



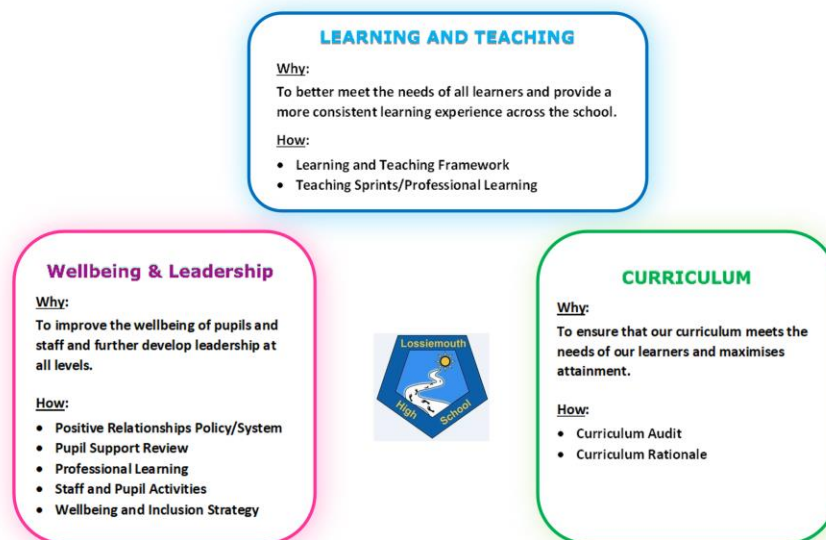
School Context and Overview

Lossiemouth High School is a six-year secondary school, serving Lossiemouth and the surrounding areas of Burghead, Duffus and Hopeman. Our feeder primaries are Hythehill, St Gerardine, Hopeman and Burghead Primary schools.

Our projected school roll for session 2026/27 is 680 pupils. Around 30% of our pupils come from military families (active, reserve and veteran) linked to the RAF base in Lossiemouth. This leads to fluctuations in our school roll as families move in and out of the area. There has also been an increase in the number of placing requests from pupils living outside our catchment area in the past year.

Our new building, which opened in April 2021, offers modern classrooms, learning plazas, break-out spaces and high-quality sports and performance facilities. We also have a supportive community and a location surrounded by businesses and organisations that have the potential to transform the learning experiences of our young people. Working effectively with a range of partners to support pupil's wellbeing and enhance their learning experiences remains a priority.

The increased complexity of learners' needs, and staffing, are our main challenges. These are having a detrimental impact on the learning experiences of our young people, our capacity for change and the wellbeing of staff. Our improvement priorities (shown below) highlight our commitment to meeting the needs of all learners and investing in our staff.





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During the year, a group of staff and pupils worked with the school community to develop our new vision and values. This included Bite and Blether events for P5-S5 parents, a Business Breakfast for local employers and community partners, a range of pupil and staff activities, and P5-P7 sessions led by pupils. Our new vision and values, which will be launched in August 2026, will guide our decisions, shape our culture and drive our improvements in the years ahead.

Further information relating to our context can be found below. You will also find key information about the school on our website: <https://www.lossiehigh.co.uk/>

Data relating to our context (September 2025):

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
644	88.3%	9	51 FTE

S1 Numbers	S2 Numbers	S3 Numbers	S4 Numbers	S5 Numbers	S6 Numbers
119	118	137	132	104	34

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0.8%	15.7%	17.7%	31.4%	33.7%	0.8%

Overall ASN	Free School Meal	EAL	Glossary: 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
46%	8.85%	2.3%	



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Literacy and Numeracy

S1-S3(Broad General Education)

Level 3: % of current pupils achieving Curriculum for Excellence levels by the end of S3 (2025/2026):

Reading	Writing	Listening and Talking	Numeracy
87%	87%	89%	85%

Most young people attain third level literacy and numeracy

Level 4: % of current pupils achieving Curriculum for Excellence levels by the end of S3 (2025/2026):

Reading	Writing	Listening and Talking	Numeracy
58%	58%	70%	55%

The majority of young people achieve literacy and numeracy at fourth level.

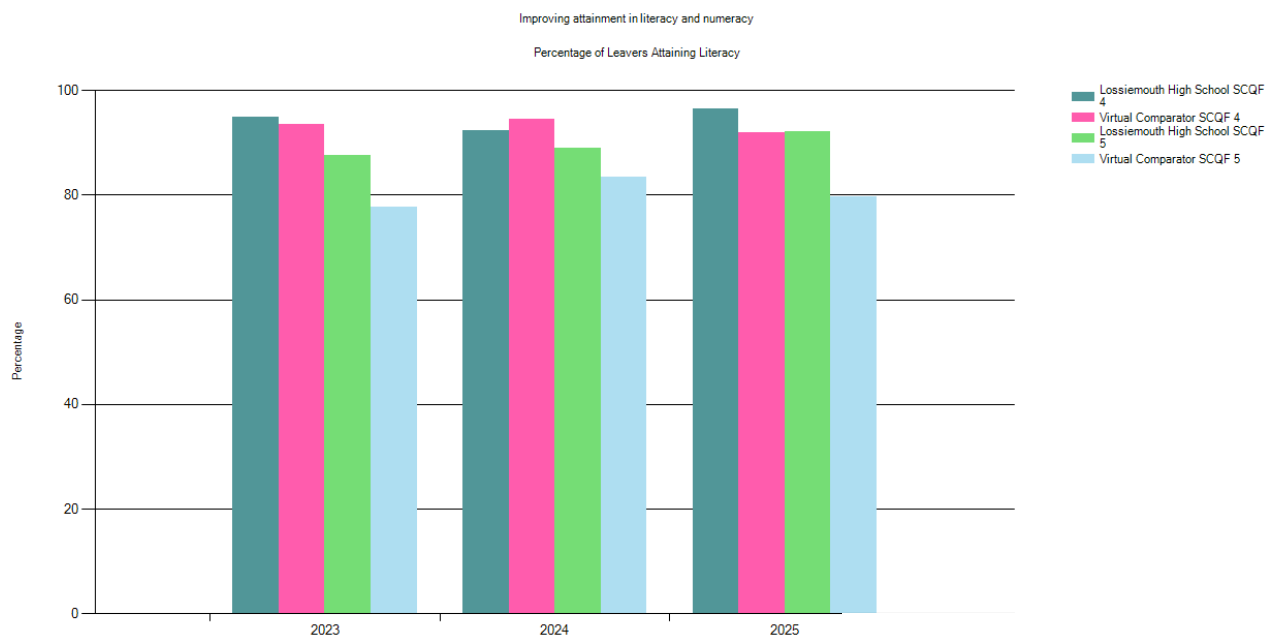
S4-S6 (Senior Phase):

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



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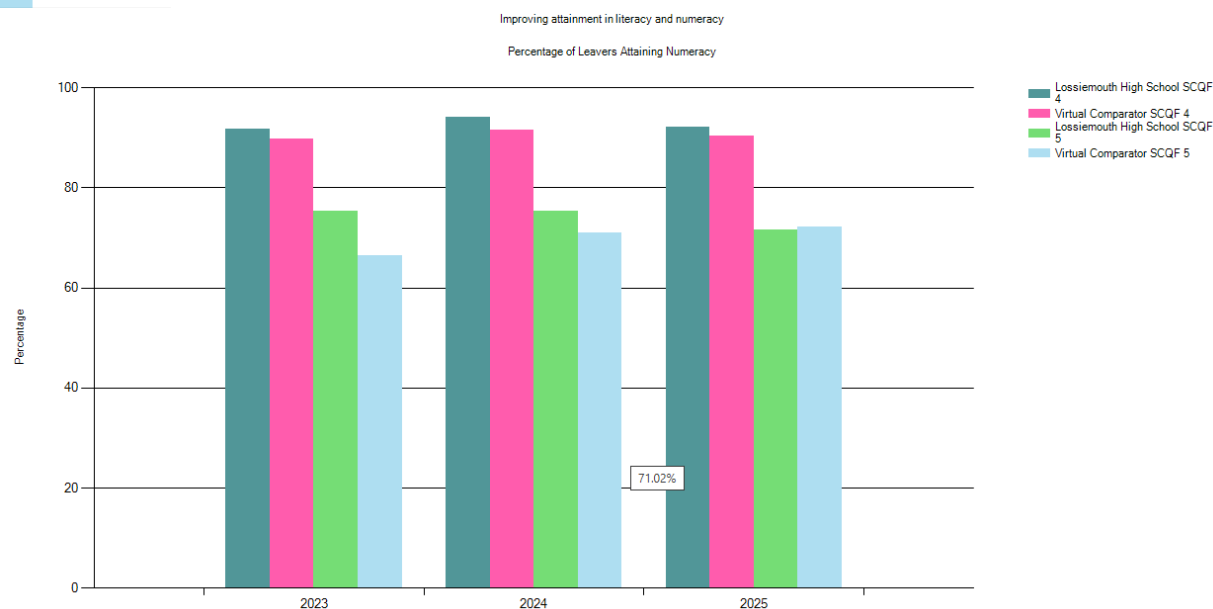


Almost all pupils who left in session 24/25 achieved Level 4 Literacy (96.55%). This represents a slight increase from 23/24 and an increase from 22/23, and a 3-year positive trend. Literacy at Level 4 is above the Virtual Comparator.

Almost all pupils who left in session 24/25 achieving Level 5 Literacy (92.24%). This represents an increase from 23/24 and 22/23, and a 3-year positive trend. Literacy at Level 5 is much greater than the Virtual Comparator.

Almost all pupils who left in session 24/25 achieved Level 4 Numeracy (92.24%). This represents a slight decrease from 23/24 but a slight increase from 22/23. Numeracy at Level 4 is slightly above the Virtual Comparator – a three-year trend.

The majority of pupils who left in session 24/25 achieved Level 5 Numeracy (71.55%). This represents a decrease from 23/24 and 22/23. Literacy at level 5 is slightly below the Virtual Comparator for the first time in 3 years.





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Priority 1

Summary of Priority: to improve our approaches to Learning, Teaching and Assessment

Purpose (Why): to better meet the needs of all pupils and provide a more consistent learning experience across the school.

Key links to Moray Education	☐	Leadership of Change	☐	Curriculum	☐	Self-evaluation for self-improvement
Priority Area(s):	☐	Wellbeing, equity and inclusion	☒	Learning, teaching and assessment		
NIF Priorities:		Corporate Plan:		Children's Services Plan:		HGIOS?4 QIs:
☒	Placing human rights and needs of every child and young person at the centre	☒	Tackling poverty and inequality	☒	Tackling child poverty	☐ 2.1
☐	Improvement in children and young people's health and wellbeing	☐	Build a stronger greener vibrant economy	☐	Improving the mental and emotional wellbeing of children and young people and their families	☐ 1.1 ☒ 1.2 ☐ 2.2 ☒ 2.3 ☐ 3.1
☒	Closing the attainment gap between the most and least disadvantaged children	☐	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe	☐ 1.3 ☐ 2.4 ☐ 3.2
☐	Improvement in skills and sustained, positive school leaver destinations for all young people			☐	Strengthening family support	☐ 1.4 ☐ 2.5 ☐ 3.3
☐	Improvements in achievement, particularly in Literacy and Numeracy			☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity	☐ 2.6 ☐ 2.7



Progress and Impact

- There are positive and mutually respectful relationships across the school. In most classroom, the ethos is a calm, welcoming and supportive. Further work is required to ensure that staff, pupils and parents have a clear understanding of 'The Lossie Way' and its role in reinforcing expectations in line with the school values and Positive Relationships policy (see priority 2).
- Pupils demonstrate confidence in making mistakes as part of the learning process in the majority of lessons.
- Work is required to ensure that pupils experience learning which is appropriately challenging, enjoyable and well matched to their needs and interests. This will increase pupil engagement.
- There is a greater shared understanding of what high quality learning and teaching looks like across the school following the development of 'Our Lossie Learning Journey' (launched 27 October 2025). Further work is required to embed the agreed standard across the school. Going forward, this will lead to pupils experiencing a more consistent and positive learning experience across the school.
- Teaching Sprints (introduced August 2025) are supporting staff to review and extend their practice in line with 'Our Lossie Learning Journey'. The Teaching Sprint approach has been well received by staff. Staffs' pedagogical knowledge is being further supported by a new professional learning library and development of support sheets for each area in 'Our Lossie Learning Journey'. Going forward, this will lead to pupils experiencing a more consistent and positive learning experience across the school.
- Pupil feedback against 'Our Lossie Learning Journey' 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 at staff meetings and assemblies. As a result pupils feel listened to/valued. This data, combined with other self-evaluation evidence, is also used to inform next steps, including the focus for future Teaching Sprints/professional development.
- Most teachers feel supported to engage in professional learning and that professional learning has enabled them to reflect on and improve their practice (HMIE Style Survey Dec 2025).
- Following a professional learning session clearly demonstrating the Lossie standard for learning intentions and success criteria (developed by the L&T SIG), evidence from learning walks (March 2026) shows that we have made improvements in the frequency and quality of learning intentions and success criteria.
- The frequency and quality of starter activities vary across the school. A Teaching Sprint on Learning Gain Starters, scheduled for May 2026, will build on the professional learning session (March 2026) which clearly outlined the Lossie standard for starter activities. Learning Walks scheduled for May/June will be used to measure progress.
- Work is required to ensure that pupils experience a range of learning environments and activities which are varied, appropriately challenging and which make them think and take responsibility for parts of their learning. This will increase pupil engagement.
- Further work is required to increase staff confidence in questioning to increase challenge and promote curiosity, independence and confidence.
- Adaptive teaching, although evident in a few lessons, is not sufficiently embedded across the school. As a result some learners would benefit from increased challenge and others are unable to access learning. This is leading to a lack of motivation and low-level behaviours. Effective planning to better meet pupil needs is a priority.
- Further work is required to ensure that pupils receive high-quality actionable feedback. This will support pupils to understanding their progress and what they need to do to improve.



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Next Steps

- Further develop a shared understanding of what high quality learning and teaching looks like:
 - ✓ Continue to embed 'Our Lossie Learning Journey'
 - ✓ Continue to support staff to review and extend their practice (Learning Together Cycle)
- Increased focus on planning, assessment and moderation, including work with primary colleagues, to ensure that we build on prior knowledge and remove repetition in learning. This will improve progression and support appropriate pace and challenge in learning. Further work is also required to improve the accuracy of teacher professional judgements in relation to levels of achievement, target and working grades.
- Continue to develop and embed departmental tracking and monitoring systems, ensuring a focus on the monitoring and evaluation of interventions.
- Develop a Literacy and Numeracy Interventions strategy.



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Priority 2

Summary of Priority: to improve our approaches to wellbeing, equity and inclusion

Purpose (Why): to improve the wellbeing of pupils and staff and further develop leadership at all levels

Key links to Moray Education		☒	Leadership of Change	☐	Curriculum	☐	Self-evaluation for self-improvement		
Priority Area(s):		☒	Wellbeing, equity and inclusion	☐	Learning, teaching and assessment				
NIF Priorities:			Corporate Plan:		Children’s Services Plan:		HGIOS?4 QIs:		
☒	Placing human rights and needs of every child and young person at the centre		☒	Tackling poverty and inequality	☒	Tackling child poverty	☐ 1.1 ☐ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☒ 3.1 ☐ 3.2 ☐ 3.3
☒	Improvement in children and young people’s health and wellbeing		☐	Build a stronger greener vibrant economy	☒	Improving the mental and emotional wellbeing of children and young people and their families			
☒	Closing the attainment gap between the most and least disadvantaged children		☒	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe			
☐	Improvement in skills and sustained, positive school leaver destinations for all young people				☐	Strengthening family support			
☐	Improvements in achievement, particularly in Literacy and Numeracy				☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			

Progress and Impact

- Most staff know and understand the principles of GIRFEC and the wellbeing indicators. The majority of staff know and understand the UNCRC. Further work is required to ensure that there is a shared understanding across the whole school and that all staff model behaviours that support the wellbeing of all.
 - Most staff and partners feel valued and supported and are responsive to wellbeing of individual pupils and colleagues.
 - Relationships across the school are, overall, mutually respectful, positive and supportive. This work is being supported by a growing sense of community, shared values and expectations ('The Lossie Way' and 'Our Lossie Learning Journey'). Further work is needed to improve consistency across the school. Additional support, and clear consequences, for young people who are repeatedly engaging in negative behaviour is required.
 - Further work is required to ensure that all young people benefit from a consistently high-quality education which meets their needs (see priority 1).
 - Most young people feel able to discuss personal/sensitive issues and feel that they are involved in making decisions about their wellbeing and future.
 - Outdoor learning supports some young people's wellbeing and relationships.
-
- We take account of national and local guidance when considering wellbeing, equity and inclusion.
 - Most staff undertake regular professional learning around legislation and statutory requirements. Further work is required to increase awareness across the wider school community, including pupils and parents.
 - Staff guidance on wellbeing, equality and inclusion is relevant and up to date. Most staff use this guidance to create a supportive environment for young people.
 - Although most staff and partners promote wellbeing, equality and inclusion, practice across the school is inconsistent. This results in some young people's needs not being sufficiently met. Improved primary-secondary transition processes, especially for those facing additional challenges is a priority. We are committed to creating an inclusive and respectful learning environment where every young person feels valued, supported, and empowered to succeed.
 - There is a need to review and refresh our curriculum to ensure that it provides well planned and progressive opportunities to celebrate diversity and challenge inequalities.
 - Most young people are knowledgeable about equalities and inclusion, with the majority confident in challenging inequality.





Next Steps

- Further embed the Positive Relationships policy. 'The Lossie Way' will be updated and relaunched with the new values. This will further support the embedding of the values across the school.
- Review the Positive Relationships policy/system and adjust, as appropriate.
- Carry out a review of the P7 Transition procedures (universal, enhanced and extended), in partnership with primary colleagues, to better meet the pastoral and academic needs of all pupils). This should lead to increased attendance, participation and academic progression.
- Continue to develop strategic, collaborative approaches to supporting all young people. This will support the wellbeing and attainment of all pupils, and particularly those facing additional challenges. This will include:
 - ✓ Further developing staff's knowledge and skills in relation to wellbeing, equality and inclusion, including the continued implementation of the CIRCLE framework, having a clearer focus on wellbeing entitlements and protected characteristics and clarifying of roles and responsibilities
 - ✓ Strengthening our quality assurance approaches in relation to wellbeing and inclusion to ensure greater consistency in understanding and application
 - ✓ Developing a whole school Wellbeing, Equality and Inclusion strategy to support the embedding of wellbeing and inclusion across the school. This will have learner participation and staff leadership at the centre
 - ✓ Developing a strategic approach to attendance (universal and targeted)
 - ✓ Strengthening targeted interventions and alternative curriculum arrangements for those who find full-time mainstream provision overwhelming. This will also form part of our review of P7 transition
- Review and update the PSE curriculum to ensure that it is relevant and progressive for all young people, including opportunities for accreditation in the senior phase, where appropriate. Pupil voice will be central in this. The revised PSE curriculum will also align with Our Lossie Learning Journey. The revised curriculum to be implemented from August 2027.
- Develop an alternative system for young people to make raise a concern (pupils can no longer use QR coded).
- Further develop the House System to support greater House identity and increase pupils' and staffs' sense of belonging.
- Carry out a school uniform review, in partnership with the school community



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Priority 3

Summary of Priority: to review our curriculum offer

Purpose (Why): to ensure that our curriculum meets the needs of our young people and maximises attainment

Key links to Moray Education	☐	Leadership of Change	☒	Curriculum	☐	Self-evaluation for self-improvement
Priority Area(s):	☐	Wellbeing, equity and inclusion	☐	Learning, teaching and assessment		

NIF Priorities:		Corporate Plan:		Children's Services Plan:		HGIOS?4 QIs:	
☐	Placing human rights and needs of every child and young person at the centre	☐	Tackling poverty and inequality	☐	Tackling child poverty		☐ 2.1
☐	Improvement in children and young people's health and wellbeing	☐	Build a stronger greener vibrant economy	☐	Improving the mental and emotional wellbeing of children and young people and their families	☐ 1.1 ☐ 1.2	☒ 2.2 ☐ 2.3 ☐ 3.1
☒	Closing the attainment gap between the most and least disadvantaged children	☒	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe	☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 3.2 ☐ 3.3
☒	Improvement in skills and sustained, positive school leaver destinations for all young people			☐	Strengthening family support		
☐	Improvements in achievement, particularly in Literacy and Numeracy			☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity		☐ 2.7



Progress and Impact

- Learning pathways are based on experiences and outcomes, benchmarks and the CfE design principles. A greater focus on literacy, numeracy, HWB, creativity, digital and employability skills is required.
- Pupils have very few opportunities for personalisation and choice and there are some opportunities for outdoor learning and learning in wider contexts.
- Work is required in all departments to ensure that all pupils have access to flexible pathways that support appropriate progression and meets their needs and aspirations. Going forward, this will improve pupil engagement and attainment.
- Links with UHI Moray, other schools in Moray and local employers help us to increase the number of options available.
- Senior leaders and staff have positive relationships with partners such as SDS, DYW and local employers. This has resulted in pupils having access to a range of learning opportunities, including work experience, community projects and mentoring.

Next Steps

- Work in partnership with the school community to create a revised curriculum rationale, ensuring that this takes account of the school's context.
- Continue to review and extend our senior phase curriculum, including the use of alternative awards, virtual and consortia offers. This will include investigating opportunities for further attainment in core subjects such as PSE and PE, expanding wider achievement options and increasing the number of pupils who achieve the Level 4 or Level 5 Work Experience Award. This will be supported by the SCQF Ambassadors.
- Departments to review their current pathways and consider "quick wins" and alternative awards/courses for session 2027-2028 (with a particular focus on progression routes for our current S3 pupils).
- Review the structure of the BGE curriculum, considering Curriculum for Excellence entitlements and curriculum design, national developments and local context.
- Review subject choice processes to increase parental engagement and ensure that pupils are supported to make informed choices about their pathways.
- Review and update timetabling procedures.
- Further development of IDL/meta-skills.
- Further development of profiling, including the development of a wider achievements/skills tracker.
- Increase awareness of, and engagement in, the Curriculum Improvement Cycle.
- Plan for Reduced Class Contact Time (RCCT).
- Investigate alternative curriculum models e.g. 2+2+2, minor and major structure (considering RCCT)