



Standards and Quality Report 2024 - 2025

TIREE HIGH SCHOOL TIREE PRIMARY SCHOOL



Context of the school

Including some or all of the following:

- basic school details (roll, class composition etc.)
- school vision, value and aims;
- local contextual issues;
- factors affecting progress (e.g. staffing changes/issues).

Tiree Schools are non-denominational, co-educational school serving the island of Tiree, the most westerly island of the Inner Hebrides. The Isle of Tiree, in Gaelic, Eilean Thiriodh, is a relatively small island - about twelve miles long and three miles wide, with a permanent population of around 650. The island welcomes around 30,000+ tourists each year and this is increasing year on year. Since 2015 the tourism sector has become increasingly important to the island. The land is highly fertile, and crofting, alongside tourism, and fishing are the main sources of employment for the islanders. The landscape of Tiree is rather flat and has been described as 'a raised beach' and 'the land below the waves'. Tiree is one of the sunniest places in the UK. Tiree has a declining but still considerable percentage of Gaelic speakers. In 2001, 368 residents (47.8%) spoke Gaelic. By 2011 the figure had decreased to 240 (38.3%), still the highest percentage of speakers in the Inner Hebrides. Tiree has a strong music and language tradition; Fèis Thiriodh has been running every year for 30 years and the island has hosted the annual Tiree Music Festival since 2010. Additionally, art, craft and design, bakery and confectionery, catering, windsurfing, pony trekking, hospitality and a dynamic entrepreneurial 'spirit' are a key feature of the island.

THS shares a campus with Tiree Primary School located in Cornaigmore, a crofting township on the north of the island. The schools have separate teaching areas but share a main entrance and foyer, administrative office, dining hall/gym hall, first aid room, pastoral office, the all-weather pitch and sports field.

Tiree High School is linked to Oban High School sharing resources, teaching through VC as well as cultural experiences that benefit both the staff and pupils of both establishments.

Tiree School's vision is rooted in ambition, inclusion, and community. The school values of respect, responsibility, resilience, and ambition are central to its ethos and guide daily interactions and learning. These values are embedded across the school's curriculum and wider life, encouraging all members of the school community to set high expectations for themselves and others. Its aims focus on supporting every young person to realise their potential in a nurturing environment, while promoting strong relationships and a wide range of academic and wider achievement opportunities. The well-established 'clan system' is a core part of the school's identity, fostering a sense of belonging and delivering high-quality pastoral care through consistent support from clan guidance staff and senior leaders.

Tiree Schools are committed to further developing partnerships with our parents, our Parent Council, our local community, local businesses and partner schools. Parents/carers, local businesses and the wider community of Tiree remain very supportive of the school, offering their support in order for THS to make effective use of their environment, businesses, volunteer groups, etc. The school is regarded as a significant resource to the island in terms of employment and as a positive attraction to people considering relocating to Tiree. The utilisation of Tiree's outdoor spaces and environment to enhance teaching and learning and the wellbeing of pupils is a particular focus.

Progress in Tiree Schools continues to be strong, supported by a committed staff team and a clear focus on improvement. While staffing in rural settings can require thoughtful workforce planning, the school remains well-staffed and benefits from a stable team that embraces professional learning and leadership at all levels. The school's culture of collaboration, adaptability, and innovation has enabled it to respond effectively to the evolving needs of its learners, and it continues to build on its strengths to ensure the best possible outcomes for all.

Review of SIP | Priority 1

Ensure wellbeing, equality and inclusion

- implementing our Nurture Action Plan.
- focusing on improving attendance in school, with a focus on providing intervention programmes for identified groups.
- developing the role of our Pupil Parliament in School Improvement planning and review.

Progress and Impact:

Implementing our Nurture Action Plan

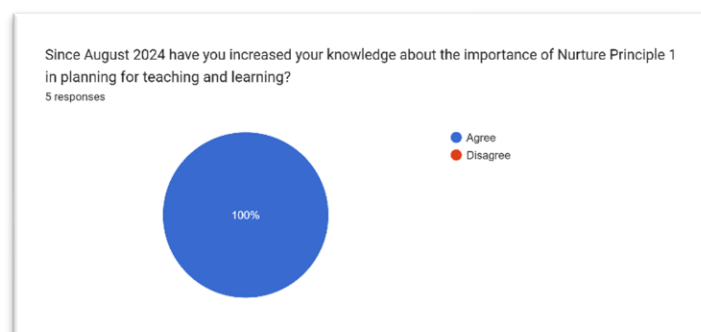


Figure 1 shows data from staff consultation May 2025

The school has made strong progress in promoting wellbeing, equality and inclusion, with a particular focus on embedding Nurture Principle 1: All learning is understood developmentally. This has been a key driver in enhancing the quality of learning and teaching through more adaptive and responsive approaches.

As a result of targeted professional learning, including Circle training, all teachers now demonstrate a secure understanding of the importance of developmental readiness in learning. Evidence from [staff questionnaires](#) and professional dialogue indicates that all teaching staff recognise the value of Nurture Principle 1 and feel increasingly confident in using it to shape and differentiate their practice. *'I am more focussed on identifying the specific developmental stage and learning style of each child, and adapting individual experiences accordingly.'* Feedback from staff consultation.

Implementation of Nurture Principle 1 is now evident in the majority of lessons, as confirmed through [lesson observations](#), departmental reviews, and learning conversations with young people. *'I get to make decisions in classes about my learning some of the time.'* Learner feedback from Pupil parliament. Staff are observed adapting strategies in line with learners' developmental stages, resulting in a more supportive and inclusive classroom environment. This adaptive teaching is enabling pupils to access learning more effectively and experience success.

Learner voice has been central to evaluating progress. Pupil focus groups held in October, March and May clearly show that learners perceive notable improvements in how well learning experiences meet their individual needs, "Because lessons are adapted for me, I feel more confident to ask questions and take part." Pupils are increasingly able to articulate how lessons are adapted to help them succeed, which reflects positively on the consistent application of nurture-informed approaches.

This triangulated evidence—gathered from staff discussions and surveys, classroom observations, and pupil feedback—demonstrates that the school is embedding a shared understanding of nurture-informed practice. The integration of Nurture Principle 1 into daily teaching and learning represents a significant step forward in the school's work to create a learning environment where all children feel understood, included, and supported. Pupils have stated that teachers are breaking things down more for them now and that they get more time to complete tasks if required.

Progress towards the Rights Respecting Schools Silver Award has had a positive impact on staff understanding and practice in promoting wellbeing, equality, and inclusion. Engagement with the award framework has deepened staff awareness of children's rights, and this is now reflected in classroom practice through regular discussion of the Children's Charter and relevant UNCRC articles within lessons. *'I have a deeper Understanding of the UNCRC, RRSA Framework and Standards. I've learned about practical strategies for integrating rights-based approaches into daily school life.'* Feedback from staff consultation. Staff are increasingly confident in identifying opportunities to embed rights-based language and themes across the curriculum, enabling meaningful dialogue around fairness, dignity, and respect.

This rights-focused approach has also strengthened relationships across the school, fostering a shared culture where all pupils and staff feel valued and heard. As a result, there is clear evidence of a more inclusive ethos, with improved attention to equitable treatment and emotional wellbeing for all members of the school community. *'Everyone gets included no matter what. Teachers include everyone. Most Pupils have reported in their wellbeing questionnaires that they feel listened to and respected and that they have a voice if they aren't happy about something.'*

Continued focus on professional learning, reflective practice, and learner engagement will further strengthen this work. Overall, the school is well-placed to sustain and deepen its commitment to inclusive, developmentally-informed pedagogy.

Focusing on improving attendance in school, with a focus on providing intervention programmes for identified groups.

The school has made good progress in addressing overall attendance, with a clear focus on providing targeted interventions for identified groups of learners who have previously experienced barriers to consistent engagement.

Measure – Attendance Tiree High School	19/20	20/21	21/22	22/23	23/24
Attendance (% of school roll)	83.74	85.25	89.64	87.58	89.2

Through the regular and systematic analysis of attendance data by the Senior Leadership Team and Guidance staff, an almost 2% increase in attendance has been achieved over the course of the year. Parents recognise the strategies used by the school to support attendance as evidenced through parent consultation and focus groups.

Overall, the school's strategic focus on addressing attendance through early identification, personalised support, and continuous monitoring has had a positive impact. Moving forward, the school is well positioned to refine intervention approaches, share effective practice across departments, and continue to reduce attendance gaps for all identified pupils. The FLO continues to work closely with all families, in particular those who have attendance issues for various reasons, including health reasons, peer relationships and sporting activities.

Developing the role of our Pupil Parliament in School Improvement planning and review

Developing the role of our Pupil Parliament in School Improvement planning and review

The school has made very good progress in developing a meaningful and influential role for the Pupil Parliament in the planning, implementation, and review of School Improvement priorities. Learner voice is now firmly embedded in improvement processes using the HgiOURs framework, and pupils are increasingly recognised as valued contributors to whole-school development.

Through a pupil focus group, Pupil Parliament representatives report a significantly enhanced understanding of the School Improvement Plan (SIP) and feel more involved in decision-making processes. Discussions and feedback sessions indicate that their sense of ownership and belonging has grown as a result. This is contributing positively to the wider school ethos and supports the development of confident, responsible individuals.

Pupil Parliament has taken an active role in progressing SIP priorities, engaging in consultation, feedback gathering, and peer communication.

Members have worked collaboratively to ensure that all pupils are informed about and connected to improvement work, helping to strengthen school identity and collective responsibility. Their efforts have ensured that accessible information is available across stages, helping younger pupils in particular to engage with improvement goals in a meaningful way.

The impact of this work is supported by HWB tracker data, which evidences that all pupils have been supported to access wider achievement opportunities. This suggests a positive correlation between inclusive pupil leadership, equity of access, and a broader understanding of success.

Overall, the school has created an environment where pupil voice is not only heard but acted upon, with the Pupil Parliament now playing a strategic and visible role in shaping and reviewing the direction of the school. This progress represents a significant step forward in promoting leadership at all levels, and the school is well placed to continue deepening learner participation in the improvement journey.

Next Steps:

- **Extend Nurture Practice** by embedding *Principle 2 (The classroom offers a safe base)* and *Principle 3 (The importance of nurture for wellbeing)* across the school through targeted professional learning.
- **Build on the Nurture Action Plan** by embedding *iPromise Award* principles and begin work on the *Keeping the Promise Award*, with a focus on supporting care-experienced young people.
- **Improve Attendance** through:

Full implementation of the Maximising Attendance Policy and ANA tools.
Ongoing tracking and review of interventions for key cohorts.

- **Enhance Inclusive Practice** through continued rollout of **Circle Training**, supporting adaptive, developmentally-informed teaching strategies.

- **Support Pupil Wellbeing** by:

*Using the **HWB Tracker** more effectively to identify and respond to need.*

- **Advance Equalities Work** by progressing towards the **Gold Rights Respecting Schools Award** in session 2025–26 to follow on from the positive impact of working towards the Silver Award.
- **Strengthen Pupil Voice** by further embedding the **Pupil Parliament** in decision-making and leadership roles across the school to follow on from the success of the Pupil Parliament this year. Aim to include more pupils from the lower end of the High School into the parliament to give a better spread of pupils.

Review of SIP | Priority 2

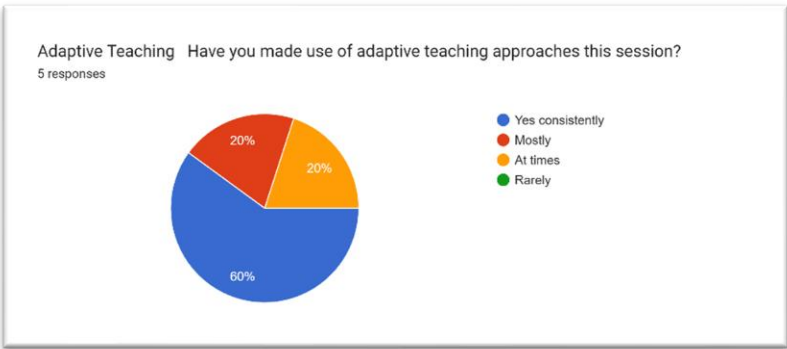
Leadership for Learning

- creating the conditions for School Improvement groups to lead professional learning.
- focusing on using evidence to adapt teaching approaches.
- adapting our current skills framework to reflect Skills 4.0 ‘A skills model to drive Scotland’s future’

Progress and Impact:

Creating the Conditions for School Improvement Groups to Lead Professional Learning

The Learning, Teaching and Assessment (LTA) Group has played a key role in leading high-quality CLPL focused on adaptive teaching approaches. Their work has supported staff in developing greater confidence and practical expertise in Adaptive Teaching; planning learning that is flexible and responsive to individual needs. As a result, staff are more able to differentiate effectively and adapt in real time to learner feedback and progress. This has led to improved engagement and outcomes for pupils across a range of subjects. Lesson observations and professional learning questionnaires confirm that all teachers can now identify and share specific examples of adaptive practices they have implemented and explain their impact on learner experience. *‘My classroom practice is rooted in inclusive, adaptive teaching strategies that recognise and respond to the diverse strengths, needs, and developmental stages of all learners.’ Staff feedback survey*



The Wellbeing Group has successfully led professional learning around Nurture Principle 1 – all learning is understood developmentally. This has been further strengthened through staff training in the CIRCLE Framework, which has enhanced teachers’ understanding of inclusive classroom practice, learner development, and environmental supports. Together,

these approaches have enabled teachers to plan more effectively for learners’ emotional, developmental, and social needs. *“The professional learning led by the Learning, Teaching and Assessment Group has been invaluable in increasing my confidence with adaptive teaching. I now feel better equipped to plan lessons that are flexible and responsive to the needs of my learners.” Staff Feedback Survey.* Teachers are increasingly applying nurture-informed and CIRCLE-aligned strategies in their classrooms, resulting in more supportive and responsive learning environments. Focus group discussions with pupils indicate that most feel their learning experiences now more closely match their needs. Classroom observations show that most classrooms demonstrate appropriate pace and challenge and that staff are using adaptive techniques to support the pupils in their classrooms. In staff surveys and Improvement Group reflections, the majority of teachers report that their involvement in this work has directly impacted their day-to-day practice and improved their confidence in delivering inclusive, developmentally appropriate learning.

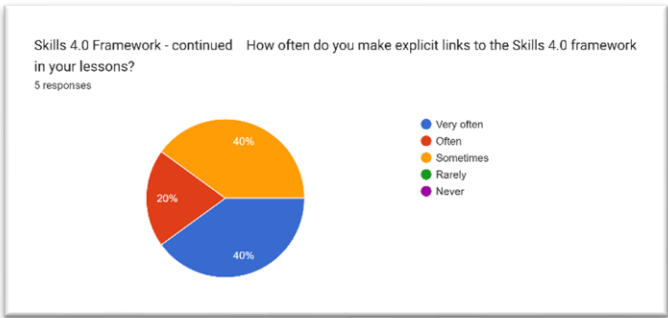
With regards to the change in classrooms due to the Adaptive teaching approaches being used pupils have reported in their surveys that, *“Lessons feel more personal now — it’s clear teachers are thinking about how we learn and what we need.”* and that *“Classes are easier to follow because the teacher notices when we’re struggling and explains things differently.”*

Staff report an increase in confidence when using AI to personalise learning, offer targeted support, and provide timely feedback. As a result, pupils benefit from more opportunities to revisit, reinforce, or extend their learning based on their individual progress. Feedback from pupil questionnaires shows that the majority now feel supported in accessing learning that is more appropriately paced and differentiated. *‘Sharing AI best practice within the group leading to a greater number staff having a better understanding of how AI systems can significantly support many aspects of teaching practice.’ Staff feedback*

Across all three groups, staff leadership of CLPL has become a growing strand within the school’s professional learning culture. Improvement group evaluation activities show that most teachers believe their contributions have made a meaningful difference to school improvement priorities. Staff voice indicates a growing sense of agency and collaboration, with practitioners actively sharing practice and leading change beyond their own classrooms. This distributed leadership model has strengthened professional capacity and continues to drive improvements in teaching and learning across the school.

Adapting Our Current Skills Framework to Reflect Skills 4.0

The school has made good progress in aligning its existing skills framework with the Skills 4.0 model, ensuring that the development of meta-skills is integrated meaningfully into learning experiences. Through targeted CLPL and collaborative discussions, all staff have engaged in professional learning to deepen their understanding of the differences between the previous framework and Skills 4.0. This has enhanced their capacity to embed the updated framework across curricular areas.



As a result of this shared understanding, teachers are referencing Skills 4.0 within lessons, particularly during plenaries, skills-based activities, and wider achievement planning. Staff are increasingly confident in naming and explaining the relevance of key meta-skills such as adaptability, creativity, and initiative as part of everyday learning. This has helped create a more skills-conscious culture across the school. Evidence from staff surveys and lesson sampling confirms that all teachers now demonstrate a working knowledge of Skills 4.0 and report incorporating these skills into most of their teaching practice. *‘Skills are made visible to pupils by explicitly naming and discussing them during lessons. I regularly verbalise when pupils are using skills such as*

creativity or collaboration, and we take time to reflect on how these are not only vital in Art & Design but also transferable to a wide range of career paths.’ Staff feedback. Continued focus on the skills framework aims to increase the amount of lessons in which skills are explicitly mentioned in lessons and therefore further improve the understanding of the pupils of the skills they are developing throughout their lessons.

Young people are also demonstrating a growing awareness of the skills they are developing. Through structured dialogue, skills profiling, and wider achievement opportunities, most learners can now reference specific meta-skills from the Skills 4.0 framework and articulate how these are relevant both in school and in future pathways. They increasingly recognise that skills are transferable across subjects and settings, which has led to more purposeful engagement, particularly in cross-curricular activities and personal achievement awards. Pupil focus groups and surveys indicate that learners now feel more empowered to link classroom experiences to future employability and life skills, with many able to cite how participating in clubs, leadership roles or volunteering has helped them build key meta-skills. *‘I am confident that I know what skills I’m learning - teachers sometimes talk about the skills I use in class.’ Learner feedback*

In particular, the school’s wider achievement programme has provided a strong platform for linking Skills 4.0 with real-life contexts. Learners are encouraged to reflect on their skills development and are beginning to self-assess using the updated framework. This reflective practice has led to greater learner agency and self-awareness, reinforcing the relevance of curriculum learning and wider participation. *‘(I have been) teaching an FA for a few years now - we use Meta Skills as it is a vital part of the course requirement. After each lesson pupils must evaluate their development of their meta skills. This is embedded in the department senior coursework.’ Staff feedback*

In summary, the school has made clear and measurable progress in adapting and embedding the Skills 4.0 model. This work has positively impacted teaching practice, curriculum design, and learner awareness, as evidenced through professional dialogue, planning documentation, lesson observations, and pupil feedback. The school is well placed to continue building on this foundation to ensure all learners are equipped with the skills needed for life, learning and work.

Next Steps:

- Continue to improve learner engagement in S1–S3 by supporting all staff to refine checking for understanding strategies, enabling more responsive and adaptive teaching.
- Embed a culture of collaborative lesson observation by formalising learning walks within the quality assurance calendar and using findings to inform targeted professional learning.
- Further enhance the range and flexibility of CLPL opportunities, ensuring that all staff can access professional learning aligned with personal interests and school improvement priorities.
- Ensure Skills 4.0 are fully embedded across all curriculum areas by supporting departments to review planning, teaching, and assessment approaches that make explicit links to future skills development.

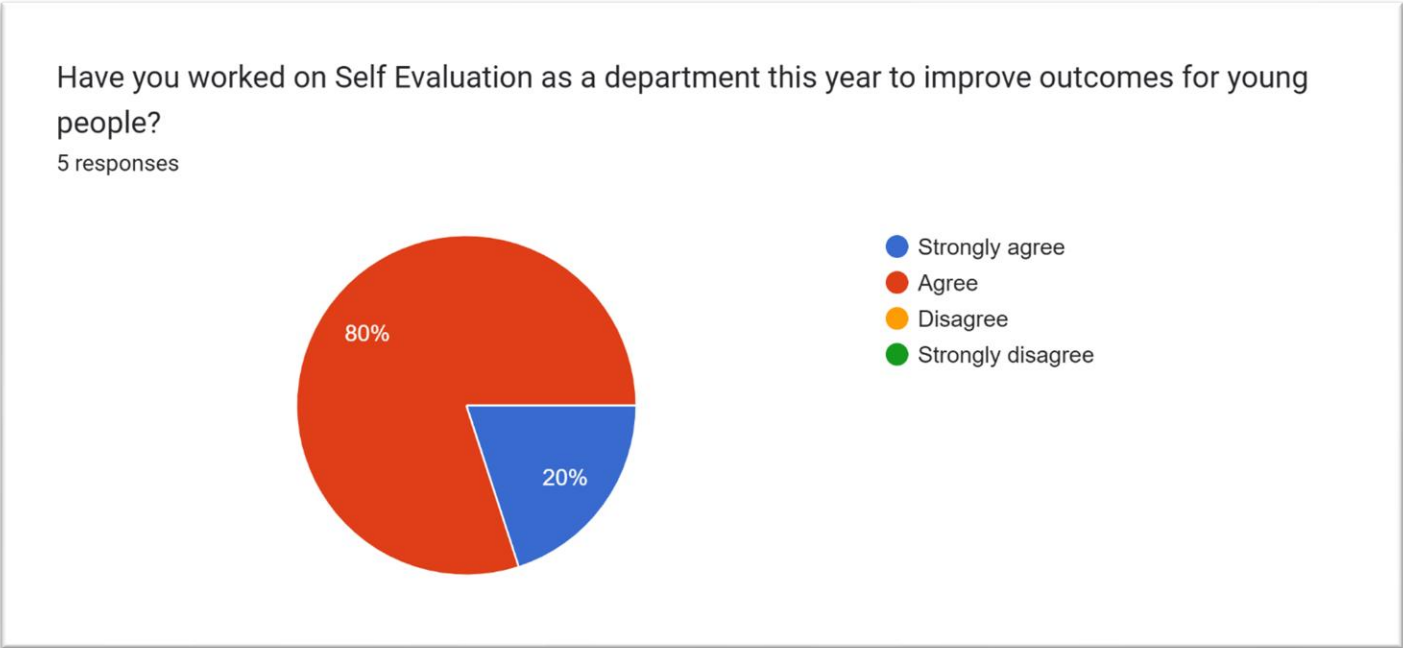
Review of SIP | Priority 3

Self Evaluation for Self improvement

We will provide the resources and framework for staff to lead improvement through a culture of coaching and collaboration.

We will continue to develop and strengthen our approaches to Self Evaluation in order to drive further improvements.

Progress and Impact:



Establishing a Culture of Coaching and Collaboration to Strengthen Leadership and Improvement

All Curricular Principal Teachers (PTs) and Senior Leadership Team (SLT) members engaged in professional learning through the Mudd Partnership coaching sessions this session. These sessions introduced key coaching principles and aimed to support collaborative leadership. While most participants reported a growing awareness of coaching approaches and recognised their potential value, there was variation in confidence and consistency of implementation across teams.

‘Lesson observations have led to coaching conversations around teaching and learning. Work on departmental vision and improvement priorities both in short and long term.’ Staff feedback

The coaching input was viewed positively in principle, but feedback highlighted a lack of clarity and focus in some of the sessions, which limited their practical application. As a result, although some leaders trialled coaching techniques, many expressed uncertainties around how to structure and sustain purposeful coaching conversations linked directly to school improvement. This has led to inconsistent use of coaching in leadership practice, and its overall impact on driving improvement remains limited at this stage.

Moving forward, there is a clear need for greater specificity in the coaching model, with a shared understanding of its purpose, structure, and alignment to improvement priorities. Additional support, including opportunities for peer practice, clearer exemplification, and follow-up sessions, will be necessary to embed coaching more meaningfully and consistently across the leadership team.

Developing and Strengthening Approaches to Self-Evaluation to Drive Improvement

Over the course of this session, the school has taken forward its commitment to strengthening self-evaluation practices as a means of driving improvement. The [OHS Department Review Toolkit](#) has continued to provide a structured, consistent framework for departmental self-evaluation, with two subject areas reviewed each term in line with the Self-Evaluation Calendar. The Quality Assurance Calendar ensure that monitoring activities were both supportive and rigorous, helping to streamline expectations and improve clarity across departments by making sure that there is continuity across the school. This is enhanced by using deputies in the department reviews at all times to endure consistency of reviews.

As a result, all departments have engaged with the revised processes, using the toolkit to identify strengths and areas for development. The majority of faculties have demonstrated a clearer understanding of how self-evaluation can lead to meaningful improvement, with evidence of increased ownership over departmental priorities. Good practice identified through departmental reviews has been shared through line management meetings, while key areas for development have been appropriately reflected in departmental improvement plans, strengthening alignment between evaluation and action.

Although there is evidence of improved consistency, further work is needed to deepen the evaluative rigour of departmental reflections and to ensure that next steps are based on measurable impact rather than description. The school recognises the need to continue building staff confidence in making robust, evidence-informed judgements and to increase opportunities for collaborative analysis of findings across departments. Nonetheless, there is clear progress in embedding self-evaluation as a meaningful driver of improvement, supported by effective planning and an evolving culture of professional dialogue.

All departments will continue to embed self-evaluation practices through regular use and review of the Departmental Review Toolkit. One department will be reviewed each term, focusing on learner engagement and checking for understanding, and staff will identify and work towards targets informed by pre-review self-evaluation activities and feedback.

Next Steps:

- Continue to embed consistent and robust **self-evaluation practices** by refining the use of the **Departmental Review Toolkit**, ensuring departmental reviews focus on **learner engagement** and **checking for understanding**.
- Ensure all departments engage meaningfully in **pre-review self-evaluation activities** and use review feedback to set **clear, actionable improvement targets**.
- Extend access to **coaching training** by including **Principal Teachers of Guidance**, strengthening their capacity to lead improvement in teaching and learning.
- Support all Principal Teachers to **embed coaching strategies** within their teams to help identify **individualised, learning and teaching targets** that drive continuous improvement in classroom practice.

Review of SIP | ELC Priority

Curriculum Development - 'Play and Learning'

Progress and Impact:

Curriculum Alignment and Relevance

Throughout the year, the nursery team has successfully aligned the curriculum to ensure it remains current and relevant to the developmental needs of all children. Curriculum planning consistently reflects the unique interests and abilities of our nursery learners, promoting progression and development across all areas. This has been evidenced through weekly moderation sheets completed by practitioners and robust tracking and monitoring analysis, which have guided targeted interventions when necessary.

Practitioner Ambition and Professional Learning

All practitioners have demonstrated high levels of ambition and expectation for children's progress and achievement. Significant professional learning has been undertaken to enhance skills and knowledge, particularly in supporting our eligible 2-year-olds.

Key training achievements include:

- **Makaton Training:** All staff completed Makaton training by the end of Term 1. Makaton is now being actively introduced and used within the nursery setting, improving communication and inclusion for children with diverse needs.
- **First Aid and Medical Training:** Two members of staff completed paediatric First Aid training, with specific medical training provided to all relevant staff, ensuring a safe environment for all children.
- **Development of 'All About Me' Documents:** This tool was successfully implemented for 2-year-olds, allowing practitioners to gather essential information to tailor support and development plans for individual children.

Rights-Based Practice and Cultural Inclusion

Significant progress has been made in embedding rights-based practices across the nursery. All practitioners attended Continuing Professional Learning (CLPL) sessions focused on rights-based education, with a particular emphasis on Article 30 of the UNCRC. This focus has encouraged the celebration of cultural diversity, especially through the integration of Gaelic language and culture within play and learning opportunities at Sgoil Àraich Tiriodh. Children have been actively engaged in sharing, using, and celebrating Gaelic, promoting a strong sense of identity and inclusion.

Monitoring and Impact

Close and ongoing monitoring of children's progress through PLPs and tracking analyses has allowed timely interventions to support individual development. This responsive approach has positively impacted children's learning journeys, ensuring they receive the support they need to thrive.

Summary

The nursery has made excellent progress against the key priorities of the 2024-25 School Improvement Plan. The curriculum is well-aligned to children's needs, and the team's commitment to professional learning has strengthened practice and enhanced inclusion. The successful embedding of rights-based approaches and the celebration of Gaelic culture have enriched the learning environment, supporting children's wellbeing and sense of belonging. Continued focus on monitoring and intervention ensures all children can achieve their full potential.

Next Steps:

- **Enhance Curriculum Integration**
Continue to deepen cross-curricular links and ensure all learning experiences are interconnected to support holistic development.
- **Embed Makaton Use Fully**
Increase regular use of Makaton across the nursery setting, encouraging all staff and children to confidently incorporate it into daily communication.
- **Expand Professional Learning Opportunities**
Offer further targeted training to address emerging needs, including advanced communication strategies and inclusive practice for diverse learners.
- **Strengthen Family and Community Engagement**
Develop strategies to involve parents and carers more actively in supporting curriculum goals and rights-based learning, particularly in promoting Gaelic language and culture.
- **Broaden Rights-Based Practice Focus**
Extend staff CLPL to cover a wider range of UNCRC articles and embed these further into daily practice and learning experiences.

- **Refine Monitoring and Intervention Processes**
Introduce interim review points to track progress against individual targets more frequently and share progress with families to foster collaborative support.
- **Celebrate and Share Cultural Inclusion**
Create more opportunities for children to showcase Gaelic language and cultural learning to the wider community through events or digital platforms.
- **Develop Succession Planning for Key Roles**
Identify and mentor staff leads for areas such as curriculum coordination, rights-based practice, and health & safety training to sustain progress.

Review of SIP | GME Priority

Progress and Impact: Supporting the Gaelic Culture of the school

Promoting a Positive Image of Gaelic Through Partnership and Wider Engagement

There has been some encouraging progress this session in raising the profile of Gaelic in Tìree Schools and developing awareness of the GME and GLE learner journey among pupils, parents, and associated primary schools..

Efforts to increase the visibility of Gaelic across school life have included regular contributions to whole-school events, and the Languages Department Instagram account has featured Gaelic-related content throughout the year. These small but consistent steps have helped reinforce Gaelic as a living language within the school environment. A number of GM pupils have participated in activities such as FilmG and the National Debating Society, and Gaelic-focused sessions were offered as part of Mental Health and Wellbeing Week. Feedback indicates that while many GM pupils report some increased confidence using Gaelic beyond the classroom, opportunities are still limited and not yet embedded in all aspects of school life.

Work has also begun to strengthen the link between Gaelic and future pathways. Some careers events have included Gaelic representation, and GME pupils have accessed individualised guidance, increasing their awareness of Gaelic-related employment opportunities. However, not all pupils are yet able to confidently articulate how these opportunities connect to their wider learning. While early signs of increased pride and cultural connection are emerging, further and more coordinated efforts will be needed to ensure that all GM and GL pupils experience consistent, meaningful opportunities to use Gaelic and to see its value beyond the classroom.

Next Steps:

To continue building on our commitment to Gaelic language promotion and integration, we will strengthen and extend our whole-school Gaelic strategy through several key developments. Social media and school-level communications will consistently feature bilingual announcements in both English and Gaelic, ensuring visibility and inclusivity for all stakeholders. Gaelic translation will be embedded within school events, enhancing the cultural richness of our community engagement.

We will formalise the role of the newly appointed Gaelic Ambassador within the Senior Pupil Leadership Team (SPLT) and establish a Gaelic PR Team, providing further opportunities for pupil

voice and leadership in promoting the language across the school. Staff meeting and departmental minutes will now routinely include discussion of Gaelic promotion, embedding strategic focus and reflection within our professional dialogue.

Building on recent classroom observations, we will continue to monitor and support the use of Gaelic vocabulary in teaching across all curricular areas, ensuring consistent and meaningful integration. These actions will collectively support our aim of developing a linguistically rich and culturally inclusive learning environment

1.1 Attainment Data - Primary

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



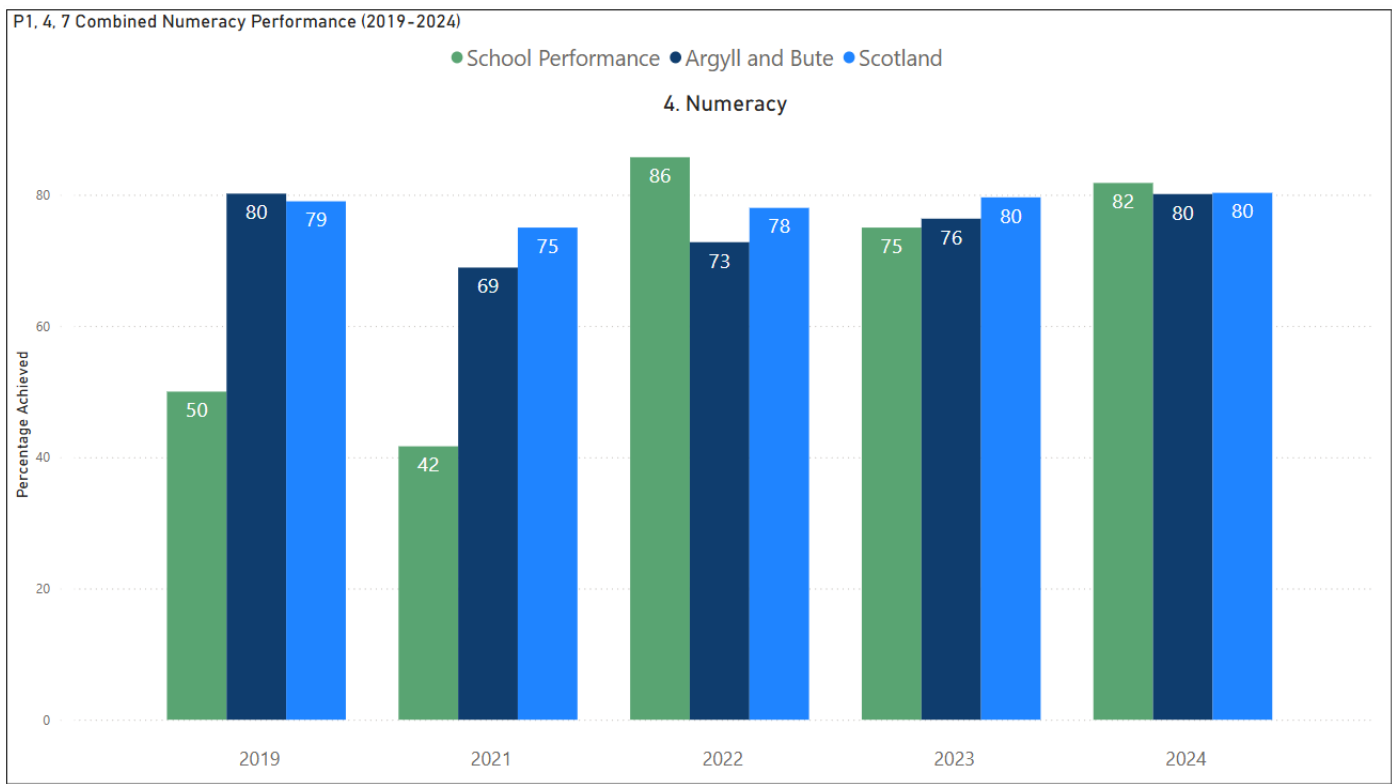
Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

1.2 Attainment Data - Primary

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



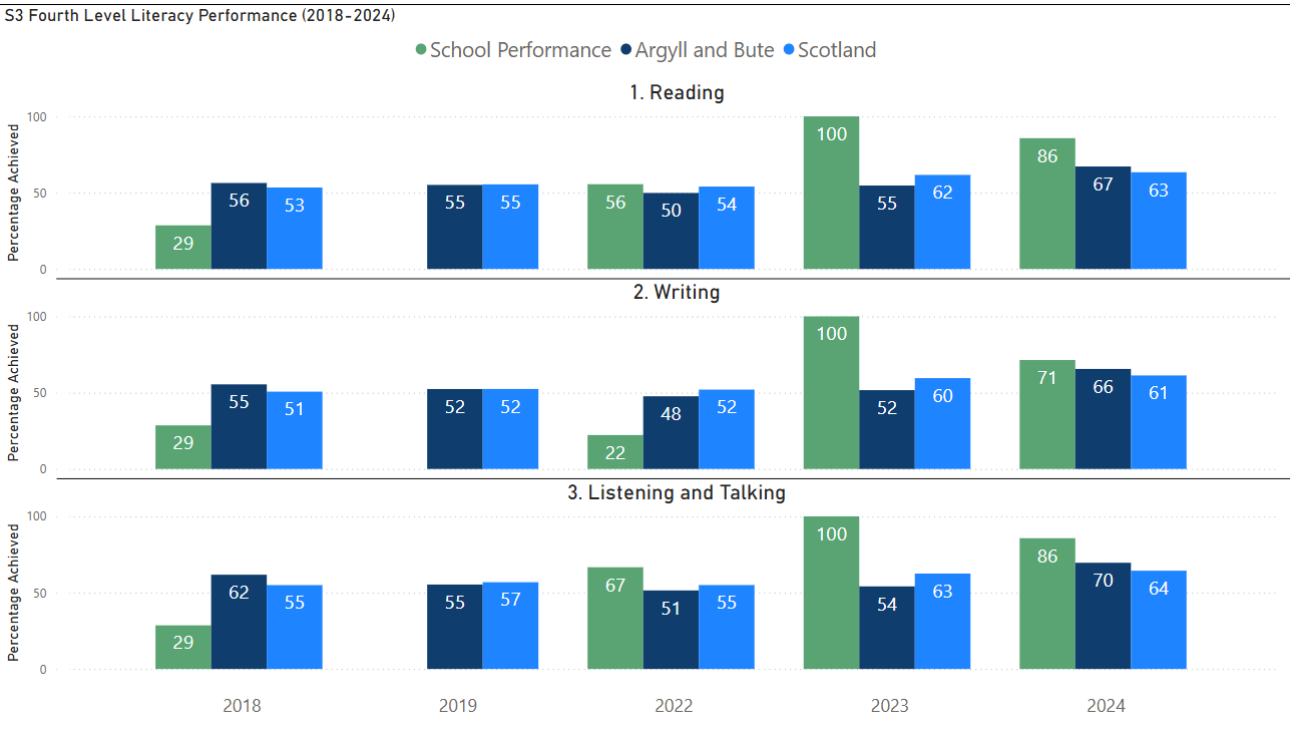
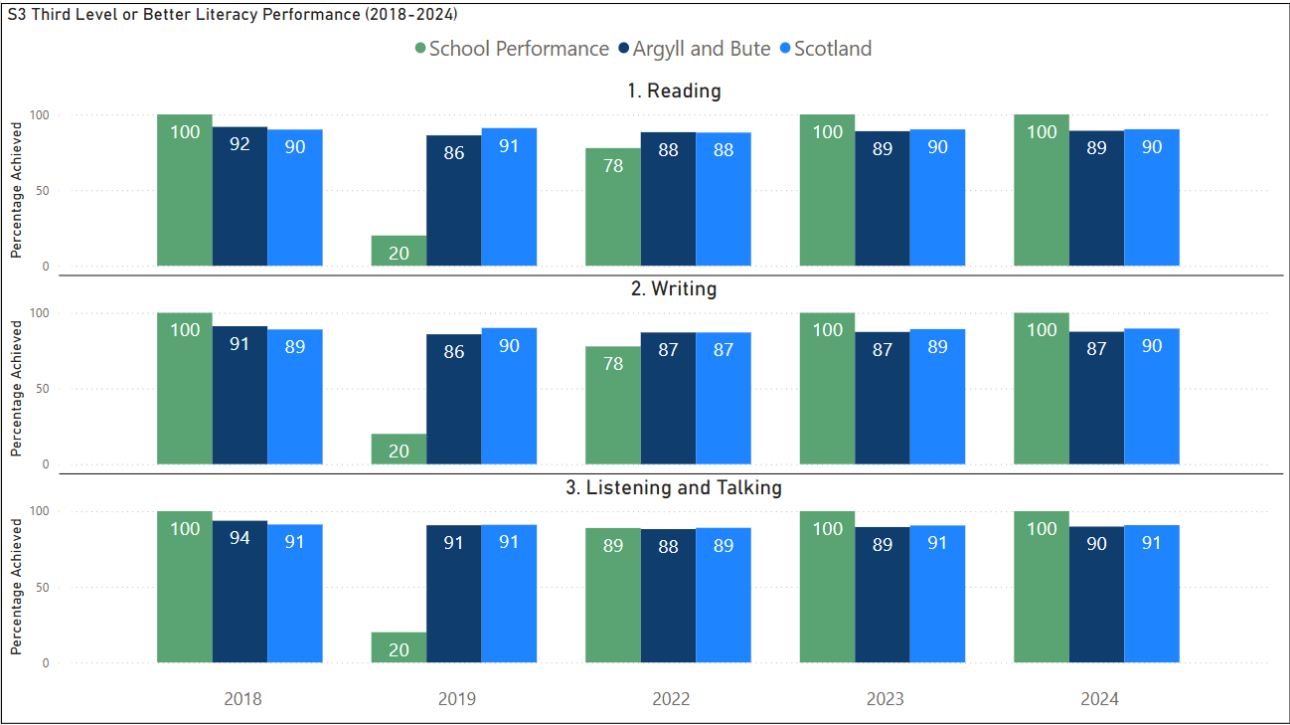
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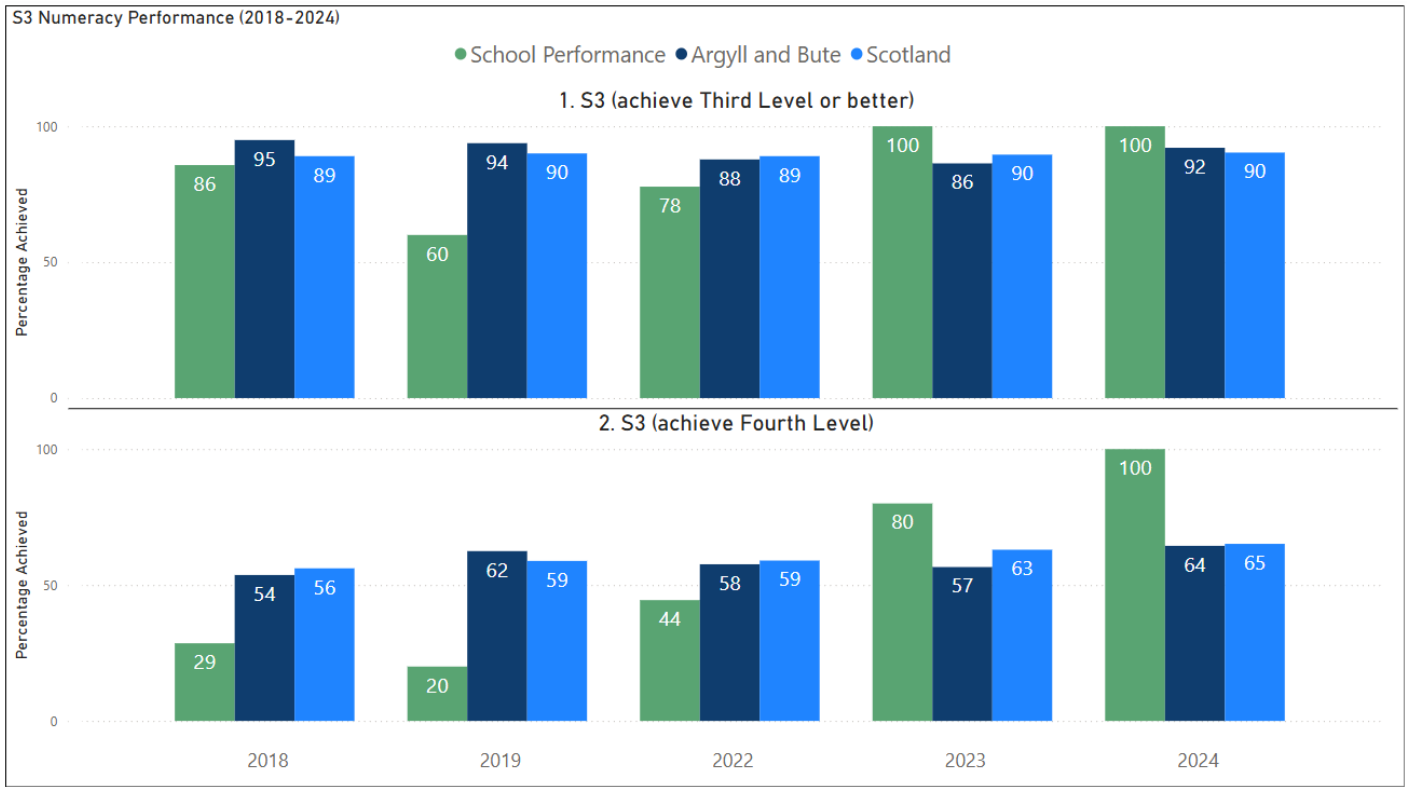
1.3 Attainment Data – S3

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



1.4 Attainment Data – S3

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



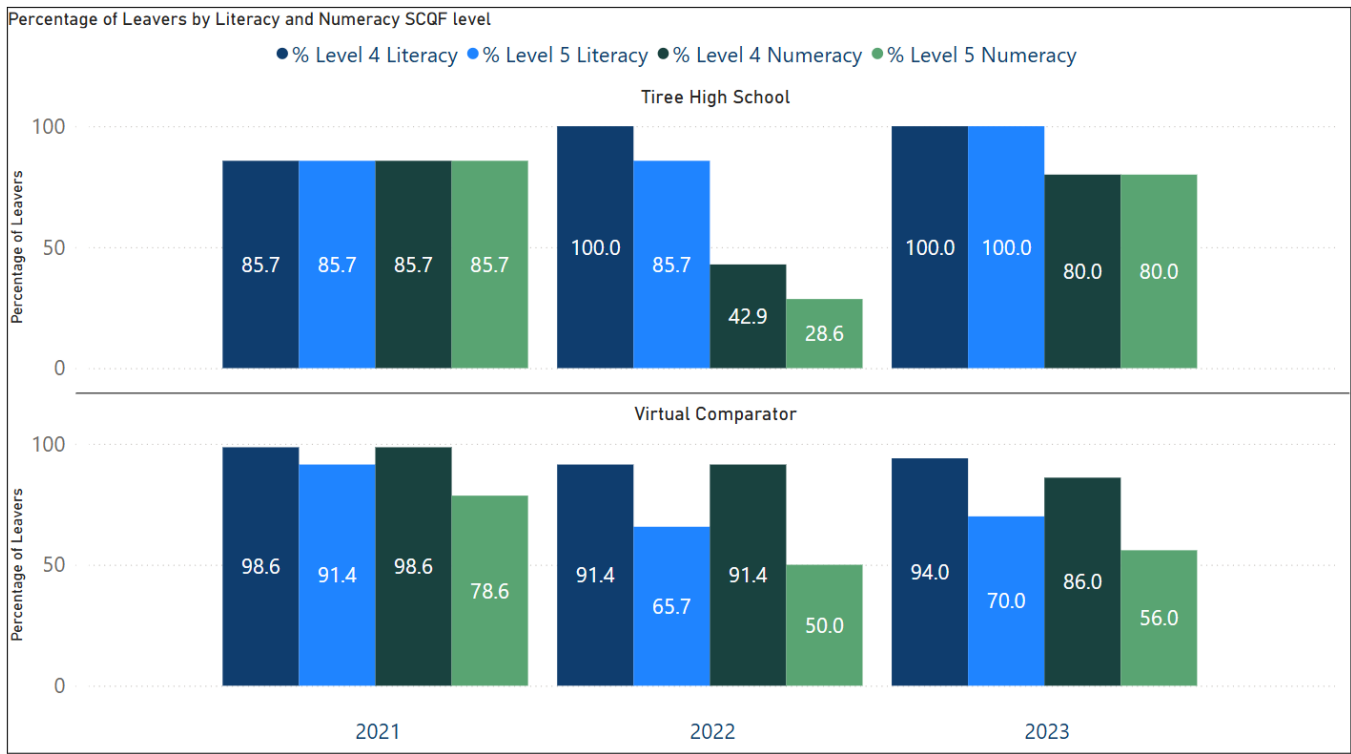
Please Note:

The above data (1.1 and 1.2) reports achievement of a level in S3 for Secondary Schools; and All-Through Schools.

Due to the Covid 19 pandemic, there was no collection of Secondary establishment ACEL data by Scottish Government in 2020 or 2021.

1.5 Attainment Data

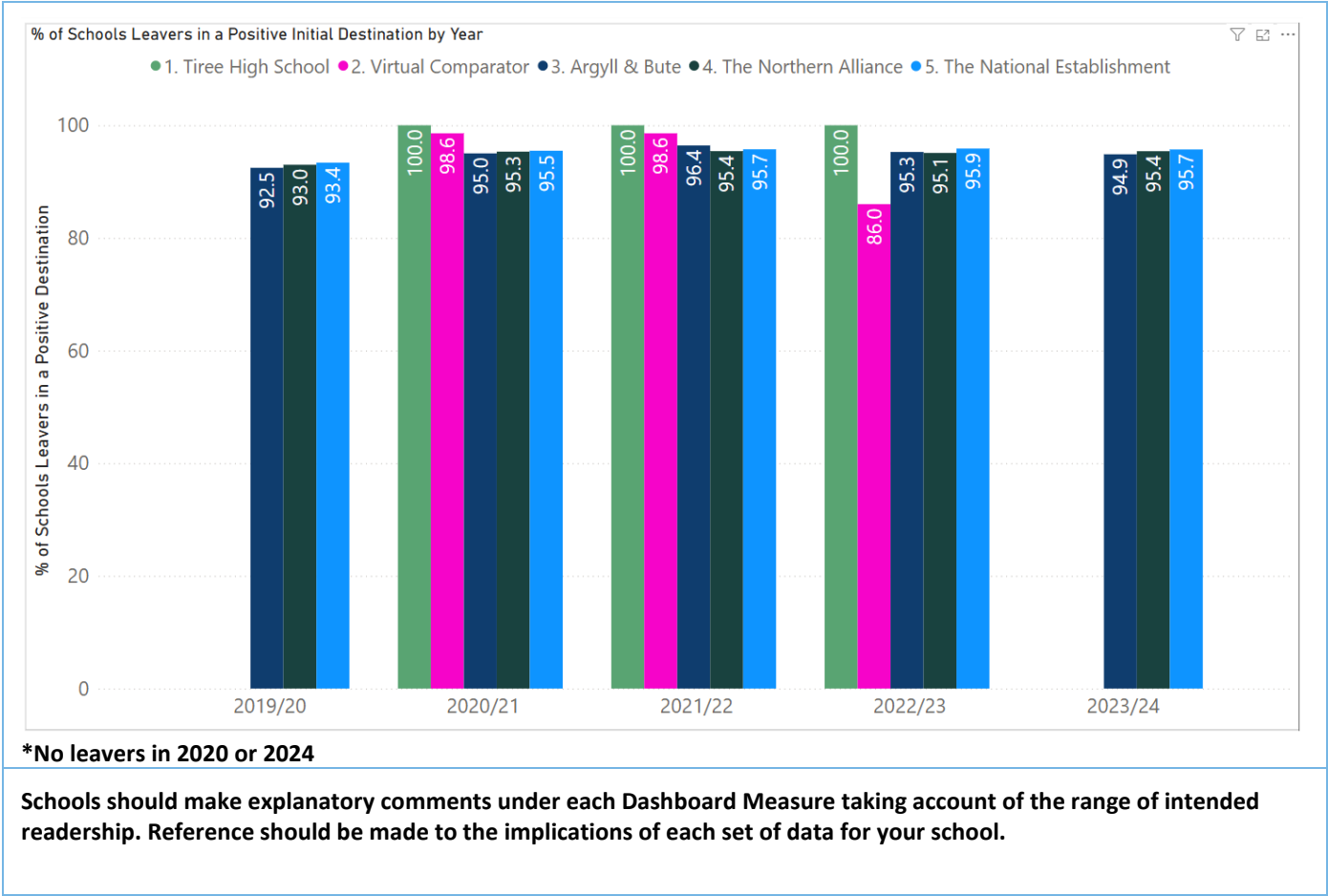
1. Benchmarking Measure: Literacy and Numeracy



*No leavers in 2020 or 2024

Schools should make explanatory comments under each Dashboard Measure taking account of the range of intended readership. Reference should be made to the implications of each set of data for your school.

2. National Benchmarking Measure: Leaver Initial Destinations



1.6 Attainment Data

1. National Benchmarking Measure: Improving Attainment for All (Complementary Tariff)

N/A : Tiree / Comparator chart not shown – too few candidates.

Schools should make explanatory comments under each Dashboard Measure taking account of the range of intended readership. Reference should be made to the implications of each set of data for your school.

2. National Benchmarking Measure: Attainment versus Deprivation (Complementary Tariff v. Virtual Comparator)

N/A : Tiree / Comparator chart not shown – too few candidates.

Schools should make explanatory comments under each Dashboard Measure taking account of the range of intended readership. Reference should be made to the implications of each set of data for your school.

Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?

This session, significant opportunities were provided across BGE and Senior Phase for pupils to take ownership of creative and production-based projects that culminated in performances and exhibitions delivered to live audiences beyond the classroom. Through designing, planning, creating and delivering these productions, pupils engaged in a meaningful collaborative process that promoted leadership, responsibility, and teamwork. These experiences not only supported skill development across a range of creative and organisational domains, but also had a measurable impact on pupil health and wellbeing through increased social interaction, confidence, and pride in achievement.

Events delivered this session included:



- Creative Industries Stall at the THS Christmas Market
- Higher Art and Design Exhibition Evening
- S6 Creative Industries Visit to the local care home
- S4 & S6 Creative Industries Coffee Pot Evening – combining music and visual art
- Creative Industries Showcase Evening – an inclusive finale where all involved pupils played an active role

These events fostered community engagement and were positively received by stakeholders, pupils, and families alike, strengthening the school's reputation for innovative and inclusive practice.

Health and Wellbeing Focus

In addition to creative outputs, targeted health and wellbeing initiatives were delivered throughout the year to support both physical and emotional wellbeing. A notable highlight was the Wellbeing Day, during which pupils participated in a diverse range of activities designed to boost mental and physical health – including sports on the beach, planting, crafting, dancing, and mindfulness.

Other wellbeing-focused initiatives included:

- Eco Club – fostering pupil engagement with sustainability and environmental stewardship
- Outdoor education trips to Tiree (Hebridean Pursuits) and Mull (Spòrs Gàidhlig)
- Mindfulness and Physical Activities such as Beach Football, Mindful Colouring and Ice Bucket Challenge on Mental Health Day
- Weekly Study Support Sessions – helping to reduce exam-related anxiety
- Daily Mile walks, as appropriate



Trips and Wider Achievement Opportunities

A broad range of enrichment experiences supported pupil learning and aspiration development, ensuring that there are opportunities available to all year groups:

- Berlin/Krakov Trip – supporting historical understanding of WWII and the Holocaust
- Royal Highland Show and Oatridge College Visit – supporting curricular links in rural and land-based industries
- Strathclyde University Trip – for seniors considering further education pathways
- S3 Loch Eil Residential, Battlefields Trip, and Costa Rica Expedition
- Young People's Initiative (YPI) and Focus West Talks – supporting employability and social awareness
- FilmG Competition – delivered and facilitated, with entries produced by pupils
- BBC Sounds Walks, Into Film Programme, and talks from industry professionals



These activities offered pupils a wide scope to develop real-life skills, build confidence, and connect learning to future careers.

Celebrating Cultural Identity and Transition Support

Support was also provided for Gaelic culture and pupil voice through:

- Mòd Club – assisting pupils with song and poetry selections for national competitions
- Christmas Party organisation and facilitation
- Extended P7-S1 Transition Support for targeted pupils, including creative sessions such as Christmas craft-making for the local Craft Fayre

Staff and Pupil Successes

- Positive feedback from Skills Development Scotland (SDS) praised the impact of the Creative Industries curriculum at Tiree High School, particularly noting how effectively pupils could articulate their developing skills and connect them to career ambitions.
- Staff leadership was evident across a range of enrichment areas, including organisation of key events, trips, and support sessions.
- Appointments of new Social Subjects and Business & Administration staff have expanded curricular choice and enriched pupil experience.
- Increased flexibility and personalisation in the Senior Phase Timetable (notably through Pathways and Work Experience) further supported learner engagement and future planning.



Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement			
1.3 Leadership of Change This QI also focusses on the following aspects of empowerment: • curriculum; • improvement activities; • parental and community engagement; and • pupil participation.			
2.3 Learning, teaching and assessment			
3.1 Ensuring wellbeing, equality and inclusion			
3.2 Raising attainment and achievement			

Evaluation 6-point Scale

- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory

