

Standards and Quality Report

2021/22



FORTROSE ACADEMY

HIGHLAND COUNCIL | ACADEMY STREET, FORTROSE, IV10 8TW

RESPECT UNITY AMBITION

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

Fortrose Academy is a school of 645 pupils in the Black Isle area of Highland Council. We have 7 feeder primary schools spread across the Black Isle and we expect our projected roll to increase slowly in coming years. Some pupils attend following placing requests from other areas. The majority of pupils are transported to school by school transport.

Our attainment in both the junior and senior phase continues to be on a par with or above our comparator schools.

Despite current challenges, many opportunities for wider achievement are still offered by staff, pupils and parents both in the school and in the community, and many of our pupils take the opportunity to widen their experience.

Our School Vision, Values and Aims

Following work with our Senior Leaders this session we have streamlined our Values and are working on our aims.

Our Vision is GOING FORWARD TOGETHER

Our Values Respect, Unity and Ambition

- Respect - we encourage our school community to respect themselves and to respect the views and values of others.
- Unity - we aim to have our school fully embedded in the heart of our community. We encourage our young people to have pride in their school. We will consider the rights of others and accept and value diversity. A key focus is to work together as a community, to form and maintain strong community links and deliver for the common good of all.
- Ambition - all our young people will be ambitious for the future. We wish them to develop self-esteem and self-confidence and resilience. We are ambitious for our young people and strive to give them a quality education and a positive destination.

We are working with our young people and staff to fully embed our values across the school. Positive and supportive relationships underpin our work to provide rewarding opportunities and experiences for all learners to progress academically, emotionally, socially and physically. By working in partnership, we develop confident individuals, who know how to progress in their learning, and who are effective contributors and responsible citizens aware of the needs of others and our community.

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As a school that is at the heart of its community we have established excellent relationships with our partners, and we aim to fully utilise these relationships to:

- Develop young people and staff to be ambitious and keen to do their best.
- Be reflective and seek ways to improve the quality of our work.
- Maintain a positive working environment for all.
- Develop key skills and qualities for learning, life and work.
- Achieve positive and sustained destinations for all learners.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- Fortrose pupils mentioned that having people to listen, talk to and help them made them feel safe and also the small village/safe environment were protective factors. The support system within the school, people being kind and the Guidance Team are important for making them feel healthy at Fortrose. Teachers are reassuring, supportive, encouraging, have expectations of them and giving feedback and praise. Having opportunities for a wide range of learning was important to pupils. They wanted to learn new things, feel productive, increase their skill set and be provided with options. "Teachers are encouraging and want to give you the best opportunities possible. They are willing to help and are congratulating and supportive of achievements." Pupils feel active with PE, activities, sports clubs, exercise and extra-curricular options, Friday walks and time outdoors. Fortrose pupils feel included by being involved, no one being left out, being connected to friends, feeling a sense of belonging to the school, opportunities being open to everyone with no discrimination and everyone's opinion being valued.
- Our Learning and Teaching Survey shows that pupils value the quality of the learning experience they have at Fortrose Academy, lessons are set at the correct level and pace and pupils are able to communicate with their teacher. They indicate that engagement in lessons is high, pupils are fully supported and have positive relationships with staff.
- Vision Values and Aims – S6 Senior Leaders streamlined our Values and have made them more accessible to our school community. Pupils see how these values relate to life in school and pupils recognise the importance of these values across the school community as a whole.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- Improved sense of unity across the school and the wider community - to enhance the feeling of belonging.
- Revisit events such as the Highland Gathering to instil a sense of community/fun back into school following the pandemic.
- Be more involved in the decision making across the school to ensure all pupils are represented and their voices heard.

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Our Improvement Journey Headlines Session 2021/22

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

Improvement Project 1:

Primary focus: Health and Wellbeing

Year of Project: 2021/22

Purpose: Support staff and pupils with their mental and emotional wellbeing

Progress and impact:

- Strong links with Highland Council Improvement Project Co-ordinator who advised and supported staff and pupils.
- Educational Psychologist delivered exam preparation/managing stress sessions with S4 and S5 pupils and provided training and support to staff. Pupil feedback on how useful these sessions were was positive.
- 334 students completed Highland Council SHANARRI survey (this was a pilot which was subsequently rolled out across Highland and Northern Alliance). The survey provided us with both qualitative and quantitative data which will inform our next steps in improving our young people's health and wellbeing.
- Voluntary pupil focus group formed to discuss which SHANARRI indicators to prioritise, linking with our school values. Again, results will inform next session's School Improvement Plan.
- Views of our young people were used in our collaborative staff meeting when looking at how to improve our pupil and staff wellbeing. Staff feedback has also been used to enhance our School Improvement Plan for the next academic year.
- Health Faculty have rebuilt and refreshed extra-curricular programme which now includes 'Active Girls' club.
- School community commitment to HWB is evidenced by DHT Support receiving Highland Council certification on Managing Mental Health in the Workplace training; Acting DHT is trustee on Black Isle Cares board; Youth Development Officer is trustee with Generations Growing Together.
- S6 pupils delivered online presentation to whole school to mark Mental Health Awareness Day #HelloYellow 2021. This raised awareness of mental health across the school community.
- ASG project on kindness 'Loveleigh' project, carried out in November.
- 3 Counsellors from Scottish Counselling Service assigned to pupils across the ASG. Positive feedback from pupils on the impact.
- Communication from parents and partners - asked by Highland Council Improvement Project Co-ordinator to provide case study to Education Scotland; asked by Highland Council ECO to showcase HWB work with Education Scotland. This makes us feel confident about our approach to Health and Wellbeing.
- Asked to present an overview of our Intergenerational Work at the Scottish Learning Festival in September 2021. Receiving very good feedback on the quality and range of intergenerational work.
- As part of our joint work with partners in the 'Wellbeing on the Black Isle Group', £20,000 Place Based Investment Fund has been awarded to the work of the group. This will impact our School Improvement Plan 2022-23.
- More information on the impact of all of these projects will be available next session.

Next steps:

- Pupil focus group will continue to meet throughout next session. Their key task will be evaluating and giving feedback on the changes we have made and will put in place.
- Feedback from staff and pupils used as a basis of 2022-23 SIP.
- Pupil survey will be carried out again in October, in partnership with Highland Council, to find out whether the improvements made have had an impact.
- New member of staff in Health Faculty to broaden the curriculum, particularly around dance.
- Promotion of HWB working group to encourage new members and stay fresh.

Improvement Project 2:

Primary focus: Learning and Teaching, Raising Attainment

Year of Project: 2021/22

Purpose: Ensure high quality learning and teaching for every learner. Raise attainment and achievement for all.

Progress and impact:

LEARNING AND TEACHING

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- Staff survey highlighted key concerns around learning & teaching in specific year groups and the identification of underachieving students in S3; these made up the first cohort of the Personalised Intervention Plans. Mentoring pilot ran successfully with most students improving their performance across the period. Parents informed of progress across the pilot. Staff feedback is positive and keen to repeat the process, possibly with more students targeted.
- In response to staff survey LTAG focused on the recovery of key Super6skills: organisation and communication through the use of whole school resources in Fasetime. Recent survey showed almost 90% of students in S1-3 agree they are organised for lessons; 72% are comfortable asking their teacher for help and 86% feel their teacher listens when they contribute. DHT attended Re-imagining Skills course with RIC.
- All staff signed up to participate in the World Education Summit with access to resources for next year. This provides a framework for future professional learning with many staff already engaging. Staff attended the online Scottish Learning Festival to research professional learning opportunities; staff have engaged with Education Scotland leadership courses online and many attended the Paul Dix webinar. These have proved to be motivating and encouraged staff to further their professional research.
- DHT attended webinar with Bruce Robertson, author of Teaching Delusion. Guidance given on the setting up of professional learning plans for all staff and incorporating a learning evaluation toolkit into the LTA policy.
- Staff participated in a wide range of online CPD eg Google classroom, subject specific training and behaviour management over the session ensuring skills were developed further.
- S1-3 Pupil focus groups set up to identify key strengths/concerns of students in post lockdown learning. Students reported they are happy to be back in the classroom, effective communication and support from staff but would like to see more variety in teaching activities; identified need to review student feedback; merits/demerits and the use of formative assessment following the pandemic.
- Professional reading library set up to encourage staff engagement; staff motivation and interest increased with positive feedback following inset. Staff engagement in CPD opportunities increased.
- Collaborative activities on inset identified key behavioural concerns. This led to a whole school focus on key areas which impact learning & teaching eg late to class, mobile phone use and, asking out, through the use of a weekly step-by-step approach with SMT following up and informing parents. Significant reduction in number of pupils arriving late/asking out reduced disruption to learning.
- S1-3 Learning & Teaching survey to inform and measure impact of key focus areas: 90% of pupils participate positively in class; 95% behave well during lessons; 79% show respect for the teacher. Students surveyed on quality of learning & teaching, pace, challenge and differentiation. 80% said students mainly working on same tasks but a wide range of support available through writing frameworks, help sheets, one to one support etc.
- Increased range of learning opportunities for young people through units eg Assist with an event in English, Admin & IT units etc.
- Return to reporting, tracking and monitoring with online parents evenings well attended,
- Calendar group made up of teaching staff established to ensure reporting, tracking and monitoring fits in with key stages for pupils, parents and staff. Greater staff ownership following staff involvement.
- Assessment guidance/modifications shared with staff to ensure staff and learners were well prepared for examinations.
- Parent/pupil resources shared prior to exams ensuring students could access revision materials and strategies. High level of student sign up to esgoil showed these reached a wide audience.
- SQA pupil assemblies to inform and reassure students of the procedures for their first exam diet. Return to SQA exams ran smoothly with high level of student attendance.
- Staff moderated assessment standards in the senior phase to ensure robustness should there have been a return to the alternative certification model.

Next steps:

- Review the PIP with students and formalise process of coaching training with mentors. Identify next cohort of students and widen reach; wider criteria to be used in the selection of students. Look for possible Personal Development award for participation.
- LTAG to continue with skills recovery programme with a focus on resilience.
- LTAG to make use of World Education Summit resources to provide CPD opportunities. Wider sharing of CPD opportunities available through Education Scotland, RIC and GTCS. Regular programme of CPD opportunities to be shared with staff, making use of internal and external expertise and feedback from staff/pupils.
- To refresh the learning, teaching & assessment policy and extend through the addition of actions and a lesson evaluation toolkit.
- Set up a professional reading group and create the learning & teaching corner in the staffroom.
- Return to programme of regular observations - review of Self-Evaluation policy.
- Ensure that learning, teaching & assessment is a key focus at dept/staff meetings.
- Share Learning & Teaching news through a staff/parent newsletter and LTAG twitter account.
- Return to regular working group meetings.
- Continue focus weeks to promote positive behaviour through assemblies and daily communication.
- Engage with Highland Council moderation activities and QUAMSO's to embed the assessment framework for literacy & numeracy in the BGE. In school moderation activities to include comparing standards across departments and with other schools.

RAISING ATTAINMENT

- Exam diet support initiative - package of support materials and assemblies to prepare for the exam diet 2022
 - Information for parents on how to support your child

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- Information and links for pupils on how to study, where to find appropriate resources, how to access online support etc
- After school study support
- Tracking and individual meetings held with SMT for all senior pupils who were not on track. Follow-up meetings were held where necessary. Pupil feedback sought and was generally very positive.
- Exam stress work during PSE delivered by education psychologist
- Pupils and parents reported favourably on the content and use of resources
- Numeracy plan - appointment of a numeracy support teacher 0.5 using Scottish Government funding
- Scottish Government funding used to support lowest 20% in ASL department
- PEF work - appointment of Allie Cawte full time using PEF and SG funding - [see PEF plan for analysis](#)
- Departments awarding standalone units where course completion is unlikely
- SQA meeting for appropriate SMT and HOD covering the breadth of courses available to enhance the curriculum - staff fully informed re units and awards available and have carried out research and development to allow introduction next session. Looking outwards for good practice - Science Department, ASL Department, Technical Department etc professional learning and knowledge allowing departments to make better quality decisions
- Insight meeting
- Further work on Raising attainment specifically mentioned in other projects.

Next Steps

- Continue numeracy strategy - see PEF plan
- Continue with Behaviour Drift work to reduce disruption to learning
- Focus on breadth in the curriculum and ensuring pupils get certificated for all that they do - see curriculum project including wider achievement
- Increase certification outwith course completion including S3 pupils, lowest 20% and ASL pupils. Continued work with
- Embedding of the school values - focus on ambition

Improvement Project 3:

Primary focus: Curriculum and DYW

Year of Project: 2021/22

Purpose: Develop skills for learning, work and life. Develop a curriculum that meets the needs of all young people

Progress and impact:

Developing Improvement Priorities:

- Staff Consultation which reflected on our curriculum rationale and model with a focus on pupil entitlement. This was carried out through questionnaire, providing departments with challenge questions, and considering their current curriculum delivery. [\(link\)](#)
- Challenge questions provided to departments to consider delivery of senior phase to make it accessible for all. Priority of targeting the lowest 20% attaining pupils. [\(Link\)](#) Departments looking at alternate courses to support delivery of common curriculum.
- We identified staff that would benefit from professional learning to engage with those young people who would have expected to be school leavers at 16. Empowering staff to take a lead role in the development was key to the strategic change and to providing a platform for dialogue, knowledge sharing and dissemination of best practices among teachers in the school.
- TMA collaborated with curriculum leads across schools in the Highland Region in order to consider curricular frameworks and how, as a network, we can support each other and provide a greater offering for pupils.
- Through recognising and encouraging collaboration with external agencies, more partners are becoming involved to improve the offer for young people in Fortrose such as: UHI Inverness, Highland Virtual School, West Highland College, Skills Development Scotland, Youth Development Officers, and specialist additional support staff.
- Developing multi-agency meetings with the key partners involved has led to decreased risk of pupils missing out on opportunities. It allows for targeted support and early intervention for pupils who are at risk of not attaining meaningful qualifications in the senior phase.
- We have managed to collaborate through in-service whole-staff collaboration [\(Link\)](#) that was linked with our priorities for Developing the Young Workforce (DYW). This has allowed us to set our short- and long-term objectives for priorities carried forward to session 22/23.
- DYW co-ordinator has with each department and employers to find points which are appropriate for engagement:
 - Business Studies Dragons Den - Prickly Thistle, Dan Moore, Black Isle Brewery, IV10

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- Senior Phase Employability Programme - Prickly Thistle, Global Energy, Black Isle Brewery, Highlife Highland, Forest and Land Scotland, Parklands Eilean Dubh, Highland Council
- English Department Assisting with an event – Pupils organised Film Festival
- Prickly Thistle - Art/ASN - Textiles, united by uniform project. Pupils are going to make their own uniforms
- Science Department - Science Academy
- PE Department - Uniform Services, Army, Police, Fire Brigade, Ambulance Service.
- Modern Languages - Scotland's National Centre for Languages live conference

- All S5 Pupils engaged in an employability programme split into CV and interview skills, concluding in mock interviews for all. Interviews were set by using pupil aspirational data through SDS to provide them the opportunity to engage in sectors they are interested in. Feedback from employers ([link](#)) was positive with a focus on engagement and pupil knowledge of the interviewing sector.
- Black Isle Brewery partnership - Work Experience and targeted support for at risk pupils.
- Senior Phase wider achievement programme introduced 22/23 to increase leadership/volunteering opportunities to raise attainment.
- Pupil Pathways [SITE](#) for all pupils to access for information with regards to career pathways and options,
- All S2/3 pupils created personal e-portfolios to monitor progress and showcase latest and best.
- Academic pathways provide progression opportunities for most learners up to N5 and Higher level, and with progression pathways in house at AH level in many subjects. Also support from external college delivery.
- Breadth of learning opportunities is enhanced by the provision of SfW Uniformed and Emergency Services, Skills for Work Engineering, Hospitality and Professional Cookery.
- Ongoing engagement between the support department and young people ensures pupils are well supported at key transitions and that they select appropriate learning pathways to meet their needs. Staff adopt a flexible approach in order to include the range of pupil needs evident in our school by offering bi/multi-level opportunities for learners.
- Pupils in the BGE are able to personalise their pathways by opting for areas of specific strength, interest or relevance within curriculum areas.
- Wide range of/high uptake of Foundation Apprenticeships in comparison with other schools including Food Technology, Business, Children and Young People, Civil Engineering, Creative and Digital Media, Engineering and Social Services.
- Pupils with low attendance/refusers/ specific barriers to learning have access to a supported alternative curriculum using an individualised approach. This includes home visits, part time approaches, enhanced online learning through G Suite.

Next steps:

- Further Consultation with Stakeholders to inform our curriculum rationale and restructure for session 23/24. Possible 2/2/2 structure.
- Support departments to deliver alternative curriculum to provide equity and make all subjects accessible for all.
- Use career education benchmarks via Google form to compare where we are now vs where we are in a year's time.
- Develop 3-year phased plan to embed DYW into restructure curriculum at BGE/Senior phase
- Improving school website to include all partners involved in supporting pupils with profiles
- Using space on school website to celebrate successes and raise awareness of opportunities
- E-portfolio embedded in FASE time

Improvement Project 4:

Primary focus: Leadership of Change

Year of Project: 2021/22

Purpose: Embed a shared vision, values and aims policy relevant to Fortrose Academy and our community.

Progress and impact:

- Started Improvement Planning for Session 22/23 in a collegiate and inclusive way. Full consultation and discussion of the planned key areas for improvement. Very positive feedback from staff getting back to face collaborative working with a focus on improvement.

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- School values made more accessible through input from and consultation with Senior School Leaders. Senior pupils agreed the 5 values were not effective and carried out research to streamline the values into 3 headings they felt applied to the school - Respect, Unity and Ambition.
- Values used extensively across the school - in assemblies, in FASE time, in conversations with pupils, in the classroom.
- Pupils are more aware of the values and their meaning and application for them.
- Website updated in line with the new values and vision for Fortrose Academy. Website is modern, uncluttered and clearly displays the vision of the school along with the values we are promoting.
- Staff consultation on the ethos and culture of the school to identify areas for improvement and strengths. Positive feedback from staff on the process of collegiate gathering of views.
- Key focus on improving the ethos around the school - focus on the term Behaviour Drift - staff CPD and discussion. 5 stage plan introduced to BGE pupils over a period of time using FASE time resources on a weekly basis.
- Highlighting the need for staff consistency in the approach to behaviour management. Introduced a monitoring and consequences system that was fully explained to all pupils and parents.
- Disruption to classes and learning has been dramatically reduced over the period of 5 weeks.
- Close links with the community and various partners enhance the ethos of the school in the community

Next steps:

- Staff feedback to be sought on the Behaviour Drift approach. Further collegiate working on the whole school improvement agenda.
- Establish a culture of collegiate working and empower staff to take responsibility for leading change. Setting up/refresh of working groups including
 - Learning, Teaching and Assessment
 - Promoting Positive Behaviour
 - Health and Wellbeing
 - Curriculum Development
 - Self-Evaluation
- Expand thinking on the level of consistency across the school regarding behaviour management
- Work with pupils to explicitly outline the meaning of the 3 school values and their application in the life of the school and its community
- Parental engagement around improvement priorities - focus groups
- Review and update aspects of the Self-evaluation policy
- Teacher efficacy to be a key focus across the school

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

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Theme 1 Very Good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Very Good
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.