' is also being supported by 10 members of staff. This has led to pupils and staff further developing skills for learning, life and work. Young people and staff talk confidently about the work of their group.

- Feedback from 'Our Ullapool' Ambassadors:

"A great volunteering opportunity which will add to our personal statements. We feel we're leaving a legacy in the school, and *we've reached!*" #wereach

"We've valued being able to support the school. It's given us a chance to have a say in how the school runs. It's beneficial to us but also gives back to others and the school community. We are helping to make the school a happier and safer place for all, and we are also being responsible role models for younger pupils."

- Feedback from staff involved in facilitating 'Our Ullapool' groups:

"Although leadership opportunities have been available at UHS in the past, 'Our Ullapool' has provided senior pupils with an organised, theme led structure to developing their leadership skills. Having 'Be U', 'Be Healthy' and 'Be Supportive' Ambassadors has helped promote our school values and made our senior pupils more visible to younger peers."

"'Our Ullapool' has provided a variety of leadership opportunities for our senior pupils. Each group has created tangible change in the school. The biggest improvement is the increased participation of senior pupils in school life, and the vocal desire to be involved in school policy decisions."

- 'Our Ullapool' opportunities form part of our Senior Phase Induction programme – an additional 12 pupils have signed up for next session.
- The majority of young people and almost all staff understand our strategic approach to wellbeing, equality and inclusion – 'Our Ullapool': Be U', 'Be Healthy', 'Be Supportive'. This has been supported by a whole school launch, logo competition, regular updates at assemblies, noticeboards and pin badges, as well as a range of activities undertaken by each group (see below for further information).



- 'Be U': A series of workshops with S1 pupils has increased understanding of children's rights across the year group. The pupils involved in delivering these sessions have also increased their knowledge and further developed their oracy skills and confidence. These workshops have also further supported the building of positive relationships across year groups. We have achieved the Rights' Respecting School's Bronze award.
- 'Be Healthy': The majority of pupils use the universal breakfast club. This is particularly beneficial for pupils who have long bus journeys. Almost all pupils will take part in our Wellbeing Week activities during the last week of term. This includes a colour run/walk, old school sports and a 'come and try' afternoon with 12 different activities run by various specialist/community partners such as Ullapool Golf Club. To ensure equity and to encourage participation, the activities will be free to all pupils. It is hoped that the Wellbeing Week will raise awareness of the range of activities on offer locally and encourage young people to become more active. The pupils involved in arranging the activities have further developed their organisation, teamwork and communication skills.
- 'Be Supportive': All 'Be Supportive' pupils have benefitted from Peer Support training. The knowledge and skills gained is being used during 'in class support'. Pupils involved in the training report feeling more confident in their role. This is supported by feedback from staff: "pupils were very supportive in both 1:1 and small group scenarios. They were also

well tuned in to the needs of the pupils and knew when to push them. Junior pupils were always happy to work with the seniors. As a teacher I found it really helpful and hope we can build on it next year.” The P7 Enhanced Transition activities offered throughout the year has reduced anxiety and helped prepare these pupils for their move to Ullapool High School. This is supported by the feedback from the primary schools: “They were all very excited this year, no one was worried or apprehensive. The enhanced transition that you organised this year, has made such a huge difference to them all.”

- “School staff work very effectively with partners to support young people’s wellbeing. Staff and partners plan supports on an individual basis for young people (HMIE, 2024).”
- Data from the Pupil Wellbeing Tracker (May 2023 to April 2024) shows a 1% increase in ‘Agency’ and a 2% increase in ‘Affiliation’, ‘Autonomy’ and ‘Feeling Healthy and Safe’. Responses from S1 and S5 pupils showed the strongest results across all 4 areas.
- Pupils in S2 and S4 scored the lowest for ‘Feeling Healthy and Safe’. Individual pupil responses have been followed up by the PTs of Guidance and partner agencies, where appropriate. A staff input on ‘The Power of Expectations’ (Sherrington, 2018: [The Power of Expectations](#)) and the importance of having clear and consistent boundaries that everyone adheres to should further support the creation of a sense of safety in class. These expectations are set out in our ‘Routines for Success’ and ‘Respectful Classroom’. A copy of our Positive Relationships policy can be found here: [Positive Relationships Policy](#).
- S4 pupils scored the lowest for ‘Affiliation’. A number of these pupils have joined ‘Our Ullapool’ groups for next year. It is hoped that this will increase their sense of belonging.
- Comparison of individual questions (May 2023 to April 2024) shows an upwards trend across all questions (no. of pupils who answered ‘yes’ and ‘sometimes’). Highlights include:
 - ‘Affiliation’: 86% of young people (most) report that they like the school – an 8% increase from May 2023
 - ‘Affiliation’: 79% of young people (most) feel that they belong to the school/feel important to the school – a 10% increase from May 2023.
 - ‘Autonomy’: most young people (75%) feel comfortable reporting non-inclusive behaviour – an 11% increase from May 2023. In addition, almost all pupils (95%) report that they stand up for themselves in school – a 10% increase from May 2023.
 - ‘Feeling Healthy and Safe’: almost all pupils (94%) report that they feel safe in school and that adults look out for them/make sure that they are ok – an 8% and 12% increase respectively from May 2023.
- “Staff care deeply about all young people experiencing success. They demonstrate a strong commitment to removing any barriers to learning by listening to young people and addressing individual concerns (HMIE, 2024).”
- Most staff (75%) reported that the Inclusive Education e-module increased their knowledge of inclusive education and the importance of creating a fully inclusive ethos.
- All staff (100%) reported that Restorative Practice training, delivered by the Educational Psychologist Service, was effective in developing their understanding of the principles of restorative practice. A further 94% of staff (almost all) felt that this training supported them to develop the skills/language around restorative approaches. A subsequent session (following staff feedback) which focussed on practising restorative conversations has increased staff’s confidence in using restorative approaches in the classroom.
- Almost all staff (95%) reported that the Dyslexia training had supported them to plan learning to take better account of learners with dyslexia.
- Most staff (89%) reported that the Autism Spectrum Disorder (ASD) training had supported them to plan learning to take better account of learners with ASD.
- Almost all staff (93%) reported that the Trauma-informed training, delivered by the Educational Psychologist Service, was effective in developing their understanding of the principles of trauma-informed practice. A further session focusing on developing the skills/language around trauma-informed practice/emotion coaching will take place next session.
- “Young people with targeted and complex Additional Support Needs (ASN) have highly effective support packages in place (HMIE, 2024).”

Good progress has been made in this area.

Next steps

- 'Our Ullapool' Ambassadors gain a leadership qualification.
- The 'Our Ullapool' community launch event on 11th September 2024 will encourage parents and other partners to work collegiately with the school to take the wellbeing, equality and inclusion strategy forward (parents/partners invited to join/support an 'Our Ullapool' group). Community awareness and engagement will be further supported by improved use of the school website and social media channels.
- 'Be U': working towards Silver Rights' Respecting Schools Award (18-24 months). All staff to complete UNCRC/Children's Rights training (5 x 1-hour online modules) (18-24 months).
- 'Be Halthy': evaluation of breakfast club. Investigate the feasibility of increasing the number of days that the breakfast club runs. Evaluation of Wellbeing Week to inform next steps. Continue to promote health-based initiatives.
- 'Be Supportive': continue to develop the P7 buddy system and in-class support following an evaluation. Co-create an anti-bullying policy and explore the possibility of creating a 'safe space' within the school.
- Trauma-informed/Emotion Coaching training (2nd session).

Improvement Priority 4 - Raise the profile of Gaelic across the school

Summary of impact

- Increased opportunities for Gaelic Medium Education (GME) pupils and staff to lead the development of a Gaelic ethos in the school through the development of a Gaelic Council. "I have really enjoyed working with staff to promote Gaelic through the Gaelic Council. We have made Gaelic speakers feel more included in the school community" (pupil).
- GME pupils are developing skills for learning, life and work through participation in Gaelic Council discussions, delivering staff lessons and presenting at assemblies.
- GME pupils are benefitting from hearing and using Gaelic in a wider range of settings e.g Film G, Gaelic Football tournament, visit to Sabhal Mòr Ostaig and Gaelic Careers events.
- GME pupils and staff report feeling a greater sense of belonging. Almost all GME pupils (92%) report hearing Gaelic spoken in school on a daily or weekly basis and most (85%) have noticed the Gaelic signage around the school. A minority of staff (33%) report hearing Gaelic spoken in school on a daily or weekly basis and almost all (93%) have noticed the Gaelic signage around the school.
- Although the majority of GME pupils (62%) and almost all staff (93%) indicate that they are aware of what the Gaelic Council have been doing this year ('yes' and 'a little'), only a minority of English Medium Education (EME) pupils (44%) said that they were aware of the work of the Gaelic Council. Feedback from pupils (GME and EME) and staff indicates that Gaelic Council updates at assemblies and a Gaelic Council noticeboard would be helpful in raising awareness of the Gaelic Council.
- Feedback from staff indicates that they are supportive of this improvement priority. This is evidenced through attendance at Gaelic lessons, staff addressing pupils in the corridor in Gaelic and positive comments about the updated school logo, stair-art and bi-lingual presentations at assemblies. In addition, 100% of staff think that the 'Gaelic for All' programme which involves all S1 pupils studying Gaelic during term 1 is a positive step. It is hoped that the 'Gaelic for All' programme will increase the number of pupils opting to study Gaelic Learners as their 2nd language.

Satisfactory progress has been made in this improvement area.

Next steps

- Pupils taking an increasingly active role in leading the Gaelic Council e.g chairing meetings, minute taking etc.
- Pupils actively involved in the Gaelic Council gain a leadership qualification.
- Priorities outlined in Gaelic Council Action Plan actioned or amended, as appropriate.
- Provide Gaelic Council updates at assemblies, create a Gaelic Council noticeboard and organise Gaelic Week activities to further raise the profile of Gaelic and the work of the Gaelic Council across the school.
- Continue to increase pupil awareness of the economic opportunities from Gaelic.
- Implement the 'Gaelic for All' programme in S1.
- Consider increasing the S1/S2 GME period allocation, as part of the curriculum review.
- Introduce the Gaelic N4 Literacy qualification for all S3 GME pupils to raise attainment.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

As a result of our targeted numeracy support (funded by the Pupil Equity Fund) the gap in attainment between the identified pupils and their peers has been significantly reduced. Early intervention in S1 is having the most impact, with the target group showing an improvement of 60% in their scores from September 2023 to May 2024 (30 set questions within Numeracy Ninjas), compared to a 46% improvement for the year group as a whole.

An interactive touch screen was used to increase pupil engagement and confidence. S1 pupils showed an average improvement of 117% on the Leuven Scale of Wellbeing and Engagement from September 2023 to May 2024.

Feedback from pupils and parents:

“I like them [numeracy classes]. It’s fun, very helpful.”

“It helps a lot when I don’t understand something and I can just ask for help. [Numeracy class] made me improve on a lot of stuff.”

“[pupil] arrived with very little confidence in Maths. Now [after the numeracy group intervention] he has a positive attitude, less intimidated and is confident. He is happy in Maths and enjoys it.”

Wider achievements

Coileanaidhean nas fharsainghe

Support from our DYW Co-ordinator, SDS Advisor, Youth Development Officer and Active Schools Co-ordinator, as well as local partners such as Ullapool Museum, the Caledonian Hotel and Seawilding Scotland enable us to provide a wide range of experiences to our young people.

Pupils participate in a variety of activities to promote wellbeing and to build relationships with staff and each other outside of the classroom environment. This includes outdoor learning/fieldwork, the Hill to Grill IDL project (John Muir Trust), Oyster Hoisters, a S2 residential trip to Lagganlia, trips to Paris and Murrayfield, athletics, folk group, darts club and Dungeons and Dragons. In addition, our football teams regularly participate in the Small Schools football competition and our BGE Gàidhlig learners participate in the national Film G competition. The artistic and musical talents of young people were highlighted at our annual Spring Concert and with participation in the Cura Guardian Roadshow.

Pupils develop skills for learning, life and work through wider achievement options such as Navigation Skills, Web Design, British Sign Language, Mental Health and Wellbeing and the Youth Philanthropy Initiative. A strong Duke of Edinburgh programme, supported by some curricular time, sees almost all our young people achieve the Bronze Level Award. Career and STEM related activities have included visits to Inverewe gardens and Raey Forest Estate, bridge building (BAM Ritchies) and science workshops (The Newton Rooms).

Our young people’s achievements are celebrated through newsletters, assemblies, praise postcards and Saltire Awards. Pupils also capture their achievements on their digital profiles.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Please refer to the Inspection Report for further information: [UHS Inspection Report_230124.pdf](#)

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Improve our approaches to Learning, Teaching and Assessment.
2. Review and improve/extend our curriculum offer.
3. Embed 'Our Ullapool' (whole school approach to wellbeing, equality and inclusion).
4. Raise the profile of Gaelic across the school.

Planning ahead

A' planadh air adhart

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