



Invergordon Academy



Standards and Quality Report

2021/22

INVERGORDON ACADEMY, HIGHLAND COUNCIL
ACADEMY ROAD, INVERGORDON, IV18 0LD

Our Standards and Quality Report

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

Invergordon Academy is a six-year secondary some 25 miles north of Inverness with a teaching FTE 29.8 and a roll of 352. It serves the town of Invergordon and the neighbouring villages of Milton and Kildary and the rural area of Newmore. The catchment area is compact with only four associated primary schools – Park, South Lodge, Milton and Newmore. We attract a large number of placing requests from neighbouring towns.

In 1971 an aluminium smelter was constructed in Invergordon and sparked a massive population explosion but also caused high unemployment when it shut after just a decade. Various oil related industries continue to operate within the town and surrounding area, but employment is at the mercy of the fluctuating oil industry and much of the workforce is transient.

Within the current school population, a number of the pupils experience socio-economic disadvantage as measured by the SIMD ranking. Currently 41% of the school population live in areas designated as SIMD 1 and 2. 19% of pupils have applied for free school meals, however, more are eligible. There is an overlap between these statistics with many pupils affected by poverty live in higher SIMD bandings. For the past six years our school has been allocated resources from the Scottish Attainment Challenge and Pupil Equity funds to help improve attainment for such pupils. 63% of our pupils have additional support needs; 8% of pupils do not have English as their first language.

Due to our size, we have a high number of sole teacher subjects which creates challenges in the context of delivery of a full curriculum for all learners. However, by working with partners and being creative, we have been able to preserve a curriculum with breadth, depth and choice both in the Broad General Education phase and the Senior phase. Our senior curriculum continues to offer pupils a number of learner pathways and opportunities for wider achievement.

We maintain a relentless focus on striving for high quality learning and teaching, raising attainment for all and closing the poverty related attainment gap. All staff participate in self-evaluation, collegiate and CPD activities aimed at constantly improving our practice. We have engaged in research on closing the gap are raising the awareness of all teaching and support staff on barriers to learning, including trauma informed approaches and ASN. Tackling attendance, behaviour and engagement has featured heavily in our work and interventions to support our pupils and families. Pre-COVID our average annual attendance rate was steady at 92% and consistently above the national average. This years' figures have been drastically affected by COVID.



Our Vision, Values and Aims

Our vision is that Invergordon Academy staff, pupils and parents work together to create a positive ethos and pupil-centred learning environment where pupils are motivated and can maximise their potential and achieve success.

Our shared school values were chosen by pupils, parents, partners and all staff during session 2016-17.



Invergordon Academy is about **P**ositive **E**thos, **O**bvious **P**upil-centred **L**earning **E**nvironment

The aims of the school are:

- To provide pupils with the opportunities and experiences that will allow them to develop the four capacities of Curriculum for Excellence
- To strive for the highest quality of learning, life and success

Our Pupils' Voice: what is working well in our school?

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

"The teachers are lovely" *"Lunch clubs and activities"* **"Support from teachers"**
"Relationships with our teachers" *"We like our classes"*
"Basically everything!" ***"Everything is good :)"***
"Teachers understand and support pupils and make lessons fun"
"Everything is organised well" ***"The teachers are good"***
"We like our school dress-code" *"The canteen is good"*
"Extra-curricular events (now they've started again)"

Our Pupils' 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.

"A place we can hang out outside even in the rain, like a shelter"
"Improve the corridor behaviour of the younger pupils"
"Make school start later so we are not so tired and can then work better"
"You only get some classes once a week" **"Longer break"**
"More languages available" *"Better PE equipment"*
"An AstroTurf pitch" *"Add some more signs to show where classes are to help new pupils and S1"*
"More assemblies raising the awareness of bullying"
"More trips, clubs and activities" *"Vending machines and fix the water fountains"*
"Go back to one stair for up and one for down"



We believe we have made the following progress this session:

	School self-evaluation:
QI 1.3 Leadership of change	Good
QI 2.3 Learning, teaching and assessment	Good
QI 3.1 Ensuring wellbeing, equality and inclusion	Good
QI 3.2 Raising attainment and achievement	Satisfactory

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

Theme 1 - Our relationships	Very Good
Theme 2 - Our learning and teaching	Good
Theme 3 - Our school and community	Good
Theme 4 - Our health and wellbeing	Very Good
Theme 5 - Our successes and achievements	Good

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

We are confident in our capacity for continuous improvement

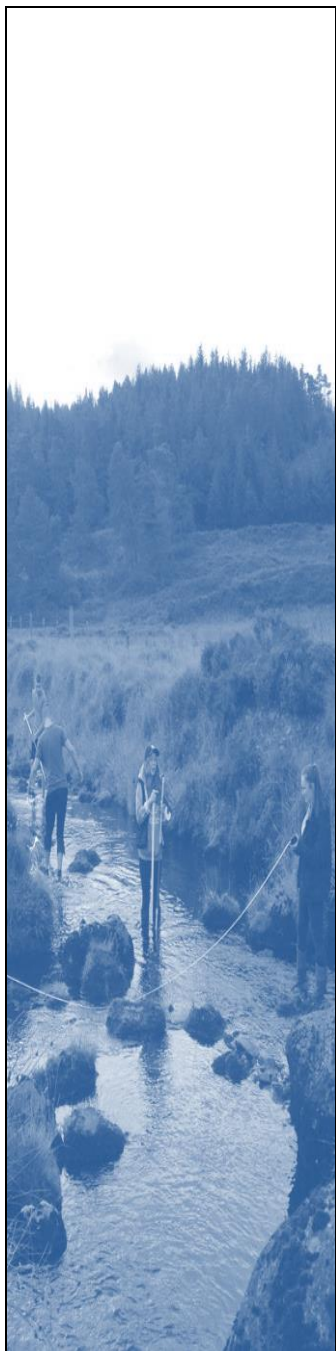
Our Evidence

Full details of our evaluations against the How Good is Our School Quality Indicators are given below. These are based on gathering evidence, data and feedback from pupils, parents, partners and staff throughout the school session.

Actions are highlighted as follows: **red** – SIP action, **green** – EMT task list, **black** – ongoing, **blue italic** – action to be scheduled for future action.



QI 1.3 Leadership of Change	How good is our leadership and approach to improvement?		
	How are we doing?	How do we know?	What are we going to do now?
<p>Themes:</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change</i> 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>Our PEOPLE 'brand' is strong and reflects the vision and character of the school, creating a shared mission with a set of clear vision and values agreed by pupils, parents, partners and staff. The values of our school are displayed on posters across the school; they are promoted and discussed in assemblies, including visiting ministers.</p> <p>Relationships between staff and young people are overall very positive. The school knows its young people and the community that it serves well. Data and intelligence are used to inform decisions and priorities.</p> <p>We have an ongoing commitment to consultation and collegiate working. Our Extended Management Team has fostered an open and approachable ethos which means that staff feel able to make suggestions and initiate ideas.</p> <p>Collegiate working is a strength of the school. Regular well planned twilight sessions drive our whole school improvement priorities and CLPL, maintaining a strong focus on self-evaluation and improving learning and teaching. Our Google community, shared across the ASG, contains a wealth of high-quality resources, research and good practice. A reflective culture is developing through our focus on SISE. Staff are involved in identifying, and have responsibility for implementing, positive change.</p> <p>Our Parent Council is supportive and involved in decisions about proposed new initiatives but would benefit from increased membership and wider representation.</p> <p>Senior leaders promote and staff support an inward, outward, forward-looking approach to developments. We endeavour to identify and learn from the best practices in Scottish and international education when planning changes. QI1.1 and QI2.3 are standing items on departmental agendas.</p>	<p>What evidence do we have of positive impact on our learners?</p> <p>In session 2016-17 we undertook an extensive review of the vision, values and aims with engagement across the school community.</p> <p>School policies being updated to clearly link to vision, values & aims</p> <p>Increased engagement with GTCS Standards and Self-Evaluation tools during PRD process and collegiate sessions.</p> <p>All staff are involved in School Improvement Planning process at dept./faculty level and through SIP discussion groups/collegiate sessions.</p> <p>In a wellbeing survey teaching staff responded that they Strongly Agree/Agree to the following: <i>"I feel involved in the decisions that affect my work"</i> – 91% <i>"I have a clear understanding of my school's objectives"</i> - 91% <i>"I believe that leadership team has a clear vision for the future of this school"</i> – 87% <i>"I feel that change is managed well here"</i> – 91%</p> <p>Improvement plans guide the work of the school.</p> <p>Our bi-annual Faculty review process.</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>Our vision and values need to be referenced more explicitly and regularly by staff so that they have greater impact on young people. We will continue to raise the profile of our shared school vision and values to ensure that they underpin our ethos and learning and teaching in all classrooms.</p> <p><i>We will continue to ensure that adequate time and resources are made available to allow teachers to meet in groups to help drive forward priorities for improvement.</i></p> <p><i>Pupil groups will be setup to mirror/join staff improvement groups and more fully embed the use of How Good Is OUR School 4. S6 pupils will form a school improvement group to meet regularly with the head teacher.</i></p> <p><i>We will improve our follow-up to peer observations to ensure positive impact, that visits are linked to school improvement or CLPL priorities. The reintroduction of teacher trios alongside Teaching Sprints and critical enquiry activities will provide structure, focus and support to take this forward.</i></p> <p><i>We will increase the opportunities for staff to take on leadership roles.</i></p> <p><i>We need to ensure that the expectation that all non-personal CPD is shared at DM's/ Collegiate Sessions/Google+ by all staff.</i></p> <p><i>Increase the opportunities for non-teaching staff to take leadership roles and greater involvement in decision making.</i></p>



SMT work well together to plan for improvement and manage the pace of change effectively by focusing on a small number of well-considered priorities identified through our self-evaluation processes. Difficult decisions to postpone priorities such as large scale inter-disciplinary learning have been made to reduce teacher workload.

Teachers are developing a clearer understanding of the social, economic and cultural context in which young people and their families live. Our Mini-Insight tool and Risk Matrix allow staff to analyse Senior Phase performance.

Faculty improvement plans reflect school priorities and are based on self-evaluation evidence and improving outcomes for young people.

We are continuing to develop our understanding of our collective strengths and areas for development through our self-evaluation for self-improvement activities. Teaching staff have been involved in working groups related to the school improvement priorities. Our staff have worked together to establish a clearer whole-school understanding of the features of effective differentiation, raising attainment and other aspects of pedagogy through our collegiate programme and follow-up activities.

Our pupils are well aware of our classroom standards through our Behave to Learn expectations developed by pupils, parents, partners and staff.

Our pupils acknowledge that SMT show a commitment to listening to them and are open to making suggested changes which will benefit them.

We have planned for the implementation of Work Placement Standard, Career Management Standard (CMS) and Career Education Scotland national priorities through our own Skills Framework. This is being introduced into our BGE course planning and delivery with the aim of driving forward DYW outcomes more effectively.

Self-evaluation calendars at whole school and faculty level.

Collegiate session feedback forms.

Feedback from pupils

Lesson observations

Departmental Minutes

Our collegiate programme promotes professional learning, professional dialogue, self-evaluation and reflection. Each session linked to GTCS Standards and HGIOS4.

SMT promote relevant CPD and wellbeing opportunities to staff collegiate programme. All CPD relevant requests granted.

Whole staff purchases of key reading/books, e.g. Bruce Robertson, Paul Dix.

Google Currents community

Updated policies on website

Use of Mini-Insight tool and Risk Matrix

Pupil awareness of expectations, school systems and procedures.

Classroom rules 'Behave to Learn' developed and implemented from September 2022.

The majority of pupils stated that they often/sometimes have opportunities to 'link their work to the world of work' in subjects.

We will support staff to plan collaboratively for opportunities to embed aspects of careers education across curricular areas to more effectively take forward the Developing the Young Workforce (DYW) and the Careers Education Standard agenda across subjects.

Links to the world of work need to be more prevalent across the school curriculum and more explicit in some cases where they already occur.

We will continue to work closely with our DYW Coordinator and other partners to further develop business partnerships; to provide more opportunities for our young people to gain work related experiences and apprenticeships.

We will support departments to greater involve pupil voice in the planning and development of courses.

We will aim to progress through the Silver Rights Respecting School Award to help structure development of rights-based approaches.

We will work with our Parent Council to encourage greater participation and representation.

QI 2.3 Learning, Teaching and Assessment	How good is the quality of care and education we offer?		
	How are we doing?	How do we know?	What are we going to do now?
<p>Themes:</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring</i> 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>There is a calm, welcoming and supportive ethos that is evident across the school. In almost all lessons observed, relationships between young people and their teachers were positive. Most pupils enjoy their learning experiences and make good progress.</p> <p>Pupil's views are sought, and feedback is given, at both school and department level, in a range of ways. Google Classroom has provided an effective way of gathering pupil opinion/ voice.</p> <p>The pupil council is well organised and has made a contribution to the life of the school in previous sessions. However, the format and impact of the council should be reviewed.</p> <p>Across the school, there are aspects of teaching which are very effective in providing motivating learning experiences.</p> <p>We are continuing to embed our Learning and Teaching good practice across the school to ensure greater consistency in the quality of teaching.</p> <p>Appropriate differentiation to meet young people's learning needs is a recognised area for development in some classes.</p> <p>A number of departments are increasing their confidence in using a range of suitable assessment approaches to provide helpful feedback to learners and parents.</p> <p>Teachers ensure that assessment is an integral element at the stage of planning for learning and teaching in the BGE.</p>	<p>What evidence do we have of positive impact on our learners?</p> <p>Faculty review cycle gathered over two sessions.</p> <p>In the best practice observed:</p> <ul style="list-style-type: none"> • Teachers are well prepared for lessons and exemplify enthusiasm for their subject areas • Tasks are well suited to learners' needs and pupils were appropriately challenged in their work • Lessons are well-structured, paced appropriately with skilled questioning and good interaction with the teacher • Learning intentions and success criteria are used to help pupils understand their progress through the lesson • Explanations are clear and build on prior learning • Teachers value, encourage and build on pupil responses • Teachers are very clear in helping pupils to understand their next steps in learning • Teachers and support staff work hard to support all learners in the class 	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>By improving the impact of the Pupil Council we will promote pupil voice and increase pupil involvement in decision making; self-evaluation for self-improvement, supported by increased use of How Good Is OUR School.</p> <p>The work of the Pupil Council will be supplemented by pupil working groups.</p> <p>All S6 pupils will be expected to be involved in leading aspects of school improvement at some level.</p> <p>We will continue to develop a whole school understanding of effective approaches to differentiation to ensure learning meets the needs of all pupils.</p> <p>Ways of raising pupil confidence answering in lessons to be implemented.</p> <p>Improving learning and teaching continues to be a whole school improvement priority. Staff will continue to focus on improvement in consistency of experience for pupils in terms of differentiation, pace and challenge. We will seek to improve the quality of learning intentions, success criteria and feedback through high quality CPD and collegiate activities.</p> <p>Departments will continue to develop collaboratively their assessment and moderation processes using the BGE curriculum benchmarks.</p>



Our BGE tracking and reporting system supports staff to make more robust judgements of achievement of a level. Staff continue to work together to increase confidence in professional judgements in the BGE, within the school, with external colleagues and across the ASG.

Through our reporting follow-up in BGE Skills classes our approaches to feedback and learning conversations are developing a shared language of learning and actionable next steps identified by pupils.

The majority of learners are involved in setting learning targets and understand what they have to do to improve and become successful. In the Senior Phase, learning conversations are increasing the opportunities for involving pupils in planning their learning.

Our 'Mini-Insight' tracking system supports analysis of outcomes for targeted groups within the senior phase, including those facing barriers to learning, to allow more individualised targeted interventions.

In some classrooms pupils regularly work in groups and this provides many with opportunities to lead aspects of learning and responsibility for assessing each other's progress and providing constructive feedback to their peers.

A few teachers adapt aspects of learning to take place in environments other than the classroom, in particular Biology and Geography, ensuring learning is interactive and engaging.

All teachers use ICT to some extent in their lessons. Google Classroom and associated apps are providing opportunities for teachers to be innovative and vary learning experiences.

Support for learning staff are deployed effectively, ensuring learning is accessible to almost all learners.

Young people who require additional support in their learning are very well assisted by support staff and teachers to access learning and to experience success.

Collated Pupil Feedback: (% 'all/most of time') from recent Faculty Reviews:

- I enjoy lessons: 65%*
- I am aware of the purpose/aim of the lesson: 83%*
- Explanations are given clearly: 82%*
- I feel sufficiently challenged: 75%*
- The pace of lessons is about right for me: 78%*
- I feel comfortable answering questions in class: 63%*
- There is a good atmosphere for learning in the class: 76%*

- Faculty review cycle
- Lesson observations
- Parent Council/Parent class visits (Prior to COVID and planned for 2022-23)
- Department minutes
- Learning logs
- Samples of pupil work
- Collegiate sessions
- Tracking and attainment data

A small number of teachers are experimenting with 'flipped classroom' approaches.

All staff have upskilled through COVID lockdowns in the use of online learning platforms and resources.

We will continue to improve the quality of assessment evidence used for tracking progress and attainment in both the BGE and Senior Phase.

To follow on from our improved tracking systems we need to agree a range of strategies which can be adopted if a pupil is not making sufficient progress.

Reviewing progress within a lesson does not feature highly (44% - from pupil feedback). This will be an area for development.

Our learners would benefit from a clearer, more consistent focus on skills development including skills for life, learning and work. This will be driven forward through the a greater focus on our recently developed Skills Framework.

Good practice across the school will continue to be shared via DM's, collegiate sessions and Google Currents community to help deliver improvement actions.

We will work with our Parent Council to identify where pupils/parents can input meaningfully into planning and to increase engagement with their child's learning.

We will aim to increase opportunities for young people to lead more aspects of their learning in lessons.

We need to improve engagement with study support and homework club sessions.

As a school we need to consider how we can meaningfully include opportunities for outdoor learning, extending their knowledge about the local natural environment, history and culture, in our curriculum.

QI 3.1 Ensuring wellbeing, equality and inclusion	How good are we at improving outcomes for all our learners?																																																														
Themes: <ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality 	How are we doing?	How do we know?	What are we going to do now?																																																												
	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>Staff and pupils are developing a shared understanding of wellbeing; the wellbeing indicators have become an increasingly integral part of school life.</p> <p>Our staff actively promote positive relationships in the classroom and around the school.</p> <p>We hold weekly 'caseload' meetings with Wellbeing Team to discuss progress and planning of interventions.</p> <p>We are proactive in providing support for pupils and aim to provide early interventions to sustain pupil wellbeing.</p> <p>We are developing nurturing approaches and more restorative practices across the school.</p> <p>Our staff model behaviour which promotes and supports the wellbeing of all.</p> <p>We deliver a wide range of planned nurture support involving our Support staff, Wellbeing Team and partners.</p> <p>All school staff are expected to be invested in the support of our pupils. We are continually looking at innovative ways in which we can support pupils.</p> <p>Our library, Support for Learning, SEBN and CSW bases provide safe places for pupils at break and lunchtimes.</p> <p>We employ two counsellors for two days per week to provide additional support to pupils throughout the year, including school holidays.</p> <p>Learners have well-planned opportunities to explore issues around a range of important themes through PSE & Skills Time. Assemblies and guest speakers supplement learning.</p>	<p>What evidence do we have of positive impact on our learners?</p> <p>Information is gathered on pupil's wellbeing in relation to SHANARRI. Recorded follow-ups and interventions are put in place following this.</p> <p>Pupil wellbeing surveys three times per year.</p> <p>SHANARRI Survey Results (Updated Feb 2022) 1 = not true of me 3 = sometimes true of me 5 = very true of me</p> <table border="1"> <thead> <tr> <th></th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Safe:</td> <td>4.1</td> <td>4.1</td> <td>4.1</td> <td>4.2</td> <td>4.1</td> </tr> <tr> <td>Healthy:</td> <td>3.8</td> <td>3.7</td> <td>3.7</td> <td>3.8</td> <td>3.7</td> </tr> <tr> <td>Achieving:</td> <td>3.6</td> <td>3.5</td> <td>3.6</td> <td>3.7</td> <td>3.7</td> </tr> <tr> <td>Nurtured:</td> <td>4</td> <td>3.9</td> <td>3.9</td> <td>3.9</td> <td>3.7</td> </tr> <tr> <td>Active:</td> <td>3.8</td> <td>3.7</td> <td>3.6</td> <td>3.8</td> <td>3.9</td> </tr> <tr> <td>Respected:</td> <td>3.6</td> <td>3.7</td> <td>3.7</td> <td>3.7</td> <td>3.7</td> </tr> <tr> <td>Responsible:</td> <td>4.1</td> <td>3.9</td> <td>4.0</td> <td>4.2</td> <td>4.0</td> </tr> <tr> <td>Included:</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.9</td> <td>3.8</td> </tr> <tr> <td>Total</td> <td>3.9</td> <td>3.8</td> <td>3.9</td> <td>3.9</td> <td>3.8</td> </tr> </tbody> </table> <p>(whole school data – age/gender data analysed and acted on) Annual staff wellbeing survey</p> <p>Pastoral interviews</p> <p>Actions from Wellbeing/Support team meetings leads to improved circumstances for pupils and increased awareness of individual circumstances.</p> <p>Strategies are in place to track, monitor and intervene with wellbeing and attainment concerns.</p>		2022	2021	2020	2019	2018	Safe:	4.1	4.1	4.1	4.2	4.1	Healthy:	3.8	3.7	3.7	3.8	3.7	Achieving:	3.6	3.5	3.6	3.7	3.7	Nurtured:	4	3.9	3.9	3.9	3.7	Active:	3.8	3.7	3.6	3.8	3.9	Respected:	3.6	3.7	3.7	3.7	3.7	Responsible:	4.1	3.9	4.0	4.2	4.0	Included:	3.8	3.8	3.8	3.9	3.8	Total	3.9	3.8	3.9	3.9	3.8	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>Pupils will set wellbeing targets three times with their SHANARRI ratings, these will be followed up in PSE/Pastoral interviews.</p> <p>Implement strategies to improve all the indicators but specifically in Respected and Achieving SHANARRI.</p> <p>Incorporate the 'Compassionate and Connected Classroom' resources into S1/S2 PSE and Skills.</p> <p>We will continue to work to reduce the barriers to learning for all pupils through developing innovative practice, increasing staff awareness and partnership working.</p> <p>Continue to increase staff confidence and expertise in implementing inclusive approaches.</p> <p>We will continue to develop a nurturing approach across the school and ensure that restorative practices are used more widely between staff and pupils, especially where there have been persistent issues.</p> <p>We will continue to deliver opportunities for pupils to engage with the concepts of SHANARRI and to develop a shared understanding of the wellbeing indicators across all staff.</p> <p>We will continue to identify strategies to support pupils who are low attenders and continue to build on and form positive relationships.</p>
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We have strategies in place to ensure that pupils are listened to and are able to discuss personal and sensitive aspects of their lives with at least one key adult. Our pupils feel supported within the school.

SAC/PEF CSW Caseload:
 PEF1 - high priority, min 1 contact p/w
 PEF2 - medium, contact as required
 PEF3 - low priority, maintain general overview

Parents and learners are welcomed and the school has a commitment to ensuring every pupil's needs are met.

We comply and actively engage with our responsibilities around legislation and codes of conduct and are responsive to guidance from the authority.

Staff are suitably trained in Child Protection. Our Child Protection officer (DHT) and PT Support for Learning are trained to Level 3. The HT is trained to Level 2.

We have a robust system to record and communicate key pastoral information, which is shared with the relevant people, whilst sensitive information is kept confidential.

Promoting positive behaviours strategies are delivered through collegiate sessions centred on professional reading and research.

We have an inclusive culture and value pupils as individuals. Inclusion is increased through elaborated curricula which included a range of courses and awards across the school.

Staff engage in professional learning to further increase their knowledge of wellbeing, equality and inclusion.

Staff have received training, support and advice around Adverse Childhood Experiences (ACEs), Resilience, Attachment, ADHD and ASD.

We have raised awareness of the impact on children's wellbeing and strategies to provide support in school and at home.

Wellbeing indicator 'tags' are being used within SEEMiS Pastoral Notes to track pupils. This enhances whole school knowledge of wellbeing.

Our Mini-Insight tool and the Risk-Matrix allows staff to analyse data for groups and individuals facing barriers to learning, including poverty.

Staff training – e.g. Raising awareness of resilience, ACE's, Attachment, ASD, ADHD and SQA AAA.

Equality and Diversity policy in place.

The school raises the importance of inclusion by celebrating diversity. For example, upon others this is evident this year through LGBTQ+ week, Autism Awareness week and through lessons on the 2010 Equality Act in PSE.

A variety of trips/study support offered to all pupils. SAC/PEF pupils targeted to attend trips and offered support to increase likelihood of attendance.

PEOPLE brand actively promoted e.g. in corridors, assemblies, school communications.

Bullying Survey

Parental Surveys

Classroom observations

Feedback from pupils, including P7 transition.

We will relaunch a group of pupils/staff with responsibility of raising the profile of Health and Wellbeing across the school.

Review school mentoring systems and develop approaches to contribute towards raising attainment.

Raising Attainment staff working group remit to include a focus on improving aspirations across the school with a sub-focus upon pupils who lack motivation and confidence. Departments to use/support these strategies and focus in particularly upon those pupils who face barriers to their learning.

Pupil Council to review and create pupil friendly versions of our Equality & Diversity and Bullying policies.

Gather feedback from partners and outside agencies to assess effectiveness of partnership working.

Improve the use of data for tracking cohorts over time and implementing interventions.

We will register for the Rights Respecting Schools Award and aim to complete Bronze and move forwards with Silver within this session.

Improving attendance is to be a priority. A review of our response to absence and follow-up procedures to be undertaken. Review attendance thresholds and actions taken.

We will ensure that our escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.



We are fully committed to equality and diversity. Pupils have an understanding of their rights and responsibilities.

We have targeted support and strategies in place to improve attainment for groups and individuals facing barriers to learning, including poverty and inequity.

The school works hard to engage with disaffected learners and their families through in-school support and outreach work.

Attendance data is monitored weekly, strategies are implemented to support pupils with absence and lateness. Staff work with targeted families to support attendance.

Referral data is monitored weekly, strategies are implemented to support pupils and staff with behaviour management and positive relationships.

Attendance and behaviour statistics had been showing an overall improving trend up to COVID-19. We experienced high levels of unsettled behaviour in the BGE in session 2021-22 and variable attendance across the school.

The increase in referrals can also be attributed, in part, to staff being stricter around the new classroom standards agreed in September 2021.

	Attendance	Referrals
15/16:	90.6%	922
16/17:	91.3%	755
17/18:	91.6%	745
18/19:	91.7%	731
19/20:	88.4%	N/A
20/21:	91.5%	N/A
21/22	86.7%	1104

* Scaled up to full session to take lockdown into account

We will ensure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.

We will regularly promote and communicate clear messages to pupils and parents about how absence affects attainment, wellbeing and wider outcomes.

Assign first collegiate session in August to agree the standard we expect to see in all classrooms with regards to a consistent approach to classroom management and teacher-pupil relationships, befitting of our 'brand': PEOPLE.

Review our restorative actions following classroom indiscipline at teacher, Faculty Head and SMT level.

Promote positive behaviours through assemblies, senior pupil role models. Launch our 'Be Smart, Act Smart, Look Smart' campaign.

Additional awareness and education on bullying to be developed.

QI 3.2 Raising attainment and achievement

How good are we at improving outcomes for all our learners?

How are we doing?

What's working well for our learners?
(what are the features of effective practice in our school?)

How do we know?

What evidence do we have of positive impact on our learners?

What are we going to do now?

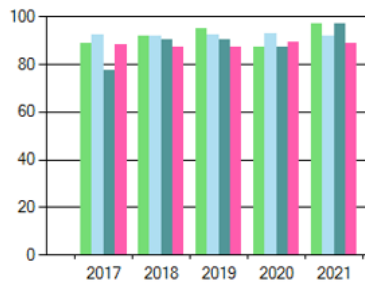
What actions will move us forward?
(improvement priorities highlighted in this area)

Themes:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

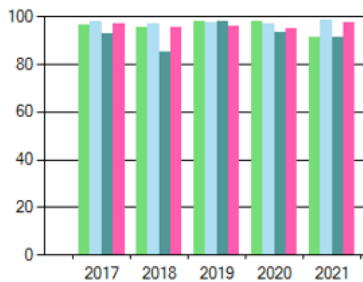
Literacy:

S4 Levels 3 & 4
Summary/Trend Comment & Agreed Actions



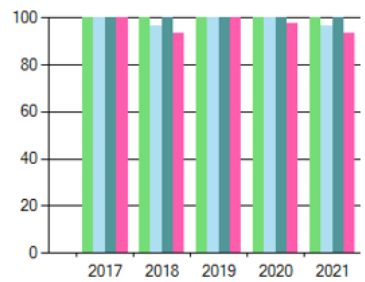
Overall improving trend at Level 3 and 4
In 2021 above the VC for levels 3 and 4
L4 has been above the VC for 3/5 years
In 2021 97% of all S4 pupils achieved L4 literacy

S5 Levels 3 & 4
Summary/Trend Comment & Agreed Actions



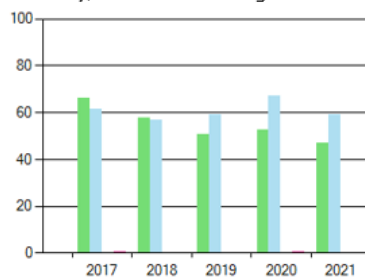
Performance in 2021 is much lower than VC at L3 and L4.
Only 92% of S5 achieved L4 Literacy
Overall figure is above 90% except for 2018.

S6 Levels 3 & 4
Summary/Trend Comment & Agreed Actions



In 4 out of the last 5 years, 100% of pupils have achieved L3 and L4 Literacy and outperformed the VC.

S4 Levels 5 & 6
Summary/Trend Comment & Agreed Actions



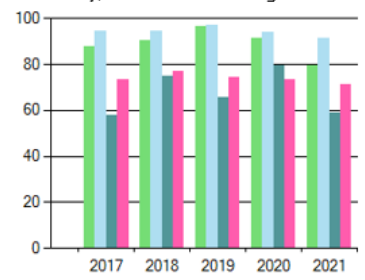
Downward trend since 2017 at Level 5
The percentage of candidates achieving Level 5 peaked in 2017 (66%) and has failed to match the performance of the VC for the last 3 years.
Only 47% achieved L5 in 2021.

S5 Levels 5 & 6
Summary/Trend Comment & Agreed Actions



In 4 out of the last 5 years, S5 pupils have failed to match the performance of the VC at Level 5 and 6. In 2020 only 62% (ASN 37%) of S5 pupils achieved L5 Literacy compared to 87% in 2017.

S6 Levels 5 & 6
Summary/Trend Comment & Agreed Actions



In 4 out of the last 5 years, S6 pupils have failed to match the performance of the VC at Level 5 and 6. In 2021, performance is much lower than the VC.

Through our BGE unit planning, tracking and reporting we will continue to improve the quality of feedback and achievable next steps given to learners.

We need to improve the follow through of interventions identified from our tracking and monitoring. Including implementing more effective early interventions.

Expand use of strategies/interventions with SAC/PEF cohort across year groups.

Review presentation policy in English at N5 and Higher.

Consider how pupils not studying English can achieve a Literacy award.

Look at strategies to allow pupils at the lower English level to achieve Literacy award at the level above.

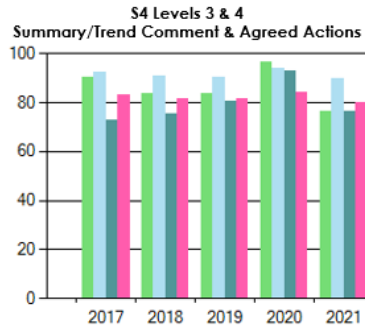
Identify possible reasons for good performance of specific cohorts in specific years.

Collaborate with 'family' schools on good practice in this area

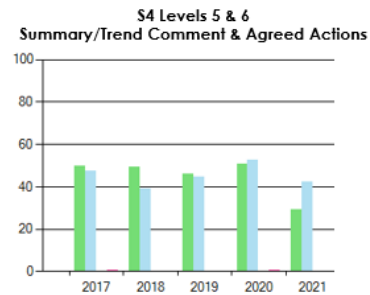
We need to improve the follow through of interventions identified from our tracking and monitoring.



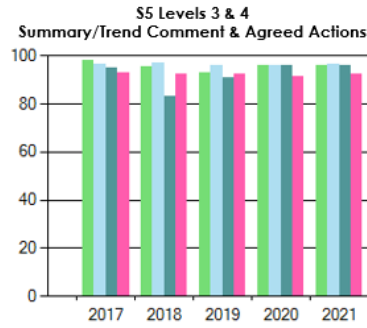
Numeracy:



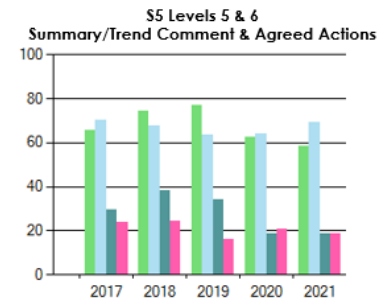
Improving trend at level 4 2017-2020
Trend – lower than VC for 3 out of last 5 years but significant improvement in 2020 at Level 3 and 4 where they were better than VC particularly Level 4
Numeracy/Maths impacted on by staff shortage and no PT from Easter to Summer



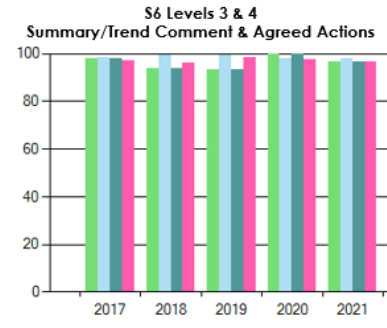
Above VC for Numeracy at Level 5 2017-19
Improved performance in 2020 just below VC
Further drop in 2021 and is significantly lower than the VC
The ACM model did not favour pupils who had to be withdrawn at the last minute and with no substantiating evidence to get an award such as Level 5 Numeracy.
Numeracy/Maths impacted on by staff shortage and no PT from Easter to summer



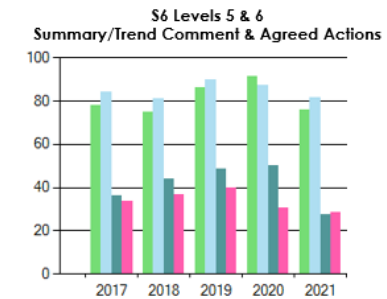
Except for 2019, Numeracy at Level 3 has been 95% or more in S5.
At Level 4 there was a significant drop compared to the VC performance in 2018. The last two years have seen 95% of S5 pupils gain Level 4 numeracy.



After an improving trend between 2017-19, the last two years have seen a drop in those achieving Level 5 compared to the VC. Only 58% have L5 Numeracy for 2021



Small variation over five years at both level 3 & 4. 100% pf S6 pupils achieved Numeracy in 2-2-



Overall improving trend at both Level 5 and 6 from 2017-2020
Above VC at both levels from 2017-2020
Performance dropped in 2021 and slipped just below VC at both levels

Continue interventions and support for our ASN pupils and ensure that they are identified as ASN as early as possible

Start banking N3 Numeracy as part of BGE

Identify S5 and S6 pupils who have not gained a numeracy award at the level they are capable of – closely track and monitor those in that category.

Put mechanisms in place to ensure all pupils leave S6 with a Numeracy award

Expand use of strategies/interventions with SAC/PEF cohort across year group

Pupils will be closely tracked and monitored and offered the opportunity to achieve the L5 Numeracy award earlier in the session. This is the case for those S4 pupils who have returned to S5.

Ensure arrangements are in place for those S4 now in S5 that have ASN. In current S5/6 57% have ASN.

Raise uptake in Higher Maths, especially with ASN and FSM pupils.

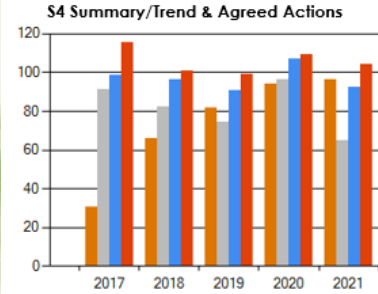
ASG moderation of Literacy will continue and a similar programme for the moderation of Numeracy will be introduced.

A stretch aim of 90% of pupils achieving CfE Level 3 in Literacy and Numeracy will be set and carried through to National 4 in S4.

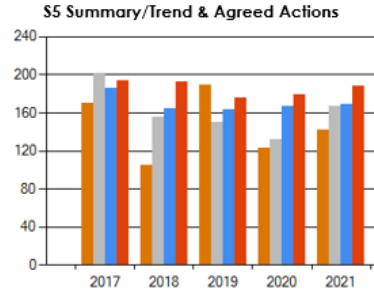
Ambitious progression targets will be set for all curricular areas in the BGE & Senior Phase.



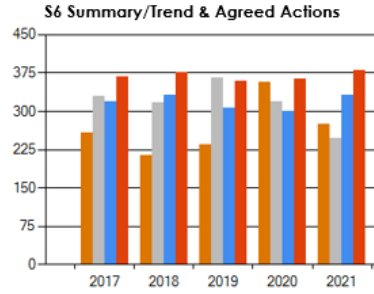
Attainment for All – Lowest 20%



Consistent improving trend
Significantly ahead of VC in 2021, above in 2019 (last 'normal' year). Higher than Highland in 2021 for first time. Significant input/interventions at Lowest 20%/Quintile 1 cohort from S1-4. Curriculum options meeting needs Additional 1-1 supports through lockdowns



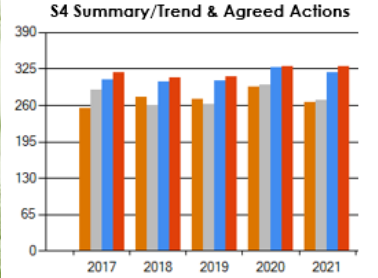
Inconsistent across last five years – had been improving for five years up to 2019. Good S4 performance in 2019 & 2020 did not carry forward into S5 2020 & 2021. 30% of this group were school refusers. Almost all had very low engagement during lockdown, low attendance on school return.



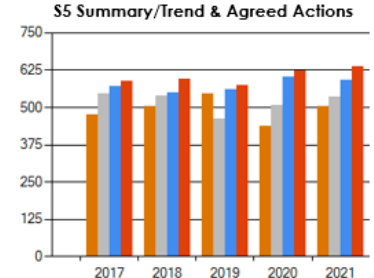
Variable over 5 years but signs of slow improvement. 2017-2019 below all other comparators. 2020 above VC and Highland, 2021 above VC. Very small numbers each year. 2021 – Two pupils, one of which became pregnant and did not complete all courses.

Continue to implement interventions leading to successes in S4 cohorts
Identify good practice that could have an impact in S5/6
Identify issues leading to inconsistent performances in S5/6 – low presentation numbers, low aspirations, lower-level courses
Review S5/6 presentation policy and curriculum
Improve early identification of pupils at risk of not achieving
Review tracking/monitoring and target setting procedures

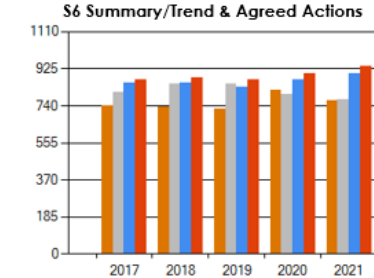
Attainment for All – Middle 60%



Close to VC in last four years, above in 2018-19 and in line with VC in 2020-21. Consistently below Highland and National. Had been slowly increasing 2017-2020. High number of pupils had low engagement during lockdown



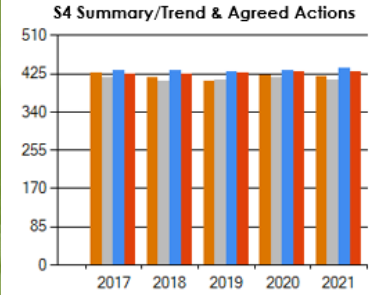
Improving trend 2017-2019, dip in 2020 but picked up in 2021
Above VC in 2019 and gap closed 2020-21



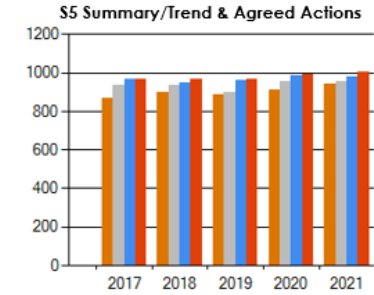
Gap widening with VC 2017-19
Above VC in 2020
In line with VC in 2021

Identify good practice that could have an impact in raising attainment
Look at strategies to tackle apathy and low aspirations
Pace and challenge – Faculty reviews
Identify issues leading to inconsistent performances
Review presentation policy and curriculum
Improve early identification of pupils at risk of not achieving
Review tracking/monitoring and target setting procedures

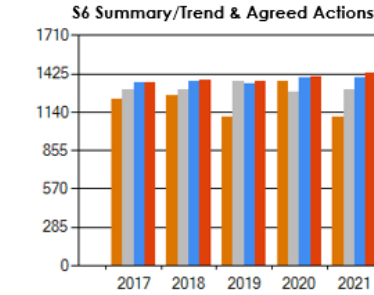
Attainment for All – Highest 20%



Consistent performance across all five years
Above VC in 4/5 years including 2020-21



Gradual rising trend over 5 years
Gap closing with VC each year but not yet above VC (15 points below)



Varied performance over 5 years
Above VC in 2020
Dropped below all comparators in 2021

Look at small gains that will lead to improved performance vs VC
Identify good practice that could have an impact in raising attainment
Look at strategies to tackle apathy and low aspirations
S6 timetables – increase number of courses studied
Positive destinations – are pupils staying on that should move on?
Pace and challenge – Faculty reviews
Review tracking/monitoring and target setting procedures



Breadth & Depth:

SCQF Level

S4 Summary/Trend & Agreed Actions

	2017	2018	2019	2020	2021
IA	58.1%	63.0%	60.7%	70.9%	58.8%
VC	69.5%	71.4%	69.5%	75.8%	71.9%

5@4

Overall improving trend 2017-2020
Gap closed with VC in 2020
Large dip in 2021 – number of pupils dropping subjects following lockdown
Some subjects had not had N4 backup in place early enough for pupils failing/not completing N5

	2017	2018	2019	2020	2021
IA	27.4%	37.0%	44.3%	38.2%	38.2%
VC	35.9%	33.3%	35.9%	47.1%	35.0%

5@5

Overall improving trend 2017-2019
Drop off in 2020-21 but above VC in 2021 & 2019
Course completion affected by lockdown

S5 Summary/Trend & Agreed Actions

	2017	2018	2019	2020	2021
IA	50.0%	53.2%	62.5%	56.3%	62.5%
VC	63.1%	59.8%	57.1%	60.6%	63.5%

Overall improving trend 2017-2019, dip in 2020 and back up in 2021
Above VC in 2019 and 2021

S6 Summary/Trend & Agreed Actions

	2017	2018	2019	2020	2021
IA	74.0%	65.6%	79.3%	79.4%	82.8%
VC	82.8%	83.4%	85.2%	86.8%	78.3%

Overall improving trend over five years
Above VC in 2021

3@6

	2017	2018	2019	2020	2021
IA	25.9%	36.2%	35.7%	31.3%	39.6%
VC	40.7%	39.2%	34.6%	40.2%	43.5%

Overall improving trend over five years
Above VC in 2019

	2017	2018	2019	2020	2021
IA	54.0%	56.3%	69.0%	79.4%	65.5%
VC	66.4%	68.4%	71.4%	72.4%	64.8%

Improving trend 2017-2020 followed by a dip in 2021
Close to VC in 2019 and above VC in 2020-21

1@7

	2017	2018	2019	2020	2021
IA	20.0%	31.3%	10.3%	26.5%	13.8%
VC	29.6%	36.6%	35.5%	30.0%	27.6%

Variable performance due to low numbers
Below VC over five years



Gains have been made in a number of areas in senior phase performance. We are constantly working to raise attainment and offering a range of opportunities to gain success and accreditation.

All S1-S2 learners participate in activities that allow them to develop skills of teamwork, research and communication. Such as planning and running a Christmas Fayre in S1; S2 pupils undertake the Youth Philanthropy Initiative (YPI).

We promote a range of alternative opportunities for young people to achieve and succeed and regularly accredit pupils through Sports Leader, Youth Achievement Awards, Princes Trust Awards, Personal Development Awards and Saltire Awards.

Staff at all levels are interrogating data more confidently to target particular groups of learners, including those most at risk.



Review our Senior Phase curriculum and presentation policy.

Identify strategies to raise the level of aspiration (and reduce apathy) amongst our senior pupils (and staff).

Earlier interventions and monitoring of 5@4, 5@5 and 3@6 to meet targets and improve performance against VC.

Encourage depts. to be more creative with qualifications, e.g. NPA's etc. Look at options to offer more AH courses through partners.

S6 timetables – increase number of courses studied.

Review percentage of presentations at all levels.

Our extended management team will work with staff to ensure high expectations of attainment are set and maintained at all levels. Faculty attainment reports will set out specific actions to lead to improvement.

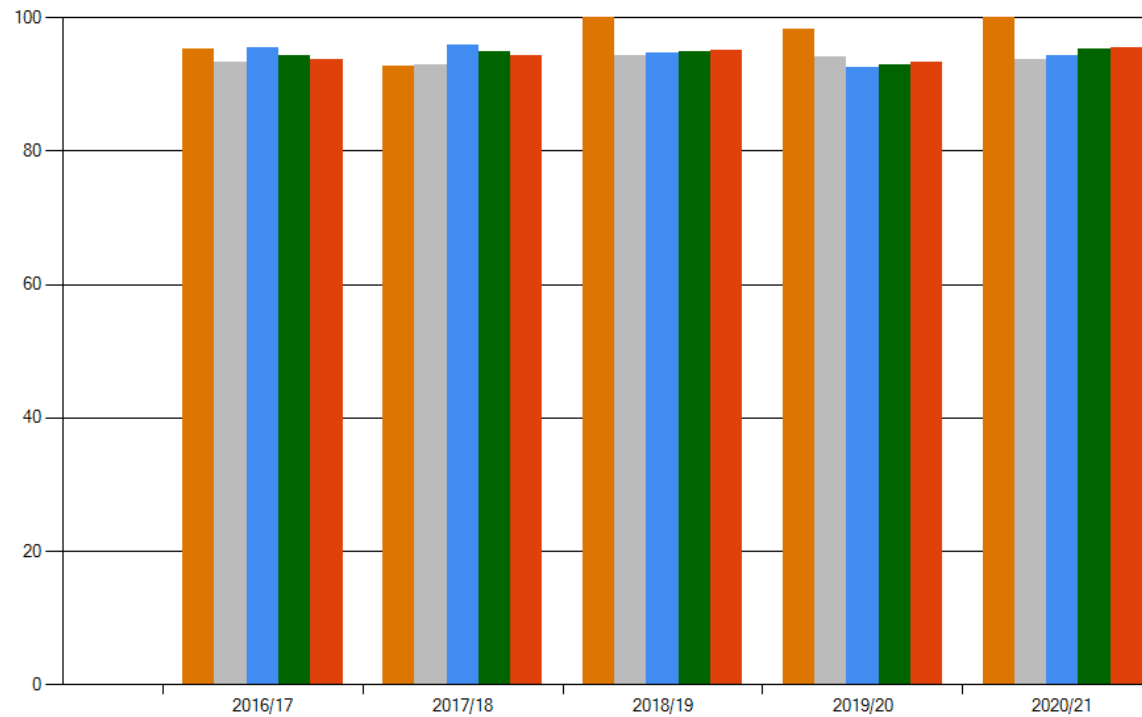
All Faculty Improvement Plans will include an action plan on raising attainment in their subject areas. These will also include actions to improve Literacy and Numeracy and ensuring no pupil leaves without qualification in their subject.

SMT will support departments in being more proactive around the early identification of pupils at risk of not achieving and taking preventative steps.

A 'Raising Attainment' working group will be setup to research and share practice on strategies to increase aspiration and achievement across all year groups.



Positive Destinations:



Our leaver destinations data is very positive and despite a falling roll we have a rising trend in university applications over the last five years. We achieved 100% positive destinations in 2018/19 and 2020/21.

Overall, it is clear that our pupils are moving into suitable destinations and are receiving appropriate advice and support.

All curricular areas will be expected to embed skills for learning, life and work through the introduction of our newly developed Skills Framework.

There will be more targeted use of after school study and homework club – direct parental interventions by Support Managers and SMT.

Skills for Work will be embedded in BGE courses through our new Skills Framework this will encourage departments to incorporate outcomes from the Careers Education Standard in learning programmes.

The Support Faculty will revise PSE courses (junior and senior phase) and BGE Skills courses to better meet our DYW requirements.

Positive destinations – are pupils staying on that should move on?

QI 2.2 Curriculum	How are we doing?	How do we know?	What are we going to do now?
 <p>Theme 3</p> <ul style="list-style-type: none"> Learning Pathways 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>We have a clear curriculum plan that aims to preserve breadth and choice; progression from BGE and allowing a three-year plan in the senior phase.</p> <p>We operate a single cohort senior phase following up to six options from a range of courses at National 2 to Advanced Higher, including Skills for Work courses, vocational courses and it includes a variety of opportunities to progress their learning at college, distance learning, undertake work placements and gain opportunities for personal achievement.</p> <p>The junior curriculum is designed to deliver the entitlement to a BGE. In S1 and S2 all young people follow a course that includes all curriculum areas. In S3 young people can specialise by taking one subject within science, expressive arts, social subjects, technologies, languages and health and wellbeing. They can also add an additional subject to provide further specialism in up to two curricular areas.</p> <p>Curriculum provision is reviewed annually and subject options optimised to maximise pupil choice within current resources.</p> <p>The S3 option system is well understood and allows for personalisation and choice, and the beginning of the process of specialisation that prepares pupils for success in the Senior phase.</p> <p>Pupils report that they are able to make choices in their learning, which allow their needs to be met. Most pupils received all of their first choice S3 and Senior Phase options.</p> <p>Learner pathways continue to evolve to meet the needs of our pupils. A number of pupils have bespoke arrangements.</p>	<p>What evidence do we have of positive impact on our learners?</p> <p>Improved Learner Pathways document</p> <p>S3 Options data – almost all pupils received all their first-choice options. No pupil had more than one second choice option.</p> <p>Senior Phase Options data – almost all pupils received all their first-choice options.</p> <p>Subject uptake data</p> <p>Pupil/parent feedback</p> <p>Youth and Leadership awards</p> <p>Duke of Edinburgh awards</p> <p>Princes Trust awards</p> <p>Employability awards</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>We need to develop and expand involvement of partners in helping the school to deliver, broaden and enrich our curriculum.</p> <p>We will continue to lead change within the Senior Phase curriculum, to provide flexible pathways to engage and motivate all learners. Including rigorous and aspirational support for curriculum choices.</p> <p>We will undertake a review of our current curriculum structure and also research curricula in schools with similar rolls and profiles. Including those who have adopted a 2-2-2 model in some schools we will research the advantages and viability of this approach for our setting.</p> <p>Increase high quality Interdisciplinary Learning opportunities that would allow pupils to develop skills that cut across subject boundaries.</p> <p>We will continue to promote the online offering of N5-AH courses from Highland Virtual Learning Academy and the newly aligned online college courses to provide increased opportunities for achievement in the senior phase.</p> <p>Put processes in place to measure the impact of partnership working.</p> <p>We will interrogate trends in S6 attainment to determine what our S6 pupils are returning for and whether we have a curriculum that meets their needs.</p>



S4 pupils can access Higher courses in S4. S5 pupils can undertake Advanced Highers.

Recent addition of Higher German as an option to provide greater choice within languages and progression from N5. This is demand led linked with Higher French. Higher Spanish is available through the HVLA.

Some scope for inclusion of other courses depending on staffing capacity/utilising SMT subject specialisms.

Vocational pathways form an integral part of the Senior phase curriculum. Currently 31% of senior phase pupils have opted for a vocational pathway course.

Through our partnership with North Highland College, we have created the facility to be able to host the SfW Construction course delivered by NHC staff. We have recently taken over the delivery of the SfW Engineering course, which is now included in our school-based options.

Healthy uptake of Foundation Apprenticeships. We continue to enjoy a very successful partnership with the Canal College.


All pupils have access to outdoor learning opportunities in the form of field trips, residential trips (home and abroad) and adventurous experiences.

Good practice in digital literacy has developed well across departments since the rollout of 1:1 Chromebook devices and a positive aftereffect of lockdown learning.

Improving employability skills through partnership with Highlife Highland.

Curricular partnerships – University of the Highlands & Islands, Geobus, HWP, Open University

We progress the embedding of the Work Placement Standard in our practice.

QI 2.7 Partnerships	How are we doing?	How do we know?	What are we going to do now?
<p>Theme 3</p> <ul style="list-style-type: none"> <i>Impact on Learners</i> <p>The impact of parental involvement on improving children and young people's learning.</p> 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>Increased parental communication through use of SEEMiS text messaging, email, and School App.</p> <p>Parents are fully involved in all decisions regarding curricular choices and the support that might be required.</p> <p>The school works hard at maintaining positive relationship with parents, carers and families</p> <p>The school has a very supportive and effective Parent Council, however due to natural wastage (pupils leaving school) and COVID-19, our council membership has reduced dramatically.</p> <p>Almost all parents are supportive of the school when issues are raised around attendance, etc.</p> <p>Attendance at parent meetings and school events is positive and had been increasing prior to COVID-19.</p> <p>New and productive partnerships formed with other 3rd Sector organisations and services.</p> <p>SMT and support team regularly attend ASG Meetings to discuss/plan projects. Literacy and numeracy skills have been a focus upon the ASG improvement plan over the past 3 years.</p>	<p>What evidence do we have of positive impact on our learners?</p> <p>Event attendance data</p> <p>Parent feedback</p> <p>100% of parents contactable by text</p> <p>Options and Change of Subject/Level process</p> <p>ASN profiles</p> <p>Child's Plans</p> <p>Parent Council minutes</p> <p>Interventions delivered in partnership with third Sector organisations.</p> <p>YDO engagement</p> <p>Community Police liaison meetings</p> <p>3rd sector feedback</p> <p>ASG Meeting Minutes</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>We will develop outreach capabilities to work with parents who have low engagement with the school or difficulties attending school events.</p> <p>We will aim to increase parental engagement around supporting pupil progress through innovative approaches, the use of digital literacy and Chromebooks.</p> <p>We will continue to work closely with the existing Parent Council to increase representation of parents from across the whole catchment to sit on the parent council.</p> <p>We will increase partner involvement in the life of the school and in the support of our work with young people.</p> <p>We will formalise partnership agreements to ensure better outcomes.</p> <p>A format for gathering partner feedback will be put in place.</p> <p>Overall, resources still do not match need in our area. We need to work hard to identify alternatives to the lack of provision.</p>

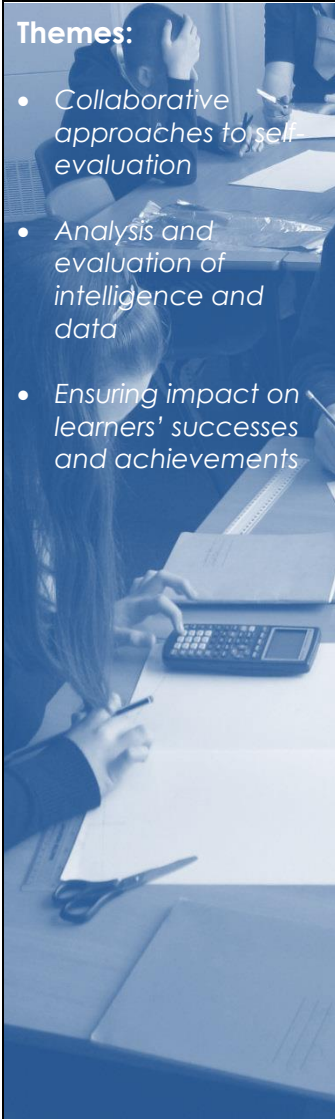


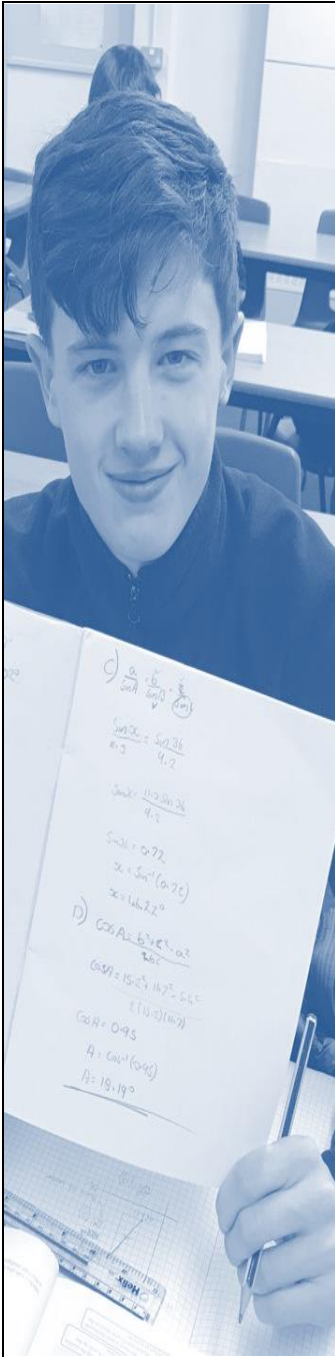
Additional Quality Indicators

We have rated this QI as:

QI 1.1 Self-evaluation for self-improvement	Good
QI 1.2 Leadership of learning	Good
QI 2.4 Personalised support	Good
QI 2.6 Transitions	Very Good

Themes: QI 2.2 Curriculum: Learner pathways
QI 2.7 Partnerships: Impact on learners

QI 1.1 Self-evaluation for self-improvement	How good is our leadership and approach to improvement?		
	How are we doing?	How do we know?	What are we going to do now?
 <p>Themes:</p> <ul style="list-style-type: none"> • Collaborative approaches to self evaluation • Analysis and evaluation of intelligence and data • Ensuring impact on learners' successes and achievements 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>Our school has a culture of evaluating its work and looking to continually improving our practice. We promote a collegiate and transparent approach to self-evaluation, reflection and school improvement. Most staff understand their responsibility in this process and are regularly involved through department meetings and collegiate working, where self-evaluation for self-improvement is a standing item.</p> <p>Our school improvement plan outlines our key priorities for the school and link with the National Improvement Framework priorities. Faculty improvement plans align with our SIP. All faculties produce an annual Standards & Quality Report with input from all teachers. Pupil, parent and partner views sought regularly on key issues.</p> <p>We have adapted our action planning format to include measurable outcomes and a more succinct format.</p> <p>Our Self-Evaluation Calendar describes a range of quality assurance activities at both senior management and faculty level. We have aligned these to HGIOS4 Quality Indicators to help track and inform our improvement planning.</p> <p>We have an established cycle of faculty reviews which are producing feedback for staff and learners. Our review teams have included members of the parent council, peers and colleagues from other schools. Members of our staff have visited other schools as part of their learning and teaching reviews.</p> <p>Written reports are provided with strengths and points to consider for improvement. Faculty heads discuss with departments and agree action points/next steps. We need look at how well we ensure that these identified steps lead to the intended outcomes.</p>	<p>What evidence do we have of positive impact on our learners?</p> <p>Self-Evaluation is a weekly item on department and SMT meetings</p> <p>Faculty review feedback and action points are agreed; Senior Management support departments to deliver agreed improvements.</p> <p>Self-evaluation and reflection have a high profile in our collegiate programme and CPD/PRD processes</p> <p>Two-way partnerships with other schools emerging</p> <p>SMT/staff visits to other schools to gather good practice.</p> <p>At various points in the year and for a variety of purposes we collect feedback from staff, pupils, parents, parent council, partners and our ASG.</p> <p>Surveys, pupil/parent council minutes, focus groups, Insight reports, Positive destination data, SIP audit, Faculty Link meetings, DM's provide relevant information throughout the year. This data is also used to inform improvement planning and identify interventions as appropriate.</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>We will continue to improve use of data by continuing to engage staff at all levels in discussion about their data analysis and what improvement priorities or interventions can be developed from it.</p> <p>We need to continue to develop our tracking and monitoring systems across all stages to ensure that young people's progress and achievement is monitored in a robust and continuous way.</p> <p>We need to ensure that our Mini-Insight is used regularly by teaching staff to track cohorts and flag those requiring interventions; improve measurement and evidence of impact on learners.</p> <p>We will adapt the format of faculty Standards and Quality Reports to become in line with the whole school SQR. These documents will be 'live' working documents visited throughout the session, linking in with self-evaluation calendars.</p> <p>We will ensure that all observation lessons that are linked to PRD or SIP priorities and identified next steps are actioned and reviewed.</p> <p>Faculty Reviews will include peers and/or colleagues from other schools. Action points will be reviewed through an agreed schedule.</p> <p>Where possible, our Faculty Link meetings are timetabled such that all curricular Faculty Heads can meet together.</p>



SMT are committed to daily class 'walkabouts', endeavouring to each get around all/most classes. This increased presence has been a contributing factor in lowered incidents of indiscipline and has aided our efforts to improve consistency in classroom management and learning & teaching.

Weekly link meetings between Faculty Heads and SMT support managers and departments to deliver agreed improvements. These meetings are informal and supportive, the need for a more formal approach and recording will be considered.

Staff at all levels engage with benchmarking data. We have developed our own 'Mini-insight' tool which allows us to more effectively interrogate our subject level data for varying cohorts, e.g. SIMD, ASN, 20-60-20.

Tracking systems are used to monitor pupil progress at regular intervals. We need to develop a more effective system to keep track of interventions and next steps that result from this. Reports focusing on progress and next steps are sent home at regular intervals.

Staff are regularly consulted on their views and follow-up action is undertaken. We have increased engagement with GTCS Standards and Self-Evaluation tools through our collegiate sessions, which are linked to HGIOS4 & GTCS Standards, and PRD process.

Staff improvement groups have been used, for example, to evaluate, identify good practice and input into our improvement action planning for Learning & Teaching, Raising Attainment and Positive Behaviour Approaches.

Moderation activities take place within departments, with subject partners in other schools and, in English, aspects of literacy are moderated in partnership with our ASG primary staff.

Partners feel welcome in the school and feel strongly that their views are taken on board.

SMT have a high presence in classes through daily 'walkabouts'.
Faculty Heads have a good presence within their faculties.

Moderation processes for national Qualifications and development of BGE Unit Overview Sheets incorporating moderation and evaluation of learning.

Regular informal HT meetings with Alness and Tain Royal Academy HT's.

Targeted interventions are put in place to support individual members of staff.

Analysis of HMI Inspection reports for relevant QI's Good or better at SMT, EMT and department level.


Feedback from QIO (2017-18):
"I'm not going to suggest any changes at all in your S&Q/SIP document. It is exemplary – clear, concise and very focused on data and the other evidence that have led you to the interventions you are planning. I've not seen one this year that is as high quality as yours is."

Faculty Standards and Quality Reports and Improvement Plans.

By working with our ASG and partner departments we will continue to improve staff confidence in their judgements of achievement of a level in BGE by creating time for these activities to take place.

We need to make better involve our Pupil Councils in school improvement activities and use of How Good is OUR School.

QI 1.2 Leadership of Learning	How good is our leadership and approach to improvement?		
	How are we doing?	How do we know?	What are we going to do now?
Themes: <ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career-long professional learning Children and young people leading learning 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>Strong emphasis on professional learning through a collegiate programme that drives whole school priorities and professional development. Some staff have undertaken critical enquiry linked to their practice or school priorities.</p> <p>Staff at all levels have opportunities to take on leadership roles, including school trips, extra-curricular, working groups and leading pupil learning programmes, e.g. Growing2gether.</p> <p>Staff have worked together to agree common approaches to aspects of learning and teaching, for example as ASN Friendly Classroom, and classroom management. Their work has directly informed aspects of the school improvement plan and relevant policies.</p> <p>All staff, including Pupil Support Assistants and Admin/Clerical staff, undertake an annual PRD process, engaging in meaningful professional dialogue with their reviewer.</p> <p>We have a rich online staff Google Currents community for sharing practice and professional discussion. This community now includes members from across our ASG. We need to increase the level of active engagement beyond a core of 'champions'.</p> <p>Staff are encouraged to undertake professional reading. Online articles and resources are shared regularly via email or our Google Currents community.</p> <p>Our new reporting system is providing better opportunities for S1-3 pupils to engage with their learning and discuss how to take forward their next steps.</p> <p>Opportunities for pupil voice has increased.</p>	<p>What evidence do we have of positive impact on our learners?</p> <p>Collegiate sessions are linked to GTCS Standards and HGIOS4</p> <p>Collegiate sessions link directly to staff Highland CPD Records</p> <p>We have a strong history of internal promotions.</p> <p>Staff feedback</p> <p>Class visits</p> <p>Clear links between improvement planning and staff CLPL</p> <p>PRD process</p> <p>Staff groups, ASG projects, extra-curricular activities, school events and trips</p> <p>Several hundred posts sharing practice on our Google+ Community</p> <p>Revised reporting format</p> <p>S1-3 Learning conversations and next steps follow-up</p> <p>T&M and pastoral information</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>Our staff improvement groups will continue their work on SIP priorities.</p> <p>Faculty Heads will ensure that there is a follow-up discussion to collegiate sessions in subsequent department meeting to agree next steps and monitor staff evaluations.</p> <p>Peer observations will be organised in trios and linked to Teaching Sprints.</p> <p>There will be an expectation that all SIP related CLPL, including critical enquiry, is shared via department meetings and resources/links uploaded to our Google Currents community where appropriate.</p> <p>We will setup a professional reading group to share and discuss educational articles, blogs and research to stimulate practitioner enquiry, professional development.</p> <p>We will embed the use of the pupil version of HGIOS 4 in our self-evaluation practices to help involve pupils more in leading learning.</p> <p>Working with all stakeholders we need to identify strategies and interventions to improve resilience and aspiration.</p> <p>We will create opportunities for more teachers to visit other schools locally and beyond to gather good practice.</p>

QI 2.4 Personalised Support	How good is the quality of care and education we offer?		
	How are we doing?	How do we know?	What are we going to do now?
<p>Themes:</p> <ul style="list-style-type: none"> • <i>Universal support</i> • <i>Targeted support</i> • <i>Removal of barriers to learning</i> 	<p>Staff are aware of the needs of all learners through a robust and effective support system.</p> <p>The ethos in the school and in individual classrooms is positive, and it is clear that teachers care very much for the learners for whom they are responsible and have good knowledge of the young people in their classes.</p> <p>Pupils report that teaching staff are extremely helpful and encouraging. Pupils and parents very much value the willingness of staff to give up time to help learners.</p> <p>Pupils reported that they are well known by their teachers and that there is someone (Support staff or SMT) who has an overview of their learning. Support staff have very good knowledge and understanding of learners on their caseload.</p> <p>Pupil needs are represented strongly at inter agency meetings to ensure the best responsibility for pupils. The school ensures that relevant staff and agencies are in attendance at meetings, where possible, in order to get the best possible outcomes for young people.</p> <p>Partners express a strong view that the school works hard to meet the needs of individual learners.</p> <p>SMT have a cycle of faculty reviews which assess the standard of differentiation, pace and challenge in lessons. We have a range of programmes to meet the needs of pupils who enjoy more challenge.</p> <p>Information is shared effectively between ASN, Support Managers and classroom teachers to increase attainment, inclusion and improve positive relationships.</p>	<p>SEEMiS is used effectively to store, track and share pastoral and ASN information. Daily pupil information sent to staff and tagged with SHANARRI indicators. Whole school and targeted interventions put in place</p> <p>SHANARRI survey showed high scores for the Included and Nurtured indicators, demonstrating that pupils on the whole feel supported and looked after by staff.</p> <p>PT ASN attends departmental meetings to offer support and advice. Key Teachers now beginning to attend a cycle of departmental meetings.</p> <p>Programme of tutorials, wellbeing and nurture groups support targeted pupils who are at risk of underperforming</p> <p>72.7% of staff rated their knowledge of pupil ASN/SfL needs as high, with the remaining rating it as moderate. Staff collegiate sessions support awareness of ASN and SfL strategies.</p> <p>Child Plans are updated at relevant times to ensure all high tariff pupils have a coordinated approach to their wellbeing and progress. Parents, young people and outside agencies fully involved in the</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>Key Teachers to increase attendance at department meetings to discuss SfL needs and improve knowledge of ASN.</p> <p>Differentiation and positive relationships within the classroom to improve further due to increased awareness of SfL/ASN needs.</p> <p>Guidance and expectations on creating 'ASN Friendly Classrooms' to be included in revised Learning and Teaching policy.</p> <p>SMT/Support department to improve use of Mini Insight data in order to improve knowledge of progress and increase targeted early intervention strategies. Build in 'Mini Insight review' to the self-evaluation calendar following tracking periods.</p> <p>Use the new My World of Work profiling process to record and update progress from S1 – 6. Use profile to track skills improvement. Complete in Skills Time (S1-3) and PSE (S4 -6).</p> <p>We will adapt our PSE and Skills Time programmes to allow further capacity to effectively embed a culture of learning conversations and meaningful follow-up.</p> <p>We will embed a nurturing approach across the school and ensure that restorative practices are used more widely between staff and pupils, especially where there have been persistent issues.</p>



Support for Learning staff and PSAs give good support to pupils in classrooms.

We maintain a strong focus on improving learning and teaching, with a specific focus on differentiation and sharing good practice.

The school actively promotes their PEOPLE brand to encourage an ethos of inclusion and support.

We have strong links with a range of agencies, educational establishments and other partners.

We have implemented a range of programmes/courses across the school to meet the needs of pupils.

Most parents are actively engaged in the development of their children and involved in the planning/decision making processes.

A range of collegiate sessions are enhancing staff knowledge to further improve the school's inclusive environment and increase their understanding of differentiation.

SAC funded CSW has formed positive relationships with target families with direct influence on the attendance of individuals.

SAC funded SEBN teacher has had positive impact improving attitudes towards school and learning with the individuals he is working with.

Nurture groups are having a positive impact on targeted pupils across a range of indicators.

The school has an ethos of 'looking outwards' to develop its approaches to personalised support.

Personalised support across the school was reviewed in 2019 to follow a process of self-evaluation for improvement.

Programme of tutorials, wellbeing and nurture groups support targeted pupils who are at risk of underperforming.

Targeted support for parents aided by strong partnerships with external agencies, e.g. Action for Children.


Targeted SAC/PEF cohort interventions from CSW's, Support Managers and classroom teachers to ensure 100% of S4 SIMD pupils are on track to achieve at least N4 Literacy (100% at least N4 English) by the end of S4.

Planned 25% increase in time allocated to Literacy and Numeracy in S1/S2 through additional staffing has been achieved. ASN teachers to embed this intervention alongside class teachers and PSA's.

School advertises an 'open door' policy for parents who wish to discuss any concerns, including support pupils are given.

Example of parental feedback:
'The school supports our family at home. I couldn't ask for better support. I see ... (CSW) as a family friend. Invergordon Academy have been brilliant with their support in getting ... (pupil) back into school'

Reintroduce HT drop-in sessions each term to allow for parental feedback and discussion.

How good is the quality of care and education we offer?			
QI 2.6 Transitions	How are we doing?	How do we know?	What are we going to do now?
Themes: <ul style="list-style-type: none"> • Arrangements to support learners and their families • Collaborative planning and delivery • Continuity and progression in learning 	<p>Pupils, parents, carers and staff are actively engaged in a well-planned programme of transition events.</p> <p>Key ASG staff meet at least once a term, with transition being a key item on the agenda. Attendance at P6/7 Child Plan Meetings and SFM's allows staff to meet pupils, parents and partners to plan.</p> <p>Pupils with ASN are given an enhanced transition. This occurs during the primary transition from P6 and at key transition times throughout S1-6. Early intervention strategies to highlight and plan transitions for pupils with ASN and barriers to their learning are working effectively.</p> <p>All pupils' access planned activities and events to support emotional and social wellbeing during transition.</p> <p>All pupils have at least one key adult who offers guidance at times of transition. Pupils can articulate their progress to the key adult as they make a transition from one stage to another.</p> <p>Parents/carers are involved at transitioning times through school events, options evenings and targeted meetings. Course information booklets and information help supplement parental knowledge of courses.</p> <p>We have a robust process for recording and passing on information to support transitions. This includes the sharing of SEEMiS records, PPR's and ASN files.</p> <p>Pupil Profiles and ASN information shared with staff to support needs of pupils who are transitioning. PSA staff have been allocated time working with P7 classes in the primary schools which has led to positive relationships and reduced anxieties in P7 pupils.</p>	<p>Positive feedback from pupils, parents and staff re transition and events such as the Mini-Highland games, Support Manager visits, subject teacher visits, Mini-Digit and transition week.</p> <p>P7 pupil transition survey - In June 2019 76.6% of P7 pupils rated themselves as 7/10 or above for how they felt about the transition to the academy vs 56% in February 2019. 21/22 = 7.82/10; 20/21 = 7.71/10.</p> <p>PSA's feedback to support team regularly.</p> <p>Academy pupils working with primary pupils during the Growing2gether project.</p> <p>Pupil Profiles and ASN information shared with staff to support needs of pupils following transitions.</p> <p>Regular review of 16+ data to track pupils, careers SFM's for early intervention and to discuss intended destinations. Review of positive destination figures to self-evaluate and improve upon 16+ process.</p> <p>Use of mini-INSIGHT to track pupils at risk of failing to achieve potential in subjects. Early intervention to support these pupils.</p>	<p>We will introduce S4 MWOW Ambassadors to support DYW across the ASG including delivering lessons to P6 – S2 groups.</p> <p>We will develop the school's profiling process and consider using MWOW profiling system to log progress and achievements across ASG from P6 – S6.</p> <p><i>We will track and monitor our new Skills Framework in Skills Time/PSE across S1 – 6. Using this as a vehicle to enhance learning conversations, plan next steps in progress and ensure continuity in learning at transitions.</i></p> <p><i>Audit the Career Education Standard and use to improve the delivery of Career Management Skills across the school.</i></p> <p><i>We will analyse the 16+ tab to highlight intended destinations of pupils in S3 and explore opportunities to offer tailored courses/experiences in S4-6.</i></p> <p><i>Maintain our positive destinations figures at 100%. Ensure all ASN pupils have a comprehensive plan at an early stage with support measures in place to track post-school engagement in a positive destination.</i></p> <p><i>Increase the number of pupils who attend work placements.</i></p>



Staff CPD and collegiate sessions improve understanding of progress in learning across levels and improve knowledge of approaches to learning and teaching. Staff attend understanding standards, subject days and partake in verification process within departments and across the area.

Relevant pastoral information shared with staff to inform them of the needs of pupils transitioning. Confidential information shared with relevant staff during transitions, including the change of named person/lead professional.

The pupils are supported to make informed choices about their next phase of learning, including preparation for further and higher education, future careers and the world of work.

The school works alongside SDS and the 16+ team to plan a programme to support S1 – 6 pupils throughout the year. The use of the SDS risk matrix is used to ensure early intervention and highlight those at risk of entering no positive destination.

The 16+ data hub on SEEMIs is used to collate intended destinations and used to explore curriculum options/opportunities in the senior phase.

Senior pupils have opportunities for pupils to complete work placements.

We have a robust UCAS process with support from support department to make choices and write personal statements.

Visits to college and university open days and information events are arranged for groups and individuals. We hold options events for parents and pupils at each transition point and have comprehensive option choices information. NHC and UHI are represented at our events.

Construction Skills course added to the senior options after using the 16+ tab to highlight a high number of pupils intending to enter this sector.

Targeted support for pupils at options time/timetable change – support team meet to discuss and reduce anxieties. Parents often involved in this process.

SDS School Partnership Agreement ensures pupils receive support and information on careers and work on Career Management Skills (CMS) DYW T.O.M (Target Operating Model) outlines input from SDS/DYW throughout the year. This includes targeted input from specific industries/professionals, based on 16+ data collected for S3-S6 pupils.

Careers days have also increased the opportunities for S4-6 pupils to find out about industries.

86% of pupils in S3 – 6 are registered on MWOW and have used the platform to explore career choices and develop understanding of skills for learning, life and work.

79% of pupils in S4-6 actively engaged one-to-one with our SDS careers advisor to discuss career options and next steps.