



Ard Sgoil Ulapuil

ULLAPOOL HIGH SCHOOL

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2025-2026

Overview of National and Local Priorities

National Improvement Framework Key Priorities ☐ Placing the human rights and needs of every child and young person at the centre of education ☐ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children and young people ☐ Improvement in skills and sustained, positive school-leaver destinations for all young people ☐ Improvement in attainment, particularly in literacy and numeracy		National Improvement Framework Key Drivers ☐ School and ELC leadership ☐ Teacher and practitioner professionalism ☐ Parent/carer engagement and family learning ☐ Curriculum and assessment ☐ School and ELC improvement ☐ Performance information
How good is our school? (4th edition) ☐ 1.1 Self-evaluation for self-improvement ☐ 1.2 Leadership of learning ☐ 1.3 Leadership of change ☐ 1.4 Leadership and management of staff ☐ 1.5 Management of resources to promote equity ☐ 2.1 Safeguarding and child protection ☐ 2.2 Curriculum ☐ 2.3 Learning, teaching and assessment ☐ 2.4 Personalised support ☐ 2.5 Family learning ☐ 2.6 Transitions ☐ 2.7 Partnership ☐ 3.1 Ensuring wellbeing, equality and inclusion ☐ 3.2 Raising attainment and achievement ☐ 3.3 Increasing creativity and employability	ELC Quality Improvement Framework Realising the Ambition Leadership: ☐ Leadership and management of staff and resources ☐ Staff skills, knowledge, values and deployment ☐ Leadership of continuous improvement Spaces & environment: ☐ Children thrive and develop in quality spaces ☐ Inside and outside, open ended and natural resources Children play and learn: ☐ Play and learning ☐ Curriculum ☐ Learning, teaching, and assessment ☐ Inspiring confidence, creativity, and curiosity Children are supported to achieve: ☐ Nurturing care and support, interactions, and relationships ☐ Wellbeing, inclusion, and equality ☐ Children's progress – observations, planning, and tracking ☐ Safeguarding and child protection	Highland Council Education Priorities ☐ We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. ☐ We will focus our improvement on the themes within our Raising Attainment and Achievement Strategy: 1. Leadership 2. Learning & Teaching 3. Curriculum 4. Data Analysis ☐ We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.
How good is OUR school? ☐ Theme 1 Our relationships ☐ Theme 2 Our learning and teaching ☐ Theme 3 Our school and community ☐ Theme 4 Our health and wellbeing ☐ Theme 5 Our successes & achievements	Gaelic Education ☐ <u>Education Scotland Advice on Gaelic Education</u> focus: - high quality GME immersion experiences - improving fluency - whole school Gaelic ethos ☐ Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase ☐ <u>Gaelic Learner Education Experiences</u> ☐ Initiatives and projects that promote and support Gaelic extra-curricular experiences ☐ <u>Local Authority Gaelic Language Plan</u> priorities, initiatives, and activities to promote Gaelic across the 4 themes of - Communities and Home - Media, Arts, Culture and Heritage - Business and the Economy - Education	Health and Social Care Standards ☐ I experience high quality care and support that is right for me. ☐ I am fully involved in all decisions about my care and support. ☐ I have confidence in the people who support and care for me. ☐ I have confidence in the organisation providing my care and support. ☐ I experience a high-quality environment if the organisations provide the premises.



Establishment Improvement Priorities	RAAS Themes 1-4	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	HGIOS? 4	ELC QI Framework	Linked GME Priority	Linked H&SC Standard
1. Learning, teaching and assessment	LTA	Closing the attainment gap between the most and least disadvantaged children and young people	Teacher and practitioner professionalism	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment	Choose an item.	Choose an item.	
2. The Curriculum	Curriculum	Improvement in skills and sustained, positive school-leaver destinations for all young people	Curriculum and assessment	We will maximise opportunities for our children and young people	2.2 Curriculum	Choose an item.	Choose an item.	
3. Pupil & Staff Wellbeing	Leadership	Improvement in children and young people's health and wellbeing	School and ELC Leadership	We will maximise health and wellbeing for all children and young people	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	Choose an item.	
4. Gaelic Language & Culture	Curriculum	Placing the human rights and needs of every child and young person at the centre	School and ELC leadership	We will maximise opportunities for our children and young people	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	Choose an item.	



ULLAPOOL HIGH SCHOOL

SCHOOL IMPROVEMENT PRIORITIES 2025/26



To give power to the authority's **Raising Attainment & Achievement Strategy (RAAS)**, each action in this SIP is linked to one of its four themes: **curriculum, learning & teaching, leadership, and data.**

Action Plans

Improvement Priority 1 Action Plan		Improve and embed consistent approaches to high-quality learning, teaching and assessment	Lead: Lee Coutts, Head Teacher	
Please detail the information/data which has prompted this work:				
- Quantitative information from pupil survey conducted twice in both 2023/24 and 2024/25 - Quantitative information and feedback from staff on learning, teaching and assessment audit in 2024/25 - Feedback from lesson observations conducted by CLO and SLT in November 2024 - Feedback from teaching sprints and self-evaluation tools using the Northern Alliance Learning & Teaching Toolkit - Relevant statistical information from Insight, teacher judgements and tracking & monitoring data - Feedback from Education Scotland in 2024				
Expected outcomes:		Measures:	QI	When? Who?
- All or almost all pupils reporting a positive experience in each aspect (x 14) of our learning, teaching and assessment framework by March 2026 (baseline: 5 almost all, 8 most and one majority) - All or almost all staff are making effective use of available data, assessment information and knowledge to inform planning and interventions by June 2026 (baseline: most) - Increased attainment for all by August 2026, specifically: - Average complimentary tariff points in S4 and S5 by approx. 50 points each across middle 60% and top 20% - Increase in line with our virtual comparator (3%) the % of learners achieving level 4 and level 5 numeracy - Our 5@L5 and 5@L6 target increase by 5% and 3% respectively in line with the VC - The % of S6 pupils (based on S6 school roll) achieving 1@6 by 5% (baseline 75%), and 1@7 by 10% (baseline 35%) - Achievement of silver Rights Respecting Schools by August 2026 (baseline: bronze)		- Focus groups with staff and pupils - Learning, teaching and assessment survey - Lesson observation feedback - Teaching sprint reflection and feedback - CfE levels, attainment and insight data	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	All teaching staff, Pupil House Leaders

QI 1.5 Management of Resource		QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time Resource	Who?	When?	Progress
Creation of working groups to review whole school approaches to literacy and numeracy (RAAS – leadership, learning & teaching)	5 hours each	All teaching staff	From August 2025	
Allocation of a dedicated numeracy PSA to support improvement in CfE numeracy levels for targeted pupils (RAAS – learning & teaching, data)	6 hours per week	PSA, targeted pupils	From August 2025	
Review our LTA framework to ensure it is informed by best-evidence based practice and takes account of pupils' prior learning and knowledge (RAAS – leadership, learning & teaching)	10 hours over year	All teaching staff and pupils	From October 2025	
Continue to embed teaching sprints across the school and opportunities for sharing good practice (RAAS – learning & teaching)	5 hours over year	All teaching staff	From August 2025	
Working towards Silver Rights Respecting School status (RASS – leadership, curriculum, learning & teaching)	As required	Ruth Thompson (lead) All staff, all pupils.	From August 2025	
Work with ASG HTs to identify opportunities to share good practice and moderation (particularly in Literacy and numeracy) (RASS – leadership)	One meeting termly	HT	From August 2025	
Engage staff in data analysis at whole-school and department level in line with new LA policy (RAAS – leadership, data)	5 hours over the year	HT and all staff	From August 2025	
Share monthly Learning & Teaching updates with staff highlight sector practice, CLPL opportunities etc (RAAS – learning & teaching)	1 hour per month	HT	From May 2025	
Evaluate the impact of CLPL on questioning during 2025-26. (RAAS – learning & teaching)	2 hours	HT and teaching staff	From August 2025	
Staff CPD on what quality homework and feedback looks like will be scheduled for 2025/26 (RAAS – learning & teaching)	4 hours	HT and teaching staff	INSET days	
SLT will continue to support staff to engage in National work with SQA and Education Scotland (e.g. via the CIC) (RASS – leadership)	As required	HT, DHT	From August 2025	
The format of TMRs will be reviewed as will our use of our tracking dashboard in 2025-26 (RAAS – data)	As required	DHT and teaching staff	From August 2025	
How other achievements are captured will be led by authority-level work on data (RAAS – data)	As required	DHT and teaching staff	From August 2025	
Termly raising attainment meetings in Numeracy and Literacy with SLT and departments (RAAS – data)	2 hours termly	HT, DHT, Numeracy and Literacy staff	From September 2025	
Explore paid study school options for Easter break in advance of the exam diet (RAAS – learning & teaching)	As required	HT and DHT	April 2026	

Identify ways of parents being more actively involved in learning with their child; hold at least one family learning event in 2025-26 linked to numeracy and/or literacy (RAAS – learning & teaching)	As required	HT, Parent Council and Parent Forum	From October 2025	
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Improvement Priority 2 Action Plan		Review and enhance our curriculum offer	Lead: Jo Stewart, Depute Head Teacher	
Please detail the information/data which has prompted this work: • Our commitment to providing a rich, meaningful and current curriculum that meets learner, local and national industry needs and allows them to maximise attainment and achievement • Changing leavers destinations (67% in 23/24 progressed to employment compared to 16.7% in 21/22) • 2023/24 saw a higher number of S5 pupils leave school – need to see whether this becomes a trend • Feedback from Education Scotland in 2024 • Changing local and national industry trends – SDS labour market intelligence •				
Expected outcomes: • Senior phase pupils' aspirations and skills are increased through enhanced course options by February 2025 • Introduction of SQA accredited work experience for targeted Senior pupils by December 2025 • Introduction of SQA Leadership Award for all S5/6 pupils by October 2025 • At least one wider achievement and/or IDL options available in S1 and/or S2 by May 2026 (baseline: 0) • Increase in awareness and knowledge of meta skills to the majority of pupils across all year groups by June 2026 (baseline: a few) • Increased attainment for all by August 2026, specifically: ○ Average complimentary tariff points in S4 and S5 by approx. 50 points each across middle 60% and top 20% ○ Increase in line with our virtual comparator (3%) the % of learners achieving level 4 and level 5 numeracy ○ Our 5@L5 and 5@L6 target increase by 5% and 3% respectively in line with the VC ○ The % of S6 pupils (based on S6 school roll) achieving 1@6 by 5% (baseline 75%), and 1@7 by 10% (baseline 35%) • Achievement of Silver SCQF Ambassador award (August 2025) and Gold by June 2027 along with Sports Scotland Gold status (baseline: silver) • Increased performance in Developing the Young Workforce (DYW) performance indicators: ○ KPI 1 – increase employer engagement and local partnerships by 30 interactions (baseline: 968) ○ KPI 2 – increase number of DYW pledges by one (by June 2026 (baseline: 4) ○ KPI 3 – increase number of apprenticeship opportunities, work placements and other partner activities by one by June 2026 (baseline:13)	Measures: • Course choice information • Tracking and monitoring meeting and reports • Number of pupils engaging with Active Schools and the Youth Development Team • Developing the Young Workforce key performance indicators • Stakeholder focus groups and input • CfE levels, attainment and insight data	QI 2.2 Curriculum 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	When? Who? DHT (lead), Principal Teachers, Pupil SCQF Ambassadors, Pupil House Leaders	



○ KPI 4 – increase number of opportunities for young people from target groups by 10% (baseline: 387).				
QI 1.5 Management of Resource		QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time Resource	Who?	When?	Progress
Review curriculum rationale in conjunction with partners for currency and relevance (RAAS – leadership, curriculum)	On-going	DHT, Parent council, Local industry, pupils, DYW and SDS partners	By January 2026	
Evaluate the impact of the reduction of timetabled time given to Senior phase classes (6 to 5 periods) since August 2024 (RAAS – curriculum)	As required	DHT, staff, S5/6	By January 2026	
Re-establish Associated School Groups (ASG) since the appointment of new permanent HTs to each school (RAAS – leadership)	One meeting termly	HT, ASG HTs	By October 2025	
Explore opportunities for wider achievement/IDL in S1/2 (RAAS – curriculum)	As required	DHT, Principal Teachers, P7, S1 and S2 pupils	By March 2026	
SCQF Ambassador silver status submission (June 2025) and working towards Gold (RAAS – leadership, curriculum)	As required	Claire Cormack (lead), SCQF Ambassadors	By June 2027	
Develop a whole school approach to developing explicit awareness of meta skills within the curriculum for 2026/27 (RAAS – leadership, curriculum)	As required	All teaching staff, all pupils	By June 2026	
Work with DYW to provide accredited work experience for Senior pupils (RAAS – curriculum)	As required	HT, DHT, DYW Coordinator, PT Guidance, S4-6 PUPILS	By June 2026	
Some departments to review BGE offering for challenge, relevance and engagement (RAAS – leadership, curriculum)	Dept meetings	Principal Teachers Curriculum and teaching staff, S1-S3 pupils	By June 2026	
To support numeracy attainment, identify alternative awards to credit Numeracy measure (RAAS – curriculum, data)	As required	HT, Principal Teacher Maths	By June 2026	
Introduction of ‘Leading Ullapool’ – a timetabled leadership programme for all S5/6 pupils (RAAS – curriculum)	1 hour per week	HT, Principal Teachers Guidance & SFL, relevant teaching staff, S5/6 pupils	From August 2025	
Achieve Sports Scotland Gold status (RAAS – curriculum)	As required	HT, Principal Teacher PE, Active Schools Coordinator	By June 2026	
Keep abreast of Curriculum Improvement Cycle, changes to Qualifications Scotland and evolving technical framework (RAAS – curriculum)	As required	HT, DHT	By June 2025	

Improvement Priority 3 Action Plan		Enhance 'Our Ullapool' (our whole school approach to wellbeing, equality and inclusion)	Lead: Andrew Inglis, Principal Teacher Guidance		
Please detail the information/data which has prompted this work: - Focus groups with pupils, staff and other partners - Data from Glasgow Motivation & Wellbeing Profile (April 2025) and Highland Lifestyle Survey (June 2025) - Observation and reflections of new Head Teacher - Secondary attendance dashboard - Self-evaluation feedback using the Forth Valley & West Lothian Attendance toolkit (May 2025)					
Expected outcomes: - Increase in one point in all 4 areas of the GMWP by October 2025 and a further point increase in each area by May 2026 - Increase to majority of all pupils participating in 'Our Ullapool' groups by December 2025 (baseline: less than half) - Increase awareness to the majority of partners and families of 'Our Ullapool' by December 2025 (baseline: a few) - Increase in pupil attendance to 90% across all year groups by June 2026 (baseline: 87.1%) Enhanced and more effective processes and practices to support those young people with additional support needs by December 2025 Increased opportunities for pupil voice and leadership to support learner journey and school improvement by June 2026		Measures: - GMWP scores - Number of referrals, complaints and incidents recorded - Number of pupils engaged in Our Ullapool - Achievement of silver Rights Respecting Schools - Secondary attendance dashboard - Individual pupil attendance profiles - Use of UNCRC and reference to Children's Rights across the school		QI 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support	When? Who? Andrew Inglis (lead), Claire Cormack (PT Guidance), Paula Clarke (PT SfL), Jo Stewart (DHT), Rowan Watkins (Teacher), all staff, Pupil House Leaders SLT link - DHT
QI 1.5 Management of Resource					
QI 1.3 Leadership of Change					
QI 1.1 Self-evaluation for self-improvement					
Implementation/Actions		Time Resource	Who?	When?	Progress
Relaunch the 3 Our Ullapool groups as part of our new Leading Ullapool programme for S5/6 (dedicated period per week) (RAAS – leadership, curriculum)		As required	Andrew Inglis (PTG lead), relevant staff and pupils	From August 2025	
Review our P7-S1 transition programme given changes to ASG (RAAS – leadership, curriculum)		As required	HT, Transition Coordinator, S1 pupils and families	From September 2025	
Evaluate impact of changes made to Positive Relationships Policy (including mobile phone position) in August 2025 and in line with new National policy and consequences guidance on Relationships & Behaviour (RAAS – leadership)		As required	HT, PTs Guidance, all pupils	From August 2025	

Launch new house system from August including role of Junior and Senior House Leaders (RAAS – leadership)	As required	HT, David Lees (PT Physical Education), staff and pupils	From august 2025	
Time for Inclusive Education training scheduled for staff (Autumn 2025) and workshops for all pupils in November 2025 (RAAS – leadership)	6 hours	HT, all staff, pupils	September – November 2025	
Review of pupil voice strategies in 2025/26 to increase sense of belonging and importance (RAAS – leadership)	As required	HT, PTs Guidance, all pupils	From October 2025	
Mechanisms for incorporating the wellbeing wheel and SHANNARI indicators need to be used as part of the language of the school (RAAS – leadership, learning & teaching)	As required	DHT, PTs Guidance	From August 2025	
PSE and PTsG to collaborate to increase engagement and usefulness of MHWB award for S3 pupils (RAAS – curriculum, learning & teaching)	As required	DHT, PTs Guidance, PSE Teacher, relevant Teachers	From August 2025	
Introduce mentors in violence programme – 6 staff to be trained and take forward across the school (RAAS – curriculum)	As required	PTs Guidance, relevant staff	From August 2025	
Processes and procedures to meet the needs of young people with ASN need to be strengthened (RAAS – leadership, data)	As required	DHT, PT Support for Learning	From August 2025	
Continue to embed new attendance processes and focus on educating families and pupils on benefits of attendance, in line with new authority attendance policy (RAAS – leadership, data)	As required	HT, PTs Guidance, families and pupils	From March 2025	
Consider guidance and resources published as part of the Youth Voice Toolkit (August 2025) and SHANNARI School Toolkit (Highland Council) for use with pupil body (RAAS – leadership)	As required	PTs Guidance, Youth Development Officer	August – November 2025	
Explore opportunities for introduction of support groups e.g. nurture, Seasons for Growth, CBT, Decide Skills – PEF funded (RAAS – curriculum, leadership)	As required	HT, DHT, PTsG, PT SFI.	From October 2025	



Improvement Priority 4 Action Plan		Raise and enhance the profile of Gaelic language and culture across the school	Lead: David Crook, Principal Teacher Languages and Catriona Maclean, Teacher of Gaelic	
Please detail the information/data which has prompted this work: - Local and national priorities, Highland Council Gaelic Language Action Plan, Gaelic Language Plan 2022-27 - School values and commitment to Gaelic language and culture - Inspection Advice on Gaelic Education – Key Messages (June 2022) and Up: HM Inspectors (December 2023)				
Expected outcomes: - Increased awareness of the role of Gaelic language and culture within the local area by June 2026 - Increase by 20% the number of pupils undertaking a Gaelic qualification in the senior phase by 2026-27 - Increased participation of pupils attending twice termly Gaelic council meetings by January 2026 - Increased visibility and audibility of Gaelic language across the school by June 2026		Measures: Pupil and staff surveys, focus groups Course choice information Self-evaluation toolkit – Gaelic language	QI 3.1 Ensuring wellbeing, equality and inclusion	When? Who? David Crook (PT), Gaelic teaching staff, Pupil Gaelic Council SLT link - DHT
		QI 1.5 Management of Resource	QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time Resource	Who?	When?	Progress
Utilise an available 0.2 FTE of Gaelic staffing to work on whole school Gaelic priorities (RASS – all)	0.2 FTE	Teacher of Gaelic	From August 2025	
Pupil Gaelic Council meetings to take place twice per term (RAAS – leadership, curriculum)	Twice termly	PT and Teachers of Gaelic, Gaelic Pupil Council	From August 2025	
Review progression opportunities across all stages to ensure GME pupils leave school with at least a National Qualification in Gaelic or Literacy award through the medium of Gaidhlig (RAAS – curriculum, data)	As required	DHT, PT and Teachers of Gaelic	By March 2026	
Introduce a Gaelic for All programme for S3 as part of the wider achievement programme (RASS – all)	One period per week	Teacher of Gaelic	From August 2025	
Provide at least 2 opportunities for pupils to attend relevant career events to highlight opportunities available in Gaelic language and culture (RAAS – curriculum)	Two events	PT and Teachers of Gaelic	By June 2026	
Increased opportunities for pupils to attend events at Sabhal Mor Ostaig (RAAS – curriculum)		PT and Teachers of Gaelic	By June 2026	
Review signage in school and translate into Gaelic (RAAS – curriculum)	As required	HT, Teachers of Gaelic	By June 2026	
Translate key school documents into Gaelic for pupils, families and staff (RAAS – leadership, curriculum)	As required	HT, Teachers of Gaelic	By June 2026	

Hold focus groups with pupils across the school to measure perception and attitudes towards Gaelic to inform 2026/27 priorities (RAAS – data)	As required	PT and Teachers of Gaelic	By June 2026	
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