

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25

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 in a rural, coastal setting serving the local communities of Assynt, Coigach, Dundonnell and Ullapool. Our catchment area covers 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.

There are currently 173 children and young people on the school roll. The Head Teacher (who joined us in March 2025) is supported by one Deputy Head Teacher, 7 Principal Teachers (Curriculum), 2 Principal Teachers (Guidance) and one Principal Teacher (Support for Learning).

Of our current pupils, 52.9% have recognised additional support needs and 4.7% are registered for free school meals.

We aim to develop resilient, confident and motivated young people who are active citizens in their community. In doing so, we want to provide individuals with the opportunity to maximise their potential in a safe, creative and nurturing environment. We believe in the power of dreaming big and working together to ensure pupils reach their potential. Together, #wereach.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English is very good and in numeracy and Mathematics is good. The majority of children achieve appropriate CfE levels in literacy, although less than half have achieved level 4 Numeracy. Most children who face barriers to learning are making good progress towards meeting their individual targets.

We have very positive partnerships with local businesses, industry, UHI, DYW and SDS and these are adding significant value to the learner experience. We offer a wide range of curriculum pathways (including NPAs, Foundation Apprenticeships, Degree level modules), catering for the needs of different pupils and maximising their potential.

We have had no exclusions this year.

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Date relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
172	86.8%%	22

S1	S2	S3	S4	S5	S6
35	31	28	29	29	20

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0%	13.4%	34.3%	52.3%	0%	0%

ASN	FSM	EAL
52.9%	4.7%	4%

Glossary:

FTE – Full Time Equivalent

SIMD – Scottish Index of Multiple Deprivation

SIMD1 % pupils living in most deprived areas

SIMD5 – % pupils living in least deprive areas

ASN – Additional Support Needs

EAL – percentage of learners whom English is an Additional Language

Attainment

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

2024/2025 Proportion of pupils (x29) achieving Curriculum for Excellence Levels by the end of S3

Level 3

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

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Less than half

Gaelic Medium

2023/2024 Proportion of pupils (x8) achieving expected Curriculum for Excellence Levels by the end of S3
Level 3

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
Less than half	Less than half	Less than half

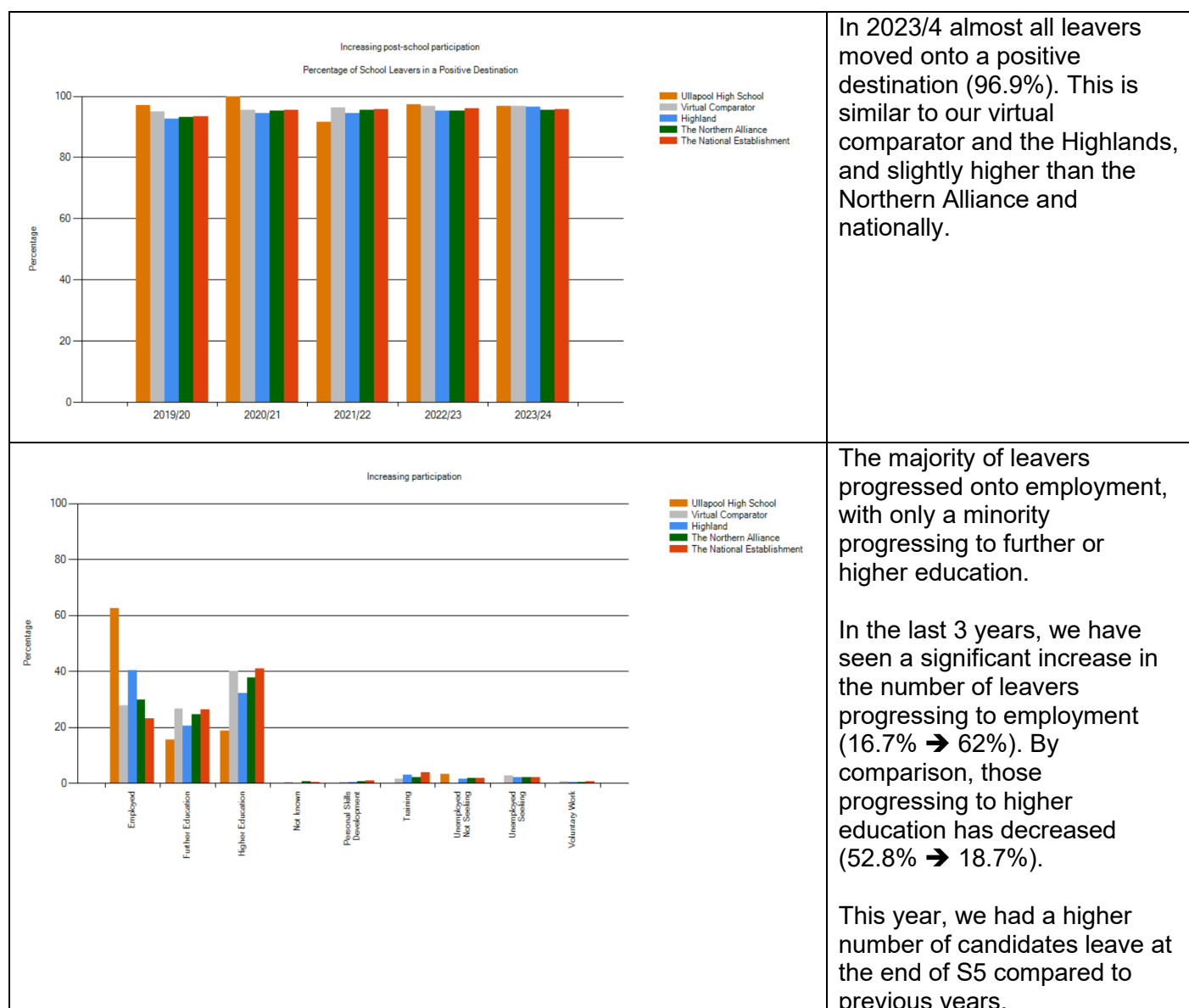
Senior Phase – National benchmarks (leavers data)

Literacy and Numeracy

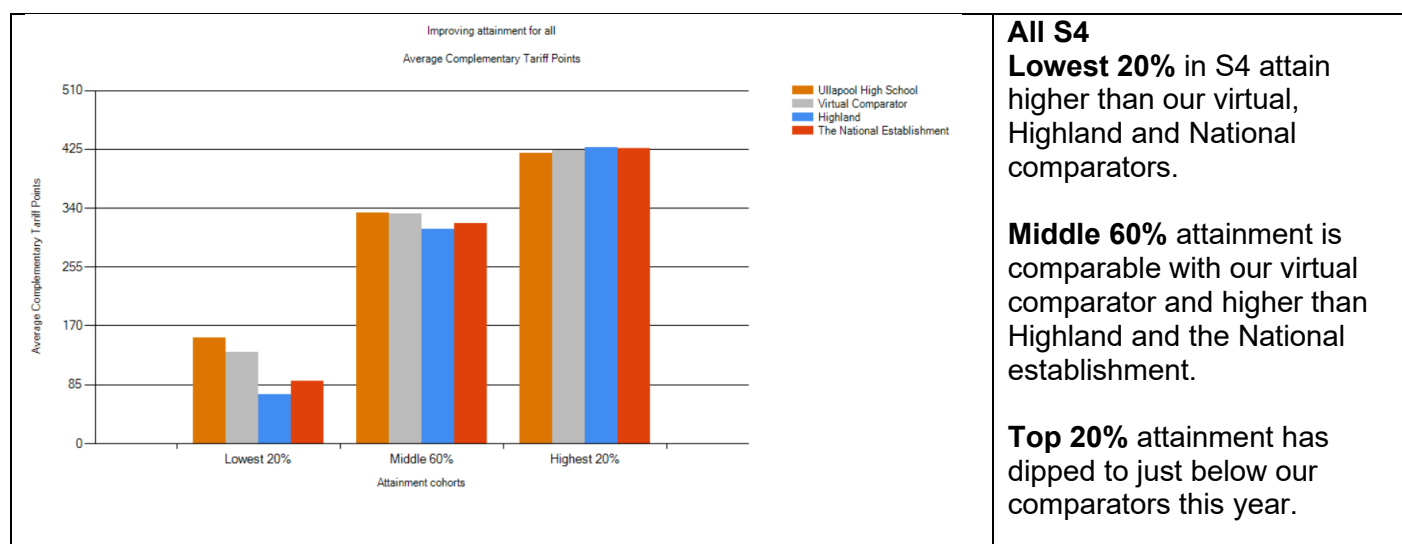
Improving attainment in literacy and numeracy Percentage of Leavers Attaining Literacy <table><tr><th>Year</th><th>Ullapool High School SCQF 4</th><th>Virtual Comparator SCQF 4</th><th>Ullapool High School SCQF 5</th><th>Virtual Comparator SCQF 5</th></tr><tr><td>2020</td><td>98%</td><td>95%</td><td>98%</td><td>92%</td></tr><tr><td>2021</td><td>98%</td><td>95%</td><td>98%</td><td>92%</td></tr><tr><td>2022</td><td>98%</td><td>95%</td><td>92%</td><td>92%</td></tr><tr><td>2023</td><td>98%</td><td>95%</td><td>85%</td><td>90%</td></tr><tr><td>2024</td><td>98%</td><td>95%</td><td>95%</td><td>92%</td></tr></table>	Year	Ullapool High School SCQF 4	Virtual Comparator SCQF 4	Ullapool High School SCQF 5	Virtual Comparator SCQF 5	2020	98%	95%	98%	92%	2021	98%	95%	98%	92%	2022	98%	95%	92%	92%	2023	98%	95%	85%	90%	2024	98%	95%	95%	92%	All S4-6 pupils achieved level 4 literacy, and almost all achieved level 5 literacy (96.9%). Level 5 literacy increased by 12.7% from 2023. Our level 5 literacy attainment is the highest it has been in 3 years. We continue to perform better than the virtual comparator in this measure at level 4 and 5.
Year	Ullapool High School SCQF 4	Virtual Comparator SCQF 4	Ullapool High School SCQF 5	Virtual Comparator SCQF 5																											
2020	98%	95%	98%	92%																											
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(NB as a small school, 3% represents 1 pupil).

Senior Phase Leavers



Cohorts of Pupils – Attainment for All



Improving attainment for all Average Complementary Tariff Points Legend: Ullapool High School (orange), Virtual Comparator (grey), Highland (blue), The National Establishment (red) <table><thead><tr><th>Attainment cohort</th><th>Ullapool High School</th><th>Virtual Comparator</th><th>Highland</th><th>The National Establishment</th></tr></thead><tbody><tr><td>Lowest 20%</td><td>200</td><td>200</td><td>150</td><td>180</td></tr><tr><td>Middle 60%</td><td>550</td><td>580</td><td>550</td><td>580</td></tr><tr><td>Highest 20%</td><td>950</td><td>950</td><td>950</td><td>950</td></tr></tbody></table>	Attainment cohort	Ullapool High School	Virtual Comparator	Highland	The National Establishment	Lowest 20%	200	200	150	180	Middle 60%	550	580	550	580	Highest 20%	950	950	950	950	All S5 (from S5 roll) Lowest 20% attain well against the virtual comparator, and higher than Highlands and the National establishment. Our middle 60% and top 20% attain similar to the Highland and National establishment, but slightly lower than our virtual comparator.
Attainment cohort	Ullapool High School	Virtual Comparator	Highland	The National Establishment																	
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Middle 60%	550	580	550	580																	
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Attainment cohort	Ullapool High School	Virtual Comparator	Highland	The National Establishment																	
Lowest 20%	450	350	300	350																	
Middle 60%	900	850	800	850																	
Highest 20%	1350	1350	1350	1350																	

Against other measures:

- Most leavers attain 5 qualifications at level 5 (75%), an increase from the majority (66%) last year, and a minority achieve 5 at level 6 (31%), again an increase from 21% last year
- Our 5 at L5 measure is 5% lower than the virtual comparator and our 5 at L6 measure 3% lower than the virtual comparator
- Most leavers attain at least one qualification at level 6 (81%) with our virtual comparator at 78%. This measure has increased by 13% since 2022-23.
- 100% of our S6 leavers obtained 5 or more at level 5 (against a comparator of 90%) and 2 or more level 6 qualifications (against a comparator of 83%)
- Attendance is again now in line with the authority's average and has seen a cumulative improvement since March. This is largely down to educating families and pupils, and refining our attendance processes.

(NB as a small school, 3% attainment represents 1 pupil).

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:

Wellbeing
Equality
Respect
Environment
Ambition
Community
High Quality Learning and Teaching

#wereach



Review of progress of improvement plan projects for session 2024/25

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Improvement Plan Priority 1 – improve our approaches to learning, teaching and assessment	
Summary of impact	Next steps
- Almost all teaching and learning is informed by school values - Rights respecting articles are known by all staff and becoming embedded in lessons and across the school; currently working towards Silver - Good progress has been made, with all staff engaging in teaching sprints and most pupils feeling the teaching quality is high (84.5%) - The % of pupils who strongly agree or agree in 10 out of 14 indicators has increased. - Almost all pupils feel relationships in class are positive, supportive, respectful and aspirational. Almost all pupils are clear about what they are learning and why, and know how to demonstrate their learning. - Almost all staff now record appropriate interventions on the tracking and monitoring system, with a dashboard in development - Almost all pupils feel they engage in a range of learning activities (91%) - Improved staff dialogue within school, the ASG and Nationally on sharing good practice and engaging in subject-specific dialogue - Attainment in a range of measures is strong and sometimes above comparators	- Review our LTA framework to ensure it is informed by best-evidence based practice and takes account of pupils' prior learning and knowledge - Continue to embed teaching sprints across the school and opportunities for sharing good practice - Working towards Silver Rights Respecting School status - Work with ASG HTs to identify opportunities to share good practice and moderation (particularly in Literacy and numeracy) - Share monthly Learning & Teaching updates with staff highlight sector practice, CLPL opportunities etc - Engage staff in data analysis at whole-school and department level in line with new LA policy

Wellbeing – Equality – Respect – Environment – Ambition – Community – High Quality Learning & Teaching #wereach

School Improvement Plan Priority 2 – review and improve/extend our curriculum offer	
Summary of impact	Next steps
- The school offers a strong range of opportunities for learners to achieve, including accredited wider achievement options from S5-S6 - Our 2+1+3 curriculum structure provides significant opportunities for personalisation. Pupils are very appreciative of the range of opportunities, given we are a small school. - SCQF School Ambassador bronze achieved and submitting Silver application in early 2025-26 - Some work has been completed on our curriculum audit and rationale, but it is too early to measure impact - Our work with DYW is strong and continues to grow. In 2024-25, we achieved a 560% KPI 1 (employer engagement and local partnerships) as a % of school roll - The majority of pupils across S5 and S6 are involved in 'Our Ullapool', developing skills for learning, life and work. - GME pupils are developing skills for learning, life and work through participation in Gaelic Council discussions, delivering staff lessons and presenting at assemblies. - Several pupils work with Active Schools and/or the Youth Development Team to gain further wider achievement awards. - We are at an early stage of embedding meta-skills within the curriculum. Only a minority of staff currently explicitly refer to these in classes.	- Explore opportunities for wider achievement accreditation in S1/2 - Review curriculum rationale, in conjunction with partners, for currency and relevance - SCQF Silver Ambassador school status – June 2025 submission - Opportunities to capture all stakeholder voice in curriculum design, rationale and development required - Develop a whole school approach to developing explicit awareness of meta skills within the curriculum - Work with DYW to provide accredited work experience - Continue to work proactively with partners to ensure a suitable curriculum for every pupil - Several departments to review BGE offering for challenge, relevance and engagement

School Improvement Plan Priority 3 – embed our whole school approach to wellbeing, equality and inclusion ('Our Ullapool')	
Summary of impact	Next steps
- Our wellbeing and inclusion strategy – Our Ullapool – is having a positive impact on the ethos of the school. - Engagement with our 3 leadership groups associated with the strategy – Be U, Be Healthy and Be Supportive, has remained constant. Staff support for these groups is strong - Across each motivating factor within the Glasgow Wellbeing & Motivational Profile, our scores have steadily increased across all 4 measures since May 2023. - Almost all pupils feel positive about relationships in classes. - Uptake for our weekly breakfast club is steady and pupil led. - Almost all staff feel valued - Our capacity and confidence to meet the needs of specific young people with targeted and complex Additional Support Needs (including behaviour) is steadily growing and is a priority area. - Almost all staff feel part of the school community and appropriately supported to undertake their role. - The school is committed to being an inclusive environment where difference is valued and celebrated. This year, we participated in our first Pride Month.	- Relaunch the 3 Our Ullapool groups as part of our new Leading Ullapool programme for S5/6 (dedicated period per week) - The use of the wellbeing wheel and SHANNARI indicators needs to be used more as part of the language of the school. - Launch new house system from August including role of Senior Pupils - Work at pace to achieve Rights Respecting Schools (Silver) status. - Time for Inclusive Education training scheduled for staff (Autumn 2025) and workshops for all pupils in November 2025 - Review of pupil voice strategies in 2025/26 to increase sense of belonging and importance

	Review of positive relationships policy via working group in line with new Scottish Government guidance published June 2025
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School Improvement Plan Priority 4 – raise the profile of Gaelic across the school	
Summary of impact	Next steps
- Some progress has been made to embed the Gaelic Council in the roll of the school, with regular meetings being held - Further work is needed to embed the Gaelic Action Plan within the work of the school - Pupils regularly engage in Gaelic activities out with the class classroom and engage in wider activities/events to develop their language skills - Gaelic Learners N4 qualification has been introduced	- Identify key measures of success for the Gaelic Council and monitor impact - Gaelic Action Plan to become part of school life 0.2 FTE Gaelic is being employed to develop Gaelic strategic priorities

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Improved timekeeping for 5 out of 6 pupils
- Improved attendance for one out of 5 pupils
- Fifteen pupils took part in the Numeracy targeted small-group intervention; these pupils achieved an average of 71% on Numeracy Ninjas compared to a previous average of 25%
- The Leuven Scale of Engagement showed an increase of 144% for this group of 15 pupils
- Improvement in tier 2 vocabulary for targeted pupils

Wider achievements

Coileanaidhean nas fharsainghe

- Seven S1, 2 x S3 and 1 x S4 pupils have completed the entry level Leadership Award with Active Schools
- Two S3 and 2 S6 pupils completed the Choose to Lead Award with Active Schools
- One S5 pupil completed the Silver level Leadership Award with Active Schools
- Four pupils completed the Scottish Football Association online course and one achieved the 1.1 Coaching Badge
- Almost all S2 undertook 'Hill to Grill' in partnership with DYW and local businesses.
- Almost all S3 undertook the Award in Mental Health & Wellbeing
- Almost all S3 engaged in the Young and Philanthropy Initiative
- Eleven S3 pupils held a Children in Need bake sale and Navy Chefs 'Ready, Steady, Cook' challenge
- Eight S3 pupils undertook British Sign Language (BSL) training
- S1 and some of our S2 pupils are working with The Dolphin Arts Project to design a new logo for the group.
- Duke of Edinburgh – 21 x S3 participated in Bronze, 13 x S4/5 participated Silver and 7 x S6 participated in Gold
- S3 – 7 pupils completed Young STEM Leader (level 4)
- Thirteen S3 pupils undertook Rural Skills level 4

- Ten trained S5/6 SCQF Ambassadors
- Eight S5/6 participated in Powering Futures level 6
- Two S6 pupils completed the My Future My Success programme
- Four senior pupils completed Barista training and ran the school's coffee shop
- 20 students collaborated for 50-80 hours extra-curricular work co-directing, acting, staging and setting music to "Much Ado about Nothing", the comedy dated 1600 by Shakespeare

Comments from learners, families, stakeholders and staff

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

- "We've noticed a difference in the boys who say the school is already a happier place which is more welcoming and inclusive". (*Parent, March 2025*).
- "New executive leadership has already had a very impressive impact on the school. Sense of professionalism, ambition and respect clearly beginning to pervade the school". (*Teacher, May 2025*)
- "The school is moving in the right direction and there's a notable improvement in the general positivity and wellbeing around the school". (*Teacher, May 2025*).

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

	2024-2025
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Very good
QI 3.2 Raising attainment and Achievement	Good
Other QIs reviewed.	
• QI 2.2 Curriculum – theme 3 - pathways • QI 2.7 Partnerships – theme 3 – impact on learners – parental engagement	Good Satisfactory

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

Our overall focus is on raising attainment, underpinned by attendance, achievement, behaviour and curriculum.

Session 2025/26 is year 3 of 3 of our current school improvement cycle, with the focus being on enhancing what we currently do and ensuring consistency across the school.

Improvement Priority Title
1. Improve and embed consistent approaches to high-quality learning, teaching and assessment
2. Review and enhance our curriculum offer
3. Enhance 'Our Ullapool' (whole school approach to wellbeing, equality and inclusion)
4. Raise and enhance the profile of Gaelic across the school

Planning ahead

A' planadh air adhart

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

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%