SCHOOL STANDARDS AND QUALITY REPORT 2022/23

The Highland Council
Comhairle na Gàidhealtachd

Standards and Quality Report

School/ELC Setting: Tain Royal Academy

Head Teacher: Mark Jones

Date submitted:

Context of the school:

Tain Royal Academy is a rural school with a projected school roll of approximately 520 and projected to be 540 approx. for August 2020. The school has been out of the inspection cycle for a several years now and this had allowed the school to feel confident in what we are doing to move forward and develop until Covid hit and we feel as a school that this has had an adverse affect on the progress that we were making. During this time we used the ACM system for apportioning pupils their SQA grades and this will have affected our school attainment, particularly for the top attaining 20%. In terms of attainment overall we are 35 points above our VC for the lowest attaining 20%, 50 points above our VC for the middle attaining 60% but but 53 points behind our VC for the highest attaining 20%. We are continually looking to improve our data and to do this, the school staff have continued to review the school curriculum and what we offer with a view to introducing more NPA courses, NC courses as well as certification for SfW. As a result of the appointment of Wendy Hennem as our DYW officer we have begun to work more closely with local partners and businesses with more speakers engaging with our pupils to make them aware of the employment opportunities in the surrounding area. We are keen to continue developing this area of our work and develop our curriculum as 28.05%. of our pupils go directly in to employment on leaving TRA which is 5.5% above the national figure and who will as a result be better prepared for applying for jobs in areas such as farming, forestry and tourism. The school has continued to do well with Insight data in regards to positive destinations again reaching 9.78% success rate which sees us above our VC for the 5th year in a row.

DYW has seen a lot of work put in to it with a lot of support from the parent council and local businesses. We worked with businesses on workshops as part of our ASG Transition project which we had to deliver digitally this year but did so as we were so keen to maintain momentum in the project.

There has been a continued large focus on mental HWB this year particularly as a result of coming out of lockdown and the ensuing mental health and wellbeing issues this has caused. We have continued to develop our scheme with mentoring which has started again in October this year. We have also trained pupils for Mental Health first aid training and trained senior pupils to deliver MVP which they have done for a few sessions and this will continue to have pupils trained for delivery for S1 and S2 pupils. Rights Respecting schools has been developed as well and we now have our bronze awards and working towards our silver which we hope to achieve in September this year.

We are focussing on raising attainment particularly in numeracy and N5 maths uptake/attainment. With our PT of English we are engaging in a new project to raise the profile and therefore attainment in English and Literacy and a lot of work has been done in regard to literacy in particular with S1 receiving 1 period a week devoted to literacy but based on the content that they have been studying in their other classes such as Science and Social subjects.. There is also the focus on closing the attainment gap but raising attainment is something that has been in our improvement plan which will see us embedding self-evaluation further including validated self-evaluation which the Science and Maths departments will be validated in this year. There will be a renewed focus on Learning, Teaching and Assessment as well as continuing to look at diversifying our curriculum.

School Vision, Values and Aims:

Trust, Respect and Ambition

So we can all

•   create a welcoming environment where everyone feels included and valued

•   encourage a mind-set where everyone can develop individually and grow academically

•   develop an attitude of resilience and responsibility for today AND tomorrow

•   have high expectations of ourselves and others and aspire to achieve these

•   work together for the betterment of everyone, in our school and in our community

School Social Skill: Welcoming

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people.

Parent council meetings have been carried out digitally and there is regular discussion as to how we are doing as a school and what we can do to improve. We have also carried out a pupil survey to gather pupil views on a range of topics based on the questions they were asked by HMIe when we were inspected so that we can monitor areas of improvement and where we still need to work on. We have also had our senior pupils conduct pupil focus groups to gather further views from pupils that encapsulates a broader range of areas for discussion than what the HMIe questions ask. We are also focussing on department focus groups in this year's SIP so that departments can drill down even further than the more general whole school based questions do. ASG meetings are a regular part of our working as a school and we have been working closely with them in regard to literacy with our PT Enlgish carrying out a lot of work with the primary teachers and having had a couple of meetings with our Maths PT and primary heads we aim to work more on numeracy as an ASG. The Technical department and particular the PT have been going in to primary schools to carry out work with the pupils on measuring in mm.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting:

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of remote learning and other disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 22/23 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

There has been some staff changes as there always is but the vast majority of staff are very focused on improving outcomes for young people and their welfare and outcomes very much at the heart of what they do and as a result I am of the opinion that we have the capacity to continue to improve.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past 2 years we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contained details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects were and still are very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 22/23, or main focus will therefore continue to be on three key areas:

1) Health and wellbeing
2) Renewing of learning, teaching and assessment using AifL, cooperative learning and active learning as well as improving our tracking and monitoring system so that all staff have an awareness of all of the necessary data when tracking and monitoring all pupils and therefore allow for timely and appropriate interventions.
3) Raising attainment by continuing the work we have been successful in this year for attainment with ASN, our lowest attaining 20% and middle attaining 60%. There will be renewed focus on improving our highest attaining 20% with particular attention paid to having more pupils in S5 taking 5 higher/level courses.

Before the pandemic brought everything to a halt, we felt as a school and staff that we were moving in the right direction but with still plenty of work to still to be done. In the SQR just before the first lockdown we highlighted Curriculum Development, our whole school Tracking and Monitoring System for which we utilise On the Button, Validated Self Evaluation which proved to be a very valuable tool for helping departments self evaluate with Modern Languages and Social Subjects both undergoing the process pre-lockdown. Our primary focus in the coming year is to reboot the aspects that were going well, (LTA, validated self-evaluation and Curriculum development) refining others (Tracking and monitoring and HWB policy) and looking at furthering other initiatives such as looking outwards.

QI 1.1
Self-Evaluation

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school setting?

1.1 Self Evaluation
Collaborative approaches to self-evaluation
• All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. There are staff meetings held for staff to help contribute to the creation of the whole school plan as well as meetings thereafter to review the plan. Collegiate time is also provided so that staff can review their own department plans in conjunction to the whole school plan. The parent council is also given the opportunity to contribute to the review and process of developing the SIP. The pupil representative group are also provided the opportunity to contribute and this is reviewed by pupils throughout the year using Pupil Aloud.
• We use a range of effective approaches to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities. The staff meetings to discuss the SIP are delivered cooperatively so that staff from different areas of the school and curriculum and speak and listen to one another as to what they regard as priorities for the school and how we can best carry these forward. There are staff working groups which meet throughout the school year and each group is tasked with a particular part of the SIP and how best to develop and improve that part of the SIP. Currently the groups are LTA, data, HWB, House system and DYW. The pupil rep group also discuss questions provided by the staff working groups.
• Leaders at all levels support reflection by individuals, groups of staff, and with partners across our learning community. The head teacher uses pupil aloud as a means for gathering pupils views as well as regular informal discussions in the canteens and during cover lessons. Departments have increasingly started to conduct on line surveys and each year a whole school survey is conducted by SMT based on the questions Education Scotland asked pupils during our last inspection. Guidance conduct one to one interviews with a wide range of questions that enquire as to pupil views on a wide range of school related issues.
• Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement. Pupil Aloud meets once a week and provide regular feedback to SMT as to what is going well in the school and areas for inmprovement. The pupil representative group is being developed to also do this and there is an increasing amount of departments seeking pupil views either face to face or through google forms. We are looking to develop the pupil representative group so that it has a bigger on the influence on the self evaluation in the school and the influence that they have therefore on change for improvement.
• Through regular and effective collaboration our community has a shared understanding of the school's strengths and improvement needs. The school standards and quality report, SIP and inspection findings are posted on our website and social media outlets and these are also always discussed with parents at parent council meetings.
• We have developed very effective mechanisms to consult with stakeholders and can show how their views inform change and improvement. Given that there is only a small percentage of parents who attend the parent council meetings we are beginning to embrace digital platforms to engage with parents more using google forms to enquire as to the popularity of on line parents' evenings. The on line parents evenings have provided us with new line of communication with parents and a very direct way of receiving feedback and views from them.

Analysis and evaluation of intelligence and data
• Within our school and with our learning community, we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations. As a result of the

ACEM staff and departments have increasingly moderating with departments and staff from other schools to ensure an improved understanding and consistently of levels of achievement for the both the BGE and SCQF qualifications. Collegiate time has been given over to departments to moderate with each other for standards and is an expectation of staff and departments by EMT.

•   All staff analyse and use evidence very well to ensure a clear focus on those priorities which will have greatest impact. Staff are regularly encouraged and challenged to use data to inform development and improvement in their departments such as uptake, achievement of levels in BGE, SNSA data, insight data. These are regularly discussed with the whole staff at staff meetings so that staff are aware of the impact that their own classes and subjects have on the whole school data.

•   We have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners. Lesson observations are carried out twice a year so that the same person can observe a colleague and track what areas for development that were highlighted in the first observation have worked on. Departments also take part in validated self evaluation in which lesson observations and integral part of the process. Next steps are to have whole school validated evaluation processes carried out by family group members Invergordon Academy and Alness Academy.

•   We gather a range of data and information to monitor and track progress for all learners. On the Button is used to record the levels of each pupil at BGE and senior phase.

•   We regularly interrogate data, making use of digital technology to support this where relevant and appropriate. SNSA, insight, uptake, attendance, PEF, referrals,

•   We have taken steps to ensure all planning, monitoring, tracking and evaluating is manageable and relevant for all involved. Department meetings (where manageable), collegiate time and staff meetings are organised and arranged so that time is provided for staff to carry out the above steps.

•   We use a wide range of local, national and international advice and research to reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced. Over the last few years we have continually used advice and research to inform our practice mainly through staff meetings but also at in service training and CPD events inhouse provided by our own staff. We have looked at Cooperative Learning by Roger and David Johnson as well as Spencer Kagan, Carol Dweck's Growth mindset, John Hattie's Visible Learning which informed a lot of our sessions on feedback, Paul Dix on behaviour management, Dylan William on AifL, Rosenshine's Principles

•   We actively seek out and share good practice within and beyond the school and can demonstrate improvement as a result. Staff are increasingly working with other schools in the authority to moderate work and as a result share good practice. Staff are also encouraged to look outwards beyond Highland Council as well as work with our colleagues within the Authority. The head teacher has visited Linlithgow Academy, Bucksburn Academy, Kingussie High School, Kinlochleven and Banff Academy as well as visit and participate in regular meetings with family schools of Invergordon Academy and Alness Academy. Our DHT visited along with PT Science Larbert High School to share good practice with them.

Ensuring impact on learners' successes and achievements
•   Our self-evaluation focuses on key aspects of learners' successes and achievements.
We have used Insight initially to drill down in to what our attainment data is saying and the reasons for successes as well as what we need to focus on for development. We also have staff using SNSA more effectively to allow us to track and monitor with more scrutiny in the BGE. We regularly seek pupil views through Pupil Aloud and 1:1 interviews with guidance which allow us to get to know the pupils very well and where and how they are achieving outside of school as well as in school. Contact with parents is regular, particularly by guidance which provides with further information on each pupil.

•   We can show clear evidence of improvement based on actions taken as a result of self-evaluation. We can demonstrate the impact of improvement arising from self-evaluation on learning and teaching and the attainment, achievement and wellbeing of all learners. We have been able to show evidence of improvement in our Insight data, particularly with our lowest attaining 20%, middle 60% and ASN as evidenced in the Raising Attainment section. Pupil feedback tells us that pupils feel that there has been an improvement in teaching in the school overall although they still feel that there is a large difference in the quality of teaching between departments.

•   All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement.   Insight data is regularly shared with parents at the parent

council meetings and also shared on parent zone which is on the school website. • How well do all staff understand their responsibility in improvement through self-evaluation? Staff meetings are regularly used to share Insight data to indicate to all staff the contribution they make to whole school attainment. The SMT regularly attend DMs and discuss department data and use it to discuss and inform improvement. Pupil voice is encouraged and more departments are doing this as part of their own self evaluation. Pupil views from Pupil Aloud with HT and the 1:1 guidance interviews are shared with staff to make them aware of pupil views. Lesson observations are carried out twice a year and staff are part of the validated self evaluation programme that we run in the school which highlights to them their responsibility to self improvement. PRD is carried out each year and all teaching staff participate in this with CPD encouraged in the school and a lot of CPD delivered in house by the school itself.

• How well do all staff know and understand the key tools to be used in self-evaluation activities including the General Teaching Council Scotland (GTCS) Standards and other QI frameworks? Departments are required to fill in a department standard and quality report every year and time is allotted to all departments as part of collegiate time calendar so that departments can discuss where they are against the Qis from HGIOS 4. During PRD staff reflect against the GTC standards to help with their own private self evaluation.

Question 2
How do we know? What evidence do we have of positive impact on our learners? <mark>MAKE A SMALL NUMBER OF BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION. THIS SECTION WILL CONSIST OF SINGLE WORDS OR BRIEF PHRASES.</mark>

• School Imp Plan is created & reviewed collegiately – staff meeting minutes available as evidence, pupils are asked weekly about improvements that can be made to the school through Pupil Aloud, parents are asked for views at parent council meetings, pupils fill in questionnaire containing questions used by the inspectors when they were last her, parents sent questionnaire on homework to help us with our focus on it. The Validated Self Evaluation exercise provides information and evidence as well with pupil focus groups, lessons observations and analysis of data including Insight. Reports of departments inspected thus far are available as evidence.

• Links between the whole school improvement plan and Dept Imp plans / SQRs (documents evidence themselves). HT has regular meetings with PTs around data, what the data is saying and what improvements are being made a result in the departments, all staff involved in reviewing the SIP over two staff meetings in May. CPD is regularly tied to the school improvement plan with most PTs receiving training on data use either in house or form Authority.

• All staff meetings are premised on practitioner enquiry (growth mindset, professional reading – (promoting positive relationships, differentiation, cooperative learning and creativity) – staff meeting paperwork available for viewing

• Pupils Aloud in which pupils are invited to share their observations on wide range of relevant issues (minutes available) where pupils have stated that they feel that the school has improved as a result of the changes made in the school and what they have been part of asking for. Validated self-evaluation has also been good for observing and interviewing stakeholders about expectations of pupils. Analysis of data of pupils being "dropped" levels allows for analysis of how high the expectations of staff are for pupils.

• Understanding standards from SQA where offered as well as training in using SNSA data, Insight data and our own data generated in On the Button

• Department meeting minutes highlight what roles each department has taken to implement changes sought by the school

• PRD for staff are now more coherent with the school improvement plan which indicates that staff are taking their role in implementing the change that school looks to do.

• Through our Positive destination data and 16+ data and information we show that the school understands the social, economic and cultural context of the local community through appropriate

pathways into employment and training. This data has had a positive trend for the past 5 years. This has lead us to diversify and have a curriculum that offers more opportunities to all of our pupils to succeed and this can be seen with the introduction of courses such as Travel & Tourism and Modern Studies which has doubled in class size in the space of a couple of years.

• There are a wider range of courses in the senior phase and this has increased over the last 2 years to include more SCQF courses such as NPAs and NCs.

• Increased numbers of pupil lead initiatives: School Leadership group, school Captains team, House Systems, prefects, Eco-schools, Rights respecting, MVP, Mental Health First Aiders, SCQF ambassadors and more . All of these have introduced new opportunities for our staff and learners.

• Our data for attainment from the last years of Insight data based on SQA examinations has seen us improve over the last 5 years in general.

• Lowest attaining 20% tariff points has closed over the last 4 year as in 2015 we were 98 points behind out VC and for 2019 that has been cut to 17 points.

• Our middle attaining 60% has improved from 2015 when we were 68 points behind our VC and now we are 42 points behind so there has been a slight improvement of 27 points but this is the area where most work and change is required as it is our weakest area with the Insight data.

• Our top attaining 20% have improved from being 150 points behind our VC in 2015 to now 53 points about VC although we were further ahead of our VC last year by 78 points so we will need to keep an eye on this. We are 59 points above our VC for the middle attaining 60% and 35 points above our VC for our lowest attaining 20%

• There was a drop in the number of exclusions carried out by the school as a result of the ethos on inclusion that we work hard to foster

• Attainment v deprivation data has improved over the last 5 years with SIMD 8 being the only slight concern whereas in previous years we had up to 5 SIMD levels well below our VC.

• Lesson observations highlight areas of good practice and areas needing to be worked on which feeds in to the school improvement plan and scheme for staff meetings.

Question 3
What could we do now? What actions would move us forward?

• Working collegiately is a challenge given the restrictions in place because of Covid but are returning to face to face meetings and will work on LTA at all meetings and carried out in a cooperative manner starting with a review of AifL.

• Continue to meet regularly with EMT to consult with them on the strategic planning and development of the school's improvement policies.

• Continue to embed the use of and expertise in the Tracking & monitoring system of On the Button.

• Further, develop Validated self-evaluation with individual departments as this has proved to be very valuable process in helping with department/faculty self-evaluation and improvement. It has allowed departments to share good practice, be more aware of what data to use and how to use it and be more aware of what is expected to achieve the various HGIOS levels. Science are to be validated before October 22 and Maths will be go through the process between October and Christmas break.

• Departments are to continue with the work they have started on curriculum review so that every pupil can be offered a curriculum in each subject irrespective of their level, also being a course that challenges them

• Departments to continue to share good practice through DMs and observations.

• Creating a coordinated, cohesive approach to communicating curricular aims and opportunities with all partners – through events in school calendar. The appointment of Wendy Hennem DYW

school coordinator has made a huge impact on what we are providing and we aim to further develop the opportunities for young people that we are beginning to provide.

- Collaborating with pupils in a richer, more relevant method and have pupil representation to reflect a wider range of our pupil forum thus increasing the opportunities for pupils to influence change. We have established a class representative group and we seek to embed this and have it as an integral part of our self-evaluation process.

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL	good
Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). ELC setting	Choose an item.

Add more rows if you have more than one school (e.g. 3-18 settings).

QI 1.3
Leadership of change

Themes (*HGIOS?4*)
- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change
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Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school setting?

- Stakeholders are involved in ongoing review of vision, aims & values of the school
- Staff are clear on school strengths & areas of development as a result of whole staff meetings being devoted to this so that there is a collaborative approach to the process of continual review and improvement which is used to create rationale for future improvements. As a result staff are committed to change which leads to improvements for learners
- Staff clear on school's strengths and areas for future development particularly through and much stricter use of data
- Practitioner enquiry forms regular feature of continuous improvement with staff meetings always focusing on learning and teaching and our practice in the classroom.
- Staff regularly reflect on shared values, as per GTCS standards especially through PRD
- There has been an increase in sharing of good practice amongst departments, partly as a result of the introduction of validated self-evaluation which has led to PTs and departments implementing change based on the good practice that they have observed.
- Validated self-evaluation with individual departments has been introduced which has allowed departments to share good practice, be more aware of what data to use and how to use it and be more aware of what is expected to achieve the various HGIOS levels. Modern Languages and Social Subjects went through this
- There has been a greater consistency in our Tracking & monitoring system across departments as a result of the introduction of On the Button although we are looking to further refine this.
- A curriculum review has taken place across the school with every department so that every pupil can be offered a curriculum in each subject irrespective of their level, also being a course that challenges them
- We have drawn up a list of opportunities that are available to staff for taking on a role in the school that will help the school develop and grow as well as allowing the staff to develop and grow as a result of leading a project.
- Through PRD, CPD designed to encourage staff to take on roles that assume leadership is encouraged.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE A SMALL NUMBER OF BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION. THIS SECTION WILL CONSIST OF SINGLE WORDS OR BRIEF PHRASES.

- School Imp Plan is created & reviewed collegiately – staff meeting minutes available as evidence, pupils are asked weekly about improvements that can be made to the school through Pupil Aloud, parents are asked for views at parent council meetings, pupils fill in questionnaire containing questions used by the inspectors when they were last her, parents sent questionnaire on homework

- to help us with our focus on it. The Validated Self Evaluation exercise provides information and evidence as well with pupil focus groups, lessons observations and analysis of data including Insight.
- Links between the whole school improvement plan and Dept Imp plans / SQRs (documents evidence themselves). HT has regular meetings with PTs around data, what the data is saying and what improvements are being made a result in the departments, all staff involved in reviewing the SIP over two staff meetings in May. CPD is regularly tied to the school improvement plan with most PTs receiving training on data use either in house or form Authority.
- All staff meetings are premised on practitioner enquiry (growth mindset, professional reading – (promoting positive relationships, differentiation, cooperative learning and creativity) – staff meeting paperwork available for viewing
- Pupils Aloud in which pupils are invited to share their observations on wide range of relevant issues (minutes available) where pupils have stated that they feel that the school has improved as a result of the changes made in the school and what they have been part of asking for. Validated self-evaluation has also been good for observing and interviewing stakeholders about expectations of pupils. Analysis of data of pupils being "dropped" levels allows for analysis of how high the expectations of staff are for pupils.
- Understanding standards from SQA where offered as well as training in using SNSA data, Insight data and our own data generated in On the Button
- Department meeting minutes highlight what roles each department has taken to implement changes sought by the school
- PRD for staff are now more coherent with the school improvement plan which indicates that staff are taking their role in implementing the change that school looks to do.
- Through our Positive destination data and 16+ data and information, we show that the school understands the social, economic and cultural context of the local community through appropriate pathways into employment and training. This data has had a positive trend for the past 5 years. This can be seen with the introduction of courses such as Travel & Tourism and Modern Studies which has doubles in class size in the space of a couple of years.
- There is a wider range of courses in the senior phase.
- Increased numbers of pupil lead initiatives: School Leadership group, school Captains team, House Systems, prefects, Eco-schools, Rights respecting, MVP, Mental Health First Aiders, SCQF ambassadors and more . All of these have introduced new opportunities for our staff and learners.
- Our data for attainment from the last years of Insight data based on SQA examinations has seen us improve over the last 5 years in general.
- Lowest attaining 20% tariff points has closed over the last 4 year as in 2015 we were 98 points behind out VC and we are now 35 points above our VC.
- Our middle attaining 60% has improved from 2015 when we were 68 points behind our VC and now 59 points ahead.
- Our top attaining 20% have improved from being 150 points behind our VC in 2015 to now 53 points behind which is an issue that we need to address.
- There was a drop in the number of exclusions carried out by the school as a result of the ethos on inclusion that we work hard to foster
- Attainment v deprivation data has improved over the last 5 years and this year we have equalled or bettered our VC in each SIMD other than SIMD 8 which we aim to address.
- Lesson observations highlight areas of good practice and areas needing to be worked on which feeds in to the school improvement plan and scheme for staff meetings. This is being carried out within departments since coming out of Covid as we have had a number of new staff and it therefore allows PTs to self-evaluate more thoroughly.

Question 3

What could we do now? What actions would move us forward?

Working collegiately was a challenge given the restrictions in place because of Covid but we have had several meetings digitally and using break out rooms to encourage collegiality. We have now returned to face to face meetings and will focus on L&T

Continue to meet regularly with EMT to consult with them on the strategic planning and development of the school's improvement policies.

Continue to embed the use of and expertise in the Tracking & monitoring system of On the Button and further refine our T&M system using a larger amount of data to track.

Further, develop Validated self-evaluation with individual departments as this has proved to be very valuable process in helping with department/faculty self-evaluation and improvement. It has allowed departments to share good practice, be more aware of what data to use and how to use it and be more aware of what is expected to achieve the various HGIOS levels. Science are next to be validated.

Departments are to continue with the work they have started on curriculum review so that every pupil can be offered a curriculum in each subject irrespective of their level, also being a course that challenges them

Departments to continue to share good practice through DMs and observations.

Creating a coordinated, cohesive approach to communicating curricular aims and opportunities with all partners – through events in school calendar. The appointment of Wendy Hennem DYW school coordinator has made a huge impact on what we are providing and we aim to further develop the opportunities for young people that we are beginning to provide.

Collaborating with pupils in a richer, more relevant method and have pupil representation to reflect a wider range of our pupil forum thus increasing the opportunities for pupils to influence change.

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL	**good**
Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). ELC setting	**Choose an item.**

Add more rows if you have more than one school (e.g. 3-18 settings).

QI 2.3
Learning, teaching and assessment

Themes (HGIOS?4)
- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

•   The ethos and culture of our school reflects a commitment to children's rights and positive relationships. The school values are Trust, Respect and Ambition which was chosen by the pupils themselves and assemblies regularly refer to what these look like, sound like and feel like. The whole school social skill is welcoming and there is explicit reference given to what this looks like and sounds like around the school. We are part of Rights Respecting schools and working towards the silver award with social subjects very much involved in the delivery of this. The school was nominated for the Scottish Education awards for the work that it does in YPI with our S2 pupils and the philanthropic culture that it encourages in our pupils at a young age and they carry throughout the school. This can also be seen in the leadership group in S6 where a huge amount of money has been raised to support local charities like the Highland hospice. MVP is delivered by senior pupils to S1 and S2 pupils encouraging pupils not to be bystanders but be active participants in creating a community where we all feel safe and valued. We run mental health warriors where pupils volvunteer and are trained to support their peers with their mHWB. Social justice group is run where pupils help those in need in the local community.
•   Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities.
Learners now that they are back in the classroom reflect on their progress and identify next steps as they receive high quality feedback based on explicit learning intentions and success criteria. Pupils take part in peer assessment and provide their own feedback in most subjects. This is monitored through lesson observations, Pupil Aloud, Plustime and validated self-evaluation.
•   Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Pupils have said in their feedback that in certain departments and with certain subjects that their experience in school is set at a level where they feel engaged and challenged and therefore enjoy the lessons but that this needs to be much more consistent across the school. Particularly in the BGE there is scope for personalisation and choice such as in assessments where pupils are encouraged to choose from "Say, Write, Make, Do".
•   Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.
•   They understand the purpose of their learning and have opportunities to lead the learning.
•   Our learners are successful, confident and responsible. As previously mentioned the school values are Trust, Respect and Ambition and we encourage these regularly at assemblies. Where cooperative learning is delivered properly then through the team and class building exercise, the explicit teaching and processing of social skills and the inclusive and structured approach to academic tasks, pupils are becoming more successful, confident (but hopefully not arrogant) and responsible.
•   They contribute effectively to the life of the school and wider community in a range of well-planned activities.
•   They know that their views are sought, valued and acted upon. Pupils views are sought by the HT at Pupil Aloud, 1:1 guidance interviews, department pupil focus groups and the pupil representative group.

Quality of teaching
•   Our teaching is underpinned by our shared school vision and values. Our school values are Trust, Respect and Ambition as well as having the whole school social skills of welcoming. We use these principally as a means of creating an inclusive environment where everyone feels welcome and valued which is the best basis to start learning from.

• We use a wide range of learning environments and creative teaching approaches and learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning. Before lockdown, every staff meeting was delivered cooperatively with learning and teaching as the primary focus. At this time the majority of staff were trained in cooperative learning, there were meetings on AifL such as what makes a good learning intention and success criteria, higher order thinking skills, creativity, John Hattie's Visible learning for discussing effective feedback, Carol Dweck's Growth Mindset and Rosenshine's Principles. All of which have led the staff to be up to date with current professional learning and a collegiate approach to implementing these as part of our LTA policy. Lessons are designed in some lessons to encourage curiosity, open-mindedness, imagination and problem solving. Feedback is encouraged to be immediate and based on the explicit success criteria that the pupils are working from so that timely intervention is made. AifL techniques are used to provide a check for understanding during lessons so that teachers see where and what intervention is needed and perhaps what needs modified in future teaching of lessons. Feedback helps with pupils target setting and planning their learning. We have also, like everyone other school in Scotland become much more adept using digital technology to help deliver lessons.

Effective use of assessment
• Assessment is integral to our planning of learning and teaching.
We have 4 tracking nodes for our senior phase pupils and 3 tracking nodes for our BGE pupils and assessments are aligned to these in each subject so that each teacher and subject can provide an informed update on each pupil.
• We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.
• Our assessment evidence is valid and reliable.
The school has a BGE assessment policy, which is premised on AifL and set against the benchmarks of each subject. Benchmarks and skills are assessed throughout the year so that updates for each pupil can be provided at each tracking node. Departments are encouraged to moderate with departments of the same subject in other school with links strengthened as a result of the ACM system used during lockdown.
• At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. There are fixed times in the year where BGE and Senior Phase progress checks are collated for each pupil which allows us to track and monitor a young person's progress. Assessments are planned around this to allow for tracking and monitoring of progress and provide a good basis for learning conversations both with subject specific teachers and also with Plustime teachers who will provide a more holistic learning conversation. If there is more than one concern in each report a meeting is set up with either guidance or year head to provide support.
• Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum. ACM forced departments to look towards other schools to moderate, especially schools where there are departments with only one or two staff and this has proved to be beneficial. We have had English work with Dornoch Academy and Inverness Royal Academy, the Maths department visit Fortrose, Social Subjects liaise with Charleston Academy, Forres Academy and Dornoch Academy, ASt & Desin with Dornoch and Golspie, Technical with Invergordon and Alness Academies and Science with

Planning, tracking and monitoring
• We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.
As mentioned above, we have plan our assessments so that they align with our tracking nodes.
• Learners are fully involved in planning learning. Some departments regularly question pupils as to their views at the end of units and blocks of work to seek their views for self-evaluation purposes. Planning of learning also takes place with regular learning conversations in some departments which is

used to audit the work that the teachers have just delivered to the pupils. In terms of the whole school, several straw polls were taken to allow us to create a column structure that is suited to as many pupils as possible and allow them a learning pathway suitable the their preferred positive destination.

• As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship We have very clear information on pupils' progress with the system we use called On the Button which indicates what level each pupil is working towards and as to whether there is a cause for concern or not. Levels in the BGE are based on the benchmarks and in concordance with our whole school assessment policy for the BGE.   .

Successful learners, effective contributors, responsible citizens and confident individuals. These are all developed where cooperative learning is delivered properly in the school due to the focus on team building and class building exercises as well as a focus on academic and social skills which are reflected upon through group processing which leads to the pupils and groups becoming self regulating in their contribution to class life.

The school has encouraged all senior pupils to be involved in MVP which has our senior pupils deliver this to S1 and S2 pupils. Senior pupils have also become buddies and prefects to allow them to help the young people from the younger year groups in and out of class.

Pupils have become Mental Health Warriors which has seen them lead important aspects of the school's mental health and wellbeing policy.

Pupils are encouraged to become class representatives and take part in the school council to inform staff and in particular senior management in regard as to what improvements can be made to the school based on questions from our staff working groups.

Pupils randomly selected by office staff meet the head teacher every week to inform and advise him as to what is happening in classrooms across the school, what is working and well and what could be done to improve the school.

75% of learners felt that the school helped them feel more confident in their learning when surveyed so there is still work to be done to ensure that that percentage increases so more pupils feel more confident in their learning.

• How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?

Pupils experience activities which are varied, differentiated, active, and provide effective support and challenge in most of our classes. The school improvement plan and staff meetings have focused on AifL and Cooperative learning as methodology that will provide lessons that are varied and active as well as incorporating pace (through timers strictly timing lessons) and challenge through the development of appropriate resources. Lesson observations and pupil feedback have shown that they are engaged in lessons in most of their subjects but not all of them and the challenge is to ensure that this experience of being involved in activities which are varied, differentiated, active, and provide effective support and challenge are consistent across the whole school. When all pupils were surveyed 83% of pupils said that staff encourage them to do the best that they can and two thirds of pupils enjoy learning although this is a number that needs to be increased.

• How well do we communicate the purpose of learning and give effective explanations for all learners?

Learning Intentions and success criteria are used in nearly all lessons but pupil feedback says that learning intentions are only given at the start of the lesson and are not referred to later in the lesson or used by staff to check for understanding. When doing assessments success criteria are clear to pupils in most classes but not all of them, more so than during lessons. A lot of work has gone in to DYW and making connections between what is being learned in class and DYW. Businesses from the local area are increasingly coming in to speak to pupils and explain what skills and qualifications are required.

• How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills? We have made clear that good learning intentions should be skilled base and that these skills primarily ceom from the benchmarks but skills are to be developed that promote thinking skills and Bloom's taxonomy. We have sheets for staff to use when putting together their lessons and

learning intentions as to the various higher order skills that they could be teaching, developing and nurturing in class and as a means for shaping each teachers' questioning.

• How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies? The staff have been forced to develop their digital skills as a result of covid restrictions, lockdown and the necessity to use digital technology to reach all pupils. Staff have been very quick to share good practice and several digital learning methods have been used to enhance the learning experience of our young people using items such as pear deck, mote, loom, Socrative and quizzes such as Kahoot. Online lessons have taken place and we have had pupils access e-sgoil and highland virtual academy.

• How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?

There is a diet of lesson observations in terms 1 and 4 which are currently being held within departments although previously had been on a three year cycle of observations by a peer, PT and then member of SMT. Reflection sheets as well as a clear criteria from Education Scotland as to what the different levels mean allow staff to reflect on lessons in an honest fashion with the support of colleagues as well as developing areas for development. We have also used triads where groups of staff have prepared a lesson together which then sees one teacher teach the lesson and the other two observe, reflect on the lesson, make necessary changes and have teacher 2 teach it with teachers 1 and 3 observing and repeat the process.

Validated self evaluation is delivered in the school where a department SQR is checked by a team from the school that carries out triangulated self-evaluation.

The school has adopted the system of On the Button which allows staff to record pupil assessment and attainment throughout the year as well as report to parents the progress their child is making with senior pupils receiving 4 progress checks and year and BGE pupils receiving 3 progress checks a year with clear indication given as to where there may be cause for concern in relation to progress. Pupils with more than one cause for concern have a conversation with guidance and/or year head to discuss what is the reason for concern and what interventions can be put in place to rectify the situation.

After each progress check the data can be downloaded on to an excel spread sheet and shared with staff so that staff can see how pupils who are causing them concern are doing across the school to allow staff to meet and discuss how to meet the needs of the relevant pupils.

• How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?

• How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? We have been using On the Button to record the progress of every child in each year group against either the benchmarks for BGE or the outcomes for senior phase courses. This has allowed is to track and monitor the progress of each pupil in each subject and allow for appropriate intervention and appropriate times.

• How effectively do we involve learners and parents in planning and evaluating learning? Pupils have regular learning conversations staff to discuss their personal progress as well as the areas for development of the pupil and how best to go about this. Pupils are also given the opportunity to learning conversations in Plustime whereby a teacher providing first line guidance will provide the pupils an opportunity to have a conversation about their learning and progress in general and how best to further improve. Our mentoring scheme for the pupils provides a further means for pupils to discuss and reflect upon their learning and how best to develop and improve achievement within their personalised curriculum.

• How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning? Staff meetings regularly review learning and teaching with AifL in particular. The expectation is that learning intentions and success criteria are provided in every lesson for pupils with reflection and feedback very much based on explicit success criteria (as per John Hattie;s work). Reflection sheets are often used in classes and learning conversations take place in classrooms after assessments with targets for each pupil agreed and based on success criteria. The school BGE assessment policy is premised on AifL with success criteria based on the relevant benchmarks always referred to in reflection and conversations between teacher and pupil as evidenced by pupil reflection sheets and pupil feeback in focus groups and Pupil Aloud. The evidence

that this benefits learning is seen in the progress that pupils make in accordance with SNSA data and the number of pupils attaining national qualifications as well as achievement in the BGE.

Question 2
How do we know? What evidence do we have of positive impact on our learners? <mark>MAKE A SMALL NUMBER OF BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION. THIS SECTION WILL CONSIST OF SINGLE WORDS OR BRIEF PHRASES.</mark>

Monitoring and tracking spreadsheets in all departments, learning conversations, pastoral notes, pupil aloud, Insight data, assemblies, school Facebook page etc. Improved attainment for pupils. Attainment has improved, for the lowest attaining 20% and we are above our VC again for our top attaining 20%. Monitoring and tracking spreadsheets in OTB

Learning conversations are recorded giving an indication of how pupils feel they are progressing , pupil aloud, provides us with feedback on pupils views on school issues, pastoral notes provided each day allow staff to be aware any issues that may affect pupil performance in class. Pupils at all levels are increasing their attainment with more 'banking' National units.

Pupil aloud, parent council, pupil forum, primary links and experiences, sports leaders, transition work, MVP, YPI, fundraising, prefects providing suggestions and feedback to SMT through weekly meetings, Human Rights, LGBT, leadership group, Rights respecting schools, study buddies, mental health first aid volunteers who provide suggestions and feedback. Parents are more of work and assessments being done by their children due to the emails sent by OTB which has therefore seen a greater traffic of communication.

Bi level assessments, clear SC for each range of evidence produced by pupils, use of Chromebooks, literacy and numeracy programmes. Improved attainment for pupils, particularly in the BGE which is monitored using OTB.

Pupils and parents are much more aware of skills accumulation and next steps. Pupils and parents are clearer on pathways and recommended entries for certificate classes, evidence from pupil aloud and whole school on line surveys organized by SMT.

Insight data, SQR, improvement plans, PRDs, CPD records, lesson planning, DMs, pupil voice etc. Departments T+M sheets. Improved experience for pupils

Our data for attainment has improved over the last 5 years and has seen continued improvement

Lowest attaining 20% tariff points has closed over the last 4 year as in 2015 we were 98 points behind out VC and for 2022 we are now 35 points above. For the middle 60% we were 25 points behind in 2017 and we are now 35 points ahead.

Our top attaining 20% have improved from being 150 points behind our VC in 2015 to 53 points behind but having been ahead of our VC between these two dates it is an area that we need to target. One of the main issues is not enough pupils taking 5 courses at level 6 in S5 which will need to be addressed.

There is a drop in the number of exclusions carried out by the school which have carried out

Question 3
What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

  Given that pupils and staff have been working from Chromebooks and google classrooms for the last two years we need to have agree again as a staff as to what makes for good learning and teaching. There will be a focus on AifL with LI and SC used and referred to throughout lessons and more consistently across the school, especially as we have so many new members of staff from when we last looked at this.

  The school is looking to run in house CPD with learning & teaching being central to this. We are considering running Cooperative Learning TLCs, learning lunches, coaching & mentoring sessions and a professional reading group amongst other things.

  Further embedding of whole school monitoring and tracking system to collate department monitoring & tracking systems (On The Button) as well as moderation which will allow for earlier interventions to take place where necessary.

  We have set up the pupil representative group which acts as our student council and we aim to embed this as a standard part of the functioning of the school.

  More consistent approach to assessments across the school as this year, with no assignments for most National courses – we will need a clearer focus on keeping evidence to show pupils' attainment for estimates. This will be done by having more regular monitoring of this within departments to ensure accurate data is communicated to all stakeholders and also provide for earlier intervention when necessary.

  We will continue to bank units from S3 and use these to put through in S4.

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL	good
Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). ELC setting	Choose an item.

Add more rows if you have more than one school (e.g. 3-18 settings).

QI 3.1
Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality
-

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school?

a) Pupils have regular conversations with a key adult within the school, SMT, Guidance and ASN staff.

b) Guidance staff are committed to having 1:1 interviews with ALL pupils on their caseload and have booked the interview schedule into the calendar and this will be further developed using Google forms. The one to one interviews are now scheduled in to the whole school calendar.

c) PLUS time - talking about learning skills, staff following up reports with pupils doing learning conversations and setting targets around their learning.

d) Liaison between departments and external agencies is both swift and effective.

e) Pastoral notes has made staff more vigilant and aware of individual pupil needs/concerns,

f) The behaviour policy has been updated and introduced to staff

g) All staff given update to Child Protection training.

h) Whole school Equality & Diversity and Inclusion Training June 2019

i) Promoting Positive Relationships training, Neurodevelopmental training and Differentiation training carried out by all staff.

j) MVP – senior pupils were trained and started to deliver this through PSE and the next cohort have also now been trained. S1 and S2 had this delivered to them by the senior pupils and we hope to continue this when restrictions can be further lifted.

k) Mental Health Action group established with senior pupils taking part and contributing but has also expanded with members of the community being involved which has led to the establishing of the community café. This has helped as it has created contacts that are very useful for helping the young people. Examples of this are Silverback gym and Mikey's Line wanting to run projects with us.

l) Staff and Senior pupils trained in SMHFA and pupils and have embedded their work around mental health within PSE working with S1 and P7s in transition. Next cohort in line to be trained as trainers.

m) Personalised/ adapted timetables are in place to meet individual needs and to encourage young people to continue to engage with education within the mainstream environment

n) ASN Staff and Youth Support Officer have been going out to pupils who are long term refusers and working with them in an environment that they are comfortable with. We have used the Youth café around this.

o) 16 + Positive destinations have been good over the last few years as we have been above our VC for the last 5 years.

p) There is counselling offered to young people delivered by the Scottish counselling services which is up to 2 days a week.

q) Young people are offered mentoring with a member of staff who meets with the young person regularly to review their progress as well as provide support. This has been done digitally.

r) Pupil Aloud gives the pupils a platform to air their views about the school, the feedback for which is used in school improvement and development.

s) During Covid we opened ways of reaching out to pupils such phones, teams, google meet etc. as we could not have people in the building but parents and agencies seem to prefer this format.

t) We have teamed up with SHINE and carried out work on sleep and teen Covid life survey.

u) Regular wellbeing questionnaires were put out to pupils during lockdown via google classroom.

v) There was easy to access information via Padlet to signpost parents to.

w) We also have regular meetings with GPs and guidance staff to discuss and share the mHWB provision in the school and the wider community.
x) Pupils all had access to Tree Of Knowledge mental health workshops.
y) Pupils have started BLOOM training in PSE

Question 2
How do we know? What evidence do we have of positive impact on our learners? <mark>MAKE A SMALL NUMBER OF BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION. THIS SECTION WILL CONSIST OF SINGLE WORDS OR BRIEF PHRASES.</mark>

- Pupils will be successful and confident individuals.
- Pupil notes/SEEMiS logs/learning conversations will ensure that pupils are listened to, staff aware of issues and are on track to achieve their full potential.
- Referral in On the Button give EMT and pastoral staff a much quicker sharing of information allowing action to take place sooner than has been.
- Pupils will feel that they have an adult in the school they can talk to – Pupil Support surveys, Pupil Aloud minutes, feedback from groups such the Human Rights group.
- Staff will be compliant in following the correct procedures around any Child Protection concerns - staff do pass on any concerns they have and are good at sharing what they need to share either with the protection officer or PT pupil Support either in person, e-mail or recording on pastoral notes
- Number of pupils attending groups and having a say will increase.
- Pupils will remain within the mainstream environment following a curriculum which is meeting their individual needs and this is backed up by results and attendance figures.
- Personalised/ adapted timetables which has encouraged young people to continue to engage with us. ASN staff worked with …….to support them to complete their SQA work
- 16+ positive destinations have been good being above our VC for the last 5 years.
- Young people who attend study/ homework club say that they get peace and quiet to do homework and can use computers, There is a register kept for this. We have also placed senior pupils into study club to complete SQA work to help them attain in their subjects – without this SQA work would not have been completed. Numbers are increasing.
- Minutes from Pupil Aloud show satisfaction with much what is being done in the school
- We are informed by data from surveys such as the sleep study and teen covid life survey and wellbeing questionnaire. We have also carried out a survey for the Icelandic model about teenage lifestyle in our area.

Question 3
What could we do now? What actions would move us forward?

a) We need to establish more regular drip feeds (monthly mindfulness/ or topic around mental health and wellbeing /emotional literacy tip) on staff splash screen/ facebook/ school website, with it having a bigger profile.
b) Mental health warriors to be revisited and encourage more pupils to contribute to our mental and wellbeing journey.
c) Staff refresh of SHANARRI/Highland Practice Model
d) Pupil awareness of wellbeing and SHANARRI indicators.
e) All Guidance/ASN staff to receive Level 2 Child Protection training, this far only have received the training.

f) Rights Respecting Schools is to be is to be further introduced to the school with the help of the pupils' Human Rights group. We have achieved Bronze status and we are now looking to achieve silver status by having a particular department begin embedding RRS in to their curriculum. A lot of work has been done by social subjects in regard to this and we aim to apply for silver status very soon. We will look to have specific lessons delivered at the school in the same period across the school at the same time, focusing on various rights from the UN charter.

g) Bullying survey completed by all Young people across the school – results from that to be taken as a basis to work from and go forward with. Redo bullying survey at an appropriate point

h) Mental Health First Aid training- hoping to have more pupils and staff train to be mentors and increase the profile so that pupils who feel in need to help know who and where to go to for such help. Also to plan and deliver lessons re mental Health in PSE starting with S1

i) Creation of Mental Health Action Plan / Policy for the whole school – continue to meet as a Mental Health action group and work with pupils, agencies and the community to plan a way forward and pull all the differing aspects of work being done at the moment together

j) Mentoring/Peer Mentoring to be further embedded with a widening to more staff being involved as well as being introduced earlier in the year with pairings being set up between pupils and staff who already have a good relationship. Also to further ensure the success of the project have more regular meetings of mentors.

k) Pastoral notes has made staff more vigilant and aware of individual pupil needs/concerns

l) Several support bases/environments established around the school to meet pupil's current needs has to be reviewed, particularly in regards to the staffing of it,

m) mHWB newsletter to be created and distributed on a digital platform which can be accessed by pupils, parents and staff.

n) Taking part in the Icelandic project with Planet Youth as part of Highland pilot.

o) We are doing the mHWB SQA in PSE and extending it this year.

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL	very good
Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). ELC setting	Choose an item.

Add more rows if you have more than one school (e.g. 3-18 settings).

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<tr><td>

QI 3.2
Raising attainment and achievement/
Ensuring children's progress

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Themes (*HGIOS?4*)
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners
-

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Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

3.2 Raising Attainment
Attainment in literacy and numeracy
- Learners make very good progress from their prior levels of attainment in literacy and numeracy
- We have raised attainment in literacy and numeracy for all learners.

Raising awareness among pupils of the importance of literacy and strategies they can use to improve literacy across all of their subjects.
Creating links within the wider community
Whole school awareness of the importance of good literacy and strategies that can be used to support literacy.
Increased attainment in Literacy
We are above our Virtual Comparator for L4 Literacy for the first time; above the L5 Virtual Comparator for the second year in a row. School leavers achieving Literacy as follows: Level 4 2019 88.57%, 2020 88.51%, 2021 96.34%; Level 5: 2019: 74.29%, 2020: 79.31%, 2021: 90.24%.
All pupils who left TRA last session achieved a qualification in Literacy.
Whole School Literacy course; Science and Maths reports written by S1 pupils.
Celebrations of success and in-house competitions: writing, Readathon, book trailers.
Observed an enjoyment of personal reading in the majority of our BGE pupils
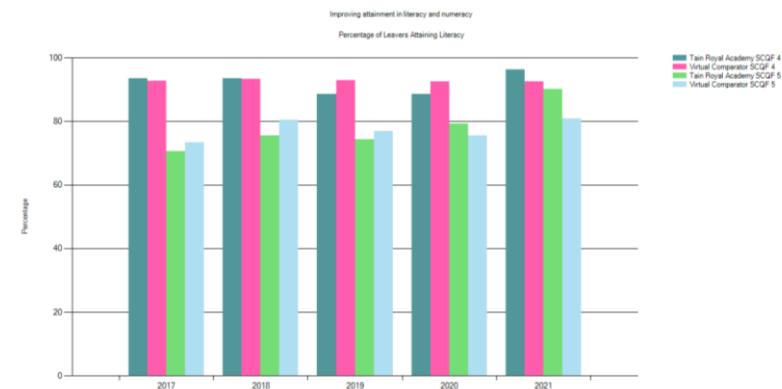
Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Literacy

Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Numeracy

Numeracy

Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Numeracy
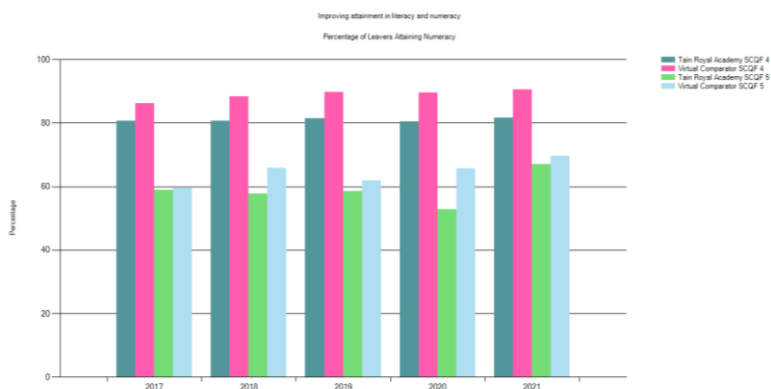
Level 4 numeracy is fluctuating between 80% and 81% for the last 5 years whereas the VC has been 89% on average so is clearly an area that we can improve on. The Maths department have been working on this with a robust tracking and monitoring system being used. We have employed Thomas Pryde as our numeracy officer.

He has worked 1:1 mainly with S3 pupils to fill in gaps in numeracy caused by absence .

7 pupils – regular weekly sessions- given baseline assessments and every pupil improved their score – on average by 20 %, 1 pupil by 44%

Due to staff shortage , Thomas was timetabled to provide 1:1 tuition for 10 N5 maths pupils. There was no time for assessments relating to this intervention, the overall impact will be considered and reviewed when exam results come in.

He is currently providing additional tutorial sessions to 17 x S3 (new S4) pupils for N5 Maths absences), N5 Apps (consolidate classwork) and N3/4 Apps (small work to build confidence)

Also supporting S2 Numeracy with small group tutorial sessions – 7 pupils so far. Most pupils are keen to attend and are feeling more confident around maths. All these interventions will hopefully improve.

Level 5 numeracy for the last 5 years has been at 59%, 58%, 58%, 52% and 67% so this year has seen a real improvement in our data and brought us more in line with our VC which has over the same time been 60%, 66%, 61%, 66% and 69.6%. The introduction of Application of Maths will hopefully see this rise in L5 numeracy continue and also help with L4 numeracy attainment.
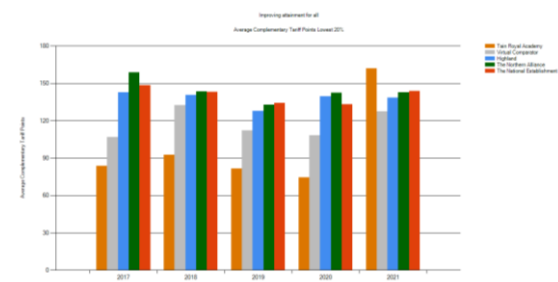
Attainment over time
•   Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners.

Improving attainment for all
Average Complementary Tariff Points
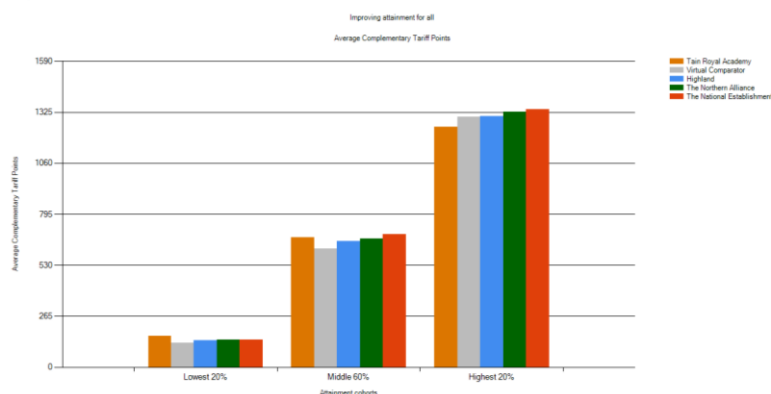
Attainment overall is good in relation to our VC for the lowest attaining 20% (162 v 127) and middle attaining 60% (674 v 615) with us also being above Highland, Northern alliance and national figures as well. We need to work on the top attaining 20% as we are behind our VC (1249 v 1302) with a big part of this down to the fact that S5 pupils are not taking 5 level 6 subjects when they could do and instead taking a N5 as well for reasons such as "fear" and " I want to chill with one subject". We are 50% lower than our VC for the percentage of pupils taking 5 highers. A clear progression for highers needs to be discussed with pupils when they are choosing at the end of S3 with our narrative changing when talking to the pupils and parents and say "what 5 highers do you want to do in S5? In that case these are the subjects you need to be choosing now for S4."

- The attainment of individuals and groups has improved consistently over time.
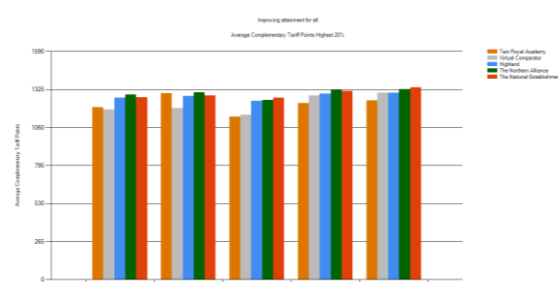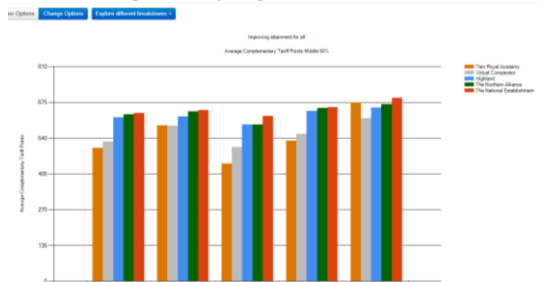
There are has been progress over the last 5 years with lowest attaining and middle attaining levels but top attaining 20% is lagging.

The lowest attaining 20% over the last 5 years was consistently about 80 for TRA but this year we have doubled that roughly as we now stand at 162. We are above our VC for the first time in 5 years despite our VC being at its second highest in the last 5 years. This has been due to S3 carrying out N3 and N4 courses and bagging these.

The middle attaining 60% was above the VC for only the second time in 5 years this year and we recorded our highest score in the 5 years as did our VC which makes it even more pleasing. We have risen 172 points in the 5 year period. This has been due to S3 carrying out N3 and N4 courses and bagging these.

Highest attaining 20% we have our second highest score in the last 5 years but we are still behind our VC who have their highest score in 5 years. We need ore pupils doing 5 highers and we also need to diversify the curriculum more so that we can have more level 6 courses that are not just highers, such as NPA level 6 courses.

- We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.
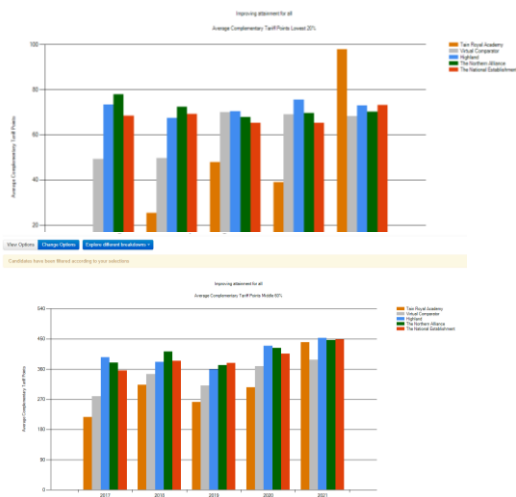
There has been a marked improvement in our Insight data for ASN pupils in the lowest and middle attaining levels with us rising from 8 tariff points to 98 in the space of 5 years in the lowest attaining 20%.
It was also the year of most tariff points in the middle attaining 60% for pupils with ASN going from 216 points to 440 points.
More pupils using ICT and chrome Books for the Voice Activated Text.
More pupils using ICT for exams and digital papers using the reading facility.
Some S4 English classes are using chrome books every lesson.
Some pupils using Google classroom very successfully.
SfL Teachers more familiar with google classroom and is being used in tutorials.
All pupils achieved a maths and English Qualification last year.
Increased liaison with subject teachers has supported pupils to increase attainment.
Good working ethos in tutorials has helped to support pupils achieve their qualifications
Good liaison with outreach support given ot achieve qualifications
Good variety of N2 quals achieved-working on new ones this year.
N2 Social subjects, ICT, Life in another country, building, Positive relationships, independent Living skills where applicable
P7-S1 transition group was a great success again to be continued next year.
Positive feedback from parents, pupils and staff meetings.
Fresh Start literacy improvement programme started with Eng dept. S1 & S2 pupils targeted.
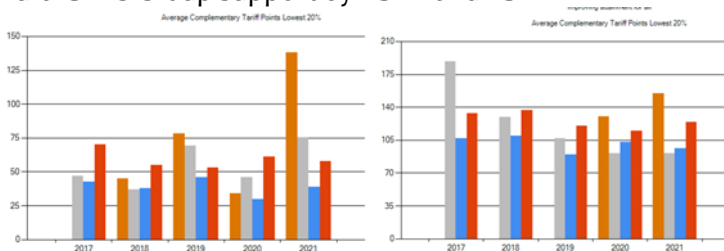2 ASN Teachers assigned to S4 Maths and English classes for support.
Various awards were achieved last session. Through alternative curricular volunteering.
S1 and S4 ASN maths classes – group of 6 pupils achieved N3 Numeracy
Prince Trust L4 Award group led by ASNT
Rural Skills Group support by ASNT and PSA

Pupils from SIMD 1 in our lowest attaining 20% in S4 and S5 did very well compared to our VC and was our highest in 5 year trend for both year groups.

• Learners make very good progress from their prior levels of attainment.
We have good attainment in S4 but this is not translated in to S5 attainment as a result of not having enough pupils doing 5 highers. Too many pupils are taking on more N5s rather than progressing on to higher.

• Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.

We have a clear assessment policy for BGE in all subjects with all departments using benchmarks to assess pupils and S3 pupils working on National 3 and 4 courses which are then bagged. This allows pupils in S3 to clearly see what level they are working at in S3 for every subject and what level that they will therefore progress to in S4.

• A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.

We use On the Button for tracking and monitoring which allows us to track progression 4 times in the year for S4, 5 and 6 as well as three times in BGE which allows us to put in the appropriate support, differentiation and intervention as is appropriate.

•

Overall quality of learners' achievement

• Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.

Social justice committee to raise awareness and discuss current local, national and global issues. This involves liaison with a local refugee charity and the local foodbank.

Careful around reward systems so they promote equity

Pupils have been active in YPI and Rights Respecting Schools. All of S2 take part in YPI and 6 groups make the final with a 1st, 2nd and 3rd place. All of the S2 watch the final as they have participated in the raising awareness, supporting and helping charities in the local area. Rights Respecting schools has been used as a vehicle in the Social Subjects department in raising awareness and educating pupils about global issues that also affect them.

• They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.

• As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

• We have effective systems in place to promote equity of success and achievement for all our children and young people. The school merit system and house system recognise effort rather than attainment and achievement so there is potential to be recognised for achieving many activities at various levels.

• All our learners consistently move into sustained positive destinations when they leave school.

Increasing post-school participation

Percentage of School Leavers in a Positive Destination
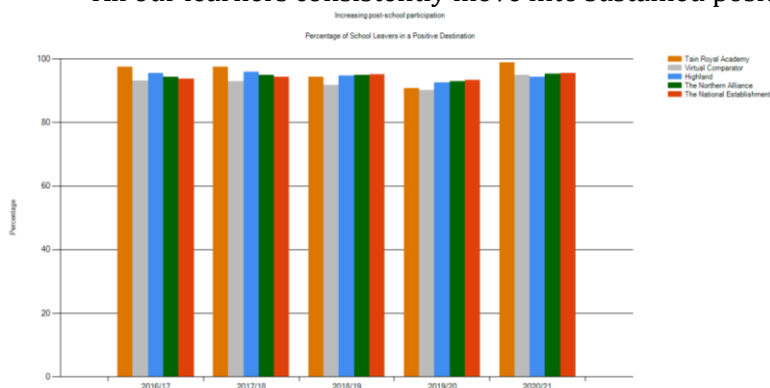
We have consistently been above our VC for the last 5 years and this year we achieved our highest percentage with 98.78% above our VC who was 95% and was the highest VC score in 5 years. The percentage has never fallen below 90% in the last 5 years and a lot of hard work has gone in to DYW and with colleges by our support department to ensure that nearly all of our pupils go on to a positive destination.

• How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? How well is assessment evidence

used to inform teacher judgements? We have some departments using SNSA data to use as a baseline for their tracking and monitoring although it is something that we are going to have to do more consistenly across the school and we hope to devise a spread sheet that is accessible to all that will collate the information necessary for more effective T&M. On the Button is used for tacking purposes throughout the year based upon the benchmarks for S1 and S2 and SCQF levels from S3 onwards.

- How well do we recognise and value the personal achievements of all learners?
- How well do we track and recognise achievements? The house system group has drawn up a system that involves using google sheets to record achievements by pupils and allow them to gain recognition for any achievements.
- How well does our work with partners and businesses ensure positive outcomes for our young people? As we have diversified and widened our curriculum we have been working more and more with the local community. We have been working with the local Apiary club to help us deliver beekeeping, the local farmers to help us deliver rural skills, the colleges to deliver various courses such as construction, local sporting organisations such as the local golf club to help us deliver Sport and Recreation. The local businesses have been coming in regularly to help with whole school events such as "Bag a job" and business breakfasts to highlight to pupils local jobs available and what skills they will need for each job. This is also fundamental to our Transition project. Before lockdown and covid restrictions, Connie Farrell was working extensively with the local groups to establish a community café the focus of which was promoting mental Health and Wellbeing. The English department have been liaising with the Tain & District post to celebrate the literacy skills of our pupils and has been popular. Science have been working with the Newton Rooms and Aigas to aid in the delivery of their courses. There has been a lot of work and support provided to our hospitality courses from
- What progress and achievement do children and young people gain from our outdoor learning experiences?
- How well are we removing barriers to learning and ensuring equity for all? Please refer to PEF Plan which is also attached
- How well do we utilise accreditation where appropriate, to recognise and celebrate achievement? Our house system have merits given out where a pupil has displayed actions that are in line with the school value of Trust, Respect and Ambition such as consistent effort / good effort, persevered with work, improvement in effort, improvement in behaviour, good ambassador for the school, improved attendance, improvement in attitude, excellent effort, supportive team member, excellent piece of work, working effectively with others, action over and above expectation, effort in homework, consistent homework & helping peers/peer support
- How well are we capturing the impact of children and young people's achievements on our community?

Question 2
How do we know? What evidence do we have of positive impact on our learners? <mark>MAKE A SMALL NUMBER OF BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION. THIS SECTION WILL CONSIST OF SINGLE WORDS OR BRIEF PHRASES.</mark>

a) Evidence provided in narrative of answer 1 for this section.
b) There is a drop in the number of exclusions carried out by the school which have carried out
c) Attainment v deprivation data has improved over the last 5 years with the lower SIMDs closing the gap on our VC in particular with us only being slightly behind our VC for SIMD 8. All the rest are above or the same as the VC.
d) There are 10 subjects being offered this year in our senior phase option forms that we did not have before: Application of Maths , Construction, Furniture Making, Bakery, Rural Skills, Beekeeping, Sport & Recreation, Business Management (N5 and Higher) Travel and Tourism and Lab Skills
e) Introduction of a whole school tracking and monitoring system (On the Button – OTB) can be evidenced by the progress updates that the system provides and analysis reports that it provides

f) Assessments and accuracy to benchmarks is evidence of moderation and review of BGE assessments,

Question 3
What could we do now? What actions would move us forward?

a) Continue work to have lowest attaining 20% and Middle 60% above VC - focus on embedding curriculum changes and developing further as well as continuing to recognise all pupils' achievements in BGE and Sr Phase and collating info to gain more awards.
b) Attention needs to be given to progression from S4 in to S5 as S4 do well and yet our S5 and S6 data is not as good. Better advice is perhaps a starting point to pupils when making decisions in S4 or perhaps even earlier so as to set an expectation with pupils that we expect them to be taking 5 level 6 subjects in S5
c) Further work to be done to support departments other than English and Maths for literacy and numeracy. Suzanne Lockhart has taken a couple of staff meetings to begin this work and will continue to do so.
d) Numeracy levels are lower than our VC for all levels and all levels need to match our VC at least. Numeracy statistics are significant. There needs to be a look at the BGE to provide more challenge and rigour as well as working with ASG so that S1 pupils are at the level that Maths department want them to be at. The introduction of Application of Maths will help with this but we need to come up with a distinct policy on Numeracy so that all pupils are able to attain level 5 numeracy.
e) Continue the work on improving the number of pupils taking and achieving N5 Maths
f) More forensic use of SNSA and CfE data to allow for early intervention so that pupils are ready for the senior phase
g) Capture literacy and numeracy awards in S3 to ensure no leavers leave without qualification.
h) Maths to formalise moderation of BGE attainment with HC and other schools.
i) Embed "On The Button" tracking systems so that appropriate interventions can be put in place and pupils are put in to the appropriate level for S4 courses. We are also looking at having a refined tracking & monitoring system in place which will be led by our acting depute head who has been tasked with this.
j) The number of pupils getting "A"'s in S4 impacts on how many pupils get "A"'s in higher the following year. We therefore need to prepare pupils better in the BGE to achieve N5 awards and therefore Highers a year further down the line.
k) We therefore need every department tracking every pupil and embedding the work already done and further work to develop a wider curriculum offering more qualifications such as NPAs and NCs.
l) Be tighter around interventions – have analysis reports provided straight after progress updates have been issued (Ross to do this). Progress updates put on the Calendar.

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL	satisfactory
Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). ELC setting	Choose an item.

Add moe rows if you have more than one school (e.g. 3-18 settings).

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

2.2 Curriculum
Rationale and design
• We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum. We have ambition as one of our 3 school values and we have a curriculum that allows for all of our pupils to be aspirational and ambitious. We have developed courses to our curriculum that dovetails with our local economy and community so that we provide the skills for our pupils that are necessary for them going in to employment as we currently have 28.05% of our leavers going straight in to employment.
• The curriculum has a clear vision and rationale shaped by the shared values of the school and its community. We are very clear that we want a curriculum that prepares all of our pupils for the various futures that they may want whether that be straight in to employment, into higher education, further education or modern apprenticeship of some sort. We have a curriculum that allows all pupils with their variety of skills and interests an opportunity to develop these and advance them for a future whereby they can they use these for the betterment of the communities in which they will live.
• Our curriculum is grounded in our commitment to securing children's rights and wellbeing. The school has achieved Bronze and is working towards silver with Rights Respecting schools and focus on the UNCRC. The weekly lessons handed out are used within Social Subjects to promote the weekly focus. As a school Connie Farrell and the pupils support team are leading us in drawing up and mental Health and Wellbeing charter and we already have several things in place to aid wellbeing. Mentors in Violence Prevention, Mental Health First Aid, Mentoring/Peer Mentoring, mental health warriors are all vehicles we are using to help pupils with their wellbeing. We also have a lunchtime school club called the Justice League who look at social issues and look to help with them such as supporting our local Foodbank.
• It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting. We have tackled the 4 capacities through out learning and teaching practice, particularly with our sharp focus on cooperative learning but we have also done this through our other focus of developing the curriculum. There is a large amount of employment in the local area with farming and hospitality as well as trades and we are diversifying our curriculum to take these in to account and have these outside agencies help us deliver our curriculum. We now have beekeeping, rural skills, business studies, construction, furniture making, Photography,, Music Technology, Scottish Studies, Media Studies, Literature and Communication, Sport and Recreation, Travel and Tourism and employability added to our list of option choices all of which tie in closely with the local community.
• There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. There have been several whole staff meetings in regard to the structure of our curriculum and also what we offer course wise within this structure. SMT and EMT work closely to monitor the viability and success of each course.
• The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners. We provide the pupils with a wide range of means to achieve success offering courses that provide a wide range of opportunity and various qualifications from the SCQF suite. We also have guidance working on SCQF ambassadors for the school. NPA's, NC's,
   • • We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.
   YPI helps develop the four capacities as well as creativity, equality and an element of enterprise
   RRS tackles issues of inequality and encourages international engagement

Our History, Modern Studies and Geography curriculum offer opportunities for creativity, international engagement and sustainable development
Our History trips also promote international engagement
(where delivered effectively)Cooperative learning encourages equality within the classroom and helps develop the four context for learning in pupils

• 	Our creative and innovative approaches to curriculum design support positive outcomes for learners. Adopting the minor columns in the S2 in to S3 option form has allowed to bring personalisation and choice for pupils as well as still provide a broad general education and has allowed departments to offer a wider range of

Development of the curriculum
• 	Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. The development and diversifying of our curriculum is a standing item on our development plan with departments challenged regularly at their DMs as to what more or differently they could be offering. The development of the local economy is a factor that weighs heavily on our discussion with the latest being the windfarms being developed in NIgg.
• 	We work well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners.
We work with an extensive range of partners to deliver our curriculum
Hospitality – Farmer Jones and Burghfield
Beekeeping – local apiary
Rural skills – Duncan Scott and Colm Farrell (vet)
PSE – Waverly Care, SDS, Aspire North, Dental practice, speakers around careers, Womens' Aid, Project Trust, Young Carers, the Slide (Police Scotland)
Support/Guidance - Youth Action Team, Children's Services Worker, Youth Support Officer – Highlife Highland, Enable Scotland, Highland Employability Service, Barnardos, (these would be more for 1-1 pupils supporting their individualised curriculums and positive destinations)
ASN - Fyrish Gymnastics, Broomhill Riding Stables, Highlife Highland Outdoor Ed Dept (Mountain biking), Milton Woods, Made in Tain (before it shut down),
English – authors, book Festival, Tain District Post, Read for Good, Scottish Book Trust
Travel & Tourism – TDDT, Local Hotels,
Science – Newton Rooms, Aigas outfield, environmental scientists,
Business Management – Farmer Jones
Wendy H – Science Week, Maths Week
RMPS – YPI lead, The Wood Foundation, Skibo, a wide variety of local charities, local ministers
Modern Studies – The Scottish Parliament educational officer, local MPs and MSPs
History – Culloden Battlefield, Holocaust Educational Trust, partners in Belgium e.g. tour guides, British Legion/Poppy Appeal Scotland
Geography - Marine conservation, Glenmorangie, John Scott
Languages - Film G, Deasbad Nàiseanta, Spòrs Gàidhlig
Cna G, Scottish Parliament, Rèidio nan Gàidhleal, Stòrlann, Sabhal Mòr Ostaig, Bòrd na Gàidhlig, SCILT (Scotland's National Centre for Languages)
Technical - Richard Makenzie, Metalwork UK, Craig McEwan Joiners, Mathew Rooney Builders
Linlithgow High , Trinity High school, Dunfermline High and Old Machar Academy

• 	The development of our curriculum is underpinned by a coherent whole school approach to learning for sustainability.

Learning pathways
• The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Our insight data for lower attaining 20% and middle 60% have very good attainment in relation to our VC as is our ASN data. We have developed our curriculum to provide for our range of abilities with courses such as Travel & Tourism, beekeeping, Rural Skills, Modern Studies, furniture making, Scottish Studies, Literature & Communication level 6, Music Technology, Bakery, Application of Maths, Business Managementx, Photography, Sport & Recreation .
• Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.. In S1 and S2 our curriculum offers subjects from every curricular area providing the pupils with a broad, general education and at the end of S2 pupils choose from each curricular area to provide personalisation and choice whilst at the same time retaining a broad general education. In S3 pupils work on National 3 and National 4 units/courses which provide a good preparation for challenge and amount of work required in S4 and also allows us to bank work for pupils
• We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. Field trips: Science – Aigas, Geography – river surveys trip, History – Belgium battlefields & Culloden Trip,
• All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. The PT of English has led literacy across the school at several whole school staff meetings and has been liaising with departments to receive their KU content so that the pupils can be taught literacy based on this content in the Literacy lessons that S1 pupils receive I period a week. A google classroom is being set up so that all departments can copy pieces of written work in to it that can then be used to assess literacy levels.
• Learners demonstrate these skills at a high level in a variety of meaningful contexts. As mentioned above all departments are going to be encouraged to share pieces of written work in a google classroom which can then be used to assess the literacy from a range of subjects thus providing meaningful context.
Skills for learning, life and work, enterprise and creativity across all areas of learning. There have been several staff meetings around creativity in the year before Covid so work has begun on this with subject areas encouraging this particularly in the BGE where there is more scope and time to develop this.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) Choice forms and timetable show the variety of courses offered and run in BGE and the senior phase, including college courses. There is 10 new courses being offered in this year's senior option form
b) Agenda's and materials produced for staff meeting, collegiate time and parent council meetings.
c) Information from parent information evening.
d) Research IDL opportunities offered by other schools and evaluate their impact on the curriculum. Discussion with Education Scotland has already started on this and is ongoing.
e) Pupil evaluations including information gathered from pupil aloud and google forms completed by discreet subjects and departments.
f) Stakeholder feedback in the form of emails/evaluation forms
g) Liaison and emails with SCQF along with Laura Humble attending conferences delivered by SCQF for us.
h) The creation of a skills framework for TRA which will now be rolled out in the school and used by departments to highlight where these skills are being developed.

i) As a result of curriculum development our insight data has improved as evidenced elsewhere in this document.
j) Departments running group/cluster awards have seen a healthy uptake and successful completion of these courses.

Question 3
What could we do now? What actions would move us forward?

a) Continued involvement of all stakeholders in contributing to the rationale, design and ongoing development of the curriculum and better use of information and support materials from local, national and international resources to support informed debate on curriculum development.
b) Continue to build on the 5 year plan already in place to ensure a wide variety of courses are available to meet the needs of the students. There has been significant progress this is year in developing and offering new courses and it is now a matter of letting these courses embed and allow departments to audit the success of such courses and make any appropriate changes.
c) Develop the curriculum to ensure IDL opportunities are available
d) Develop the curriculum to ensure that Outdoor learning opportunities are available to pupils
e) Embed the TRA skills framework to continue to raise the importance of skill development across the school
f) Further embed and use On the Button and tracking & monitoring system to allow us to have a whole school overview in ensuring pupils' knowledge and skills are develop appropriately over time.
g) Embedding of pupil profiles particularly in S3.
Knowledge and up to date about career and employability prospects

KEY THEME from QI 2.7 Partnerships

Theme 3 (*HGIOS?4*)
- Impact on learners (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school setting?

a) Strong working relationships and engagement with SDS, colleges, Hi – life Highland and DYW team and Aspire North

b) Continuing to establish good links with local employers and encourage school staff to use local assets to enhance curricular provision

c) Regular meetings with guidance and SDS

d) There was fixed meetings in March between guidance, SDS, parents and pupils in regard to pupils' future pathway and career which was done digitally.

e) We now have a DYW coordinator, Wendy Hennem who is doing a power of work in regard to this. We have many outside agencies contributing to our development and provision in this area such as Morgan Sindall and Morrison Construction.

f) Annual review/transition meetings with parents and outside agencies where needed. And more as necessary for ASN

g) Parent Council meetings – asking for help in school

h) Regular meetings with Social Work and police around vulnerable young people

i) Forging good links with the community through Health and Wellbeing & DYW

j) Establishing strong links with Ed psych and Camhs to meet the needs of our young people but we no longer have a Primary Mental worker for the fourth year running.

k) Use of social media to improve communication with Facebook, a lot being put on Twitter and a lot of work has been done on the development of new website

l) Parent information events on new Curriculum/Options, UCAS, P7 Parent transition evening all done digitally

m) Working alongside the Tain and District Development Trust to develop DYW leadership and enterprise opportunities.

n) We have developed Growing 2gether which has seen has develop even stronger links with our local primaries.

o) We have a lot of partnerships with sector areas which allow us to provide opportunities for our young folk around PEF such as Fyrish gymnastics

p) We are working closely with the Scottish counselling service to help us with provision for mental health and wellbeing.

q) On the Button has helped to inform parents and carers about progress attainment and achievement and speed up intervention

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) Minutes from meetings with various agencies.
b) Pupil attendance and improved health and wellbeing through pupil interviews, learning conversations, pastoral notes and data/feedback from surveys carried out
c) 16 + positive destinations figure which has consistently been higher than our virtual comparator, minutes of meetings , insight data
d) Community links such as Growing2gether, Made in Tain , Prince's Trust, Milton Woods, ASG primaries, Tain Youth café, Ankerville Nursery (see appendix) all of which is helping us to enhance the curriculum and improve attendance
e) Progress checks, reports – tracking and monitoring and intervention – On the Button
f) Pupil pastoral notes
g) Stakeholder views – feedback from meetings with pupils and parents
h) Minutes from meetings
i) Parent Council Minutes
j) Social Media communication

Question 3
What could we do now? What actions would move us forward?

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
a) Get views from stakeholders to review current practice and identify strengths and improvement needs.
b) We need to think as to how we reach and engage *all* parents and carers
c) Need to do an end of term work placement review – to be put into Guidance calendar
d) Ask all parents what skills they have to allow them to contribute to our curriculum
e) College and SDS to be provided for in our calendar so that we can all plan in advance
f) Invite all agencies to come and meet up to discuss their role in connection with the school and to share opportunities
g) Surveys to parent, pupils and staff to be fixed in Self Evaluation Calendar around issues pertaining to School Improvement Plan (Pupil Inspection questions to pupils)
h) Continuing to look for opportunities in the local community that will increase learning pathways- Business Breakfast when restrictions are sufficiently lifted to allow this to happen
i) On the Button to continue to help to inform parents and carers about progress attainment and achievement and speed up intervention