



Invergordon Academy



Standards and Quality Report

2022/23

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

Our Standards and Quality Report

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

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

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

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



Our School

Invergordon Academy is a six-year secondary around 25 miles north of Inverness. It was first opened in 1968. Our catchment consists of the town of Invergordon and the neighbouring villages of Milton and Kildary and the rural area of Newmore. We have four associated primary schools – Park, South Lodge, Milton and Newmore. Park are currently on our campus following a devastating fire in February 2020. Initially squeezed into rooms around the school, which caused immense pressure on accommodation, then compounded by subsequent lockdowns. They are now largely accommodated in portacabins at the rear. Approximately 15% of our roll live outwith the catchment area, almost all come with a level of need.

Brief history of the town: Originally a small 17th century village offering ferry passage across the firth to travellers, traders and pilgrims. The development of the harbour in the 1800's was the beginning of the town's major expansion. By the early 1900's Invergordon became a major port for naval and industrial activity. Its natural safe and deep harbour made it a key strategic naval base in the First and Second World wars. From the late 1950s Invergordon became a centre for the production of grain spirit, with a major distillery that still dominates the eastern side of the town. In 1971 an aluminium smelter was constructed in Invergordon and sparked a massive population explosion but also caused high unemployment when it shut after just a decade, the legacy of this is still apparent. Various oil related industries continue to operate within the town and surrounding area, but employment is at the mercy of the fluctuating oil industry and much of the workforce is transient.

Within the current school population, a number of the pupils experience socio-economic disadvantage as measured by the SIMD ranking. Our school roll is 335, one of our lowest rolls on record. Currently 41% live in areas designated as SIMD 1 and 2. 24% of pupils have applied for free school meals, however, more are eligible. For the past six years our school has been allocated resources from the Scottish Attainment Challenge and Pupil Equity funds to help improve attainment for such pupils. 63% of our pupils have additional support needs; 8% of pupils do not have English as their first language.

Our current teacher allocation is 29.8FTE. Due to our size, we have a high number of sole teacher subjects which creates challenges in the context of delivery of a full curriculum for all learners. However, by working with partners and being creative, we have been able to preserve a curriculum with breadth, depth and choice both in the Broad General Education phase and the Senior phase. We have a clear curriculum plan that aims to preserve breadth and choice; progression from BGE and allowing a three-year plan in the senior phase. The junior curriculum is designed to deliver the entitlement to a BGE. In S1 and S2 all young people follow a course that includes all curriculum areas. In S3 young people can specialise by taking one subject within science, expressive arts, social subjects, technologies, languages and health and wellbeing. They can also add an additional subject to provide further specialism in up to two curricular areas. We operate a single cohort senior phase following up to six options from a range of courses at National 2 to Advanced Higher, including Skills for Work courses, vocational courses and it includes a variety of opportunities to progress their learning at college, distance learning, undertake work placements and gain opportunities for personal achievement. Learner pathways continue to evolve to meet the needs of our pupils. A number of pupils have bespoke arrangements.

We maintain a relentless focus on striving for high quality learning and teaching, raising attainment for all and closing the poverty related attainment gap. All staff participate in self-evaluation, collegiate and CPD activities aimed at constantly improving our practice. Collegiate working is a strength of

the school. Regular well planned twilight sessions drive our whole school improvement priorities and CLPL, maintaining a strong focus on self-evaluation, wellbeing, improving learning and teaching and raising attainment.

We have engaged in research on closing the gap and are raising the awareness of all teaching and support staff on barriers to learning, including trauma informed approaches and ASN. Tackling attendance, behaviour and engagement has featured heavily in our work and interventions to support our pupils and families. Pre-COVID our average annual attendance rate was steady at around 92% and consistently above the national average. This year's figures have been drastically affected by COVID. As of May 2023 we were sitting at an average attendance figure of 86.2%.



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

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

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

Our Pupils' Voice: what changes would you like to see made?

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

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



We believe we have made the following progress this session:

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

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

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

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

We are confident in our capacity for continuous improvement

Our Evidence

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

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



How good is our leadership and approach to improvement?			
QI 1.3 Leadership of Change	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)
<p>Themes:</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 	<p>Our PEOPLE 'brand' is strong and reflects the vision and character of the school, creating a shared mission with a set of clear visions and values agreed by pupils, parents, partners and staff. The values of our school are displayed on posters across the school; they are promoted and discussed in assemblies, including visiting ministers.</p> <p>Relationships between staff and young people are overall very positive. The school knows its young people and the community that it serves well. Data and intelligence are used to inform decisions and priorities.</p> <p>We have an ongoing commitment to consultation and collegiate working. Our Extended Management Team has fostered an open and approachable ethos which means that staff feel able to make suggestions and initiate ideas.</p> <p>Collegiate working is a strength of the school. Regular well planned twilight sessions drive our whole school improvement priorities and CLPL, maintaining a strong focus on self-evaluation and improving learning and teaching. Our Google community, shared across the ASG, contains a wealth of high-quality resources, research and good practice. A reflective culture is developing through our focus on SISE. Staff are involved in identifying, and have responsibility for implementing positive change.</p> <p>Our Parent Council is supportive and involved in decisions about proposed new initiatives but would benefit from increased membership and wider representation.</p> <p>Senior leaders promote and staff support an inward, outward, forward-looking approach to developments. We endeavour to identify and learn from the best practices in Scottish and international education when planning changes. QI1.1 and QI2.3 are standing items on departmental agendas.</p>	<p>In session 2016-17 we undertook an extensive review of the vision, values and aims with engagement across the school community.</p> <p>School policies being updated to clearly link to vision, values & aims</p> <p>Increased engagement with GTC Standards and Self-Evaluation tools during PRD process and collegiate sessions.</p> <p>All staff contribute to the School Improvement Planning process at dept./faculty level and through SIP discussion groups/collegiate sessions.</p> <p>In a wellbeing survey in Jan 2023 teaching staff responded that they Strongly Agree/Agree to the following:</p> <p><i>"I believe that leadership team has a clear vision for the future of this school"</i> – 91% <i>"I feel that change is managed well here"</i> – 86% <i>"I have a clear understanding of my school's objectives"</i>- 95% <i>"I understand how my work contributes to my school's objectives"</i> – 100% <i>"I feel involved in the decisions that affect my work"</i> – 91%</p> <p>In the HMI pre-inspection questionnaire in Feb 2023, teaching staff responded with 'strongly agree' or 'agree' to the following:</p> <p><i>I am actively involved in the school's ongoing self-evaluation</i> – 96% <i>I have opportunities to be involved in agreeing priorities for the school</i> – 84%</p>	<p>Our vision and values need to be referenced more explicitly and regularly by staff so that they have greater impact on young people. We will continue to raise the profile of our shared school vision and values to ensure that they underpin our ethos and learning and teaching in all classrooms.</p> <p><i>We will continue to ensure that adequate time and resources are made available to allow teachers to meet in groups to help drive forward priorities for improvement.</i></p> <p><i>Pupil groups will be setup to mirror/join staff improvement groups and more fully embed the use of How Good Is OUR School 4. Pupil Council and Pupil Voice will be set up to drive this forward.</i></p> <p><i>We will improve our follow-up to peer observations to ensure positive impact, that visits are linked to school improvement or CLPL priorities. The reintroduction of teacher trios alongside Teaching Sprints and critical enquiry activities will provide structure, focus and support to take this forward.</i></p> <p><i>We will increase the opportunities for staff to take on leadership roles.</i></p> <p><i>We need to ensure that the expectation that all non-personal CPD is shared at DM's/ Collegiate Sessions/Google+ by all staff.</i></p> <p><i>Increase the opportunities for non-teaching staff to take leadership roles</i></p>

	<p>SMT work well together to plan for improvement and manage the pace of change effectively by focusing on a small number of well-considered priorities identified through our self-evaluation processes.</p> <p>Teachers are developing a clearer understanding of the social, economic and cultural context in which young people and their families live. Our Mini-Insight tool and Risk Matrix allow staff to analyse Senior Phase performance.</p> <p>Faculty improvement plans reflect school priorities and are based on self-evaluation evidence and improving outcomes for young people.</p> <p>We are continuing to develop our understanding of our collective strengths and areas for development through our self-evaluation for self-improvement activities. Teaching staff have been involved in working groups related to the school improvement priorities. Our staff have worked together to establish a clearer whole-school understanding of the features of effective differentiation, raising attainment and other aspects of pedagogy through our collegiate programme and follow-up activities.</p> <p>Our pupils are well aware of our classroom standards through our Behave to Learn expectations developed by pupils, parents, partners and staff.</p> <p>Our pupils acknowledge that SMT show a commitment to listening to them and are open to making suggested changes which will benefit them.</p> <p>We have planned for the implementation of Work Placement Standard, Career Management Standard (CMS) and Career Education Scotland national priorities through our own Skills Framework. This is being introduced into our BGE course planning and delivery with the aim of driving forward DYW outcomes more effectively.</p>	<p>Improvement plans guide the work of the school.</p> <p>Our bi-annual Faculty review process. Self-evaluation calendars at whole school and faculty level.</p> <p>Collegiate session feedback forms demonstrate a positive ethos in relation to change.</p> <p>Departmental Minutes</p> <p>Our collegiate programme promotes professional learning, professional dialogue, self-evaluation and reflection. Each session linked to GTC Standards and HGIOS4.</p> <p>SMT promote relevant CPD and wellbeing opportunities to staff collegiate programme. All CPD relevant requests granted.</p> <p>Whole staff purchases of key reading/books, e.g. Bruce Robertson, Paul Dix.</p> <p>Google Currents community</p> <p>Updated policies on website</p> <p>Use of Mini-Insight tool and Risk Matrix</p> <p>Pupil awareness of expectations, school systems and procedures.</p> <p>Classroom rules 'Behave to Learn' developed and implemented from September 2022.</p> <p>HMI inspection feedback and surveys.</p>	<p><i>Skills For Learning, Life & Work delivered in subjects and tracked through the use of the Invergordon Academy Skills Framework built into Unifrog</i></p> <p>We will continue to work closely with our DYW Coordinator and other partners to further develop business partnerships; to provide more opportunities for our young people to gain work related experiences and apprenticeships.</p> <p>We will support departments to greater involve pupil voice in the planning and development of courses.</p> <p><i>We will aim to progress through the Bronze Rights Respecting School Award to help structure development of rights-based approaches.</i></p> <p><i>We will work with our Parent Council to encourage greater participation and representation.</i></p> <p><i>Include parents in more decisions regarding school policy and change. HMI survey reported that only 45% parents 'strongly agreed' or 'agreed' with the below statement:</i></p> <p><i>"The school takes my views into account when making changes"</i></p>
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How good is the quality of care and education we offer?			
QI 2.3 Learning, Teaching and Assessment	How are we doing?	How do we know?	What are we going to do now?
<p>Themes:</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>There is a calm, welcoming and supportive ethos that is evident across the school. In almost all lessons observed, relationships between young people and their teachers were positive. Most pupils enjoy their learning experiences and make good progress.</p> <p>Pupil's views are sought, and feedback is given, at both school and department level, in a range of ways. Google Classroom has provided an effective way of gathering pupil opinion/ voice.</p> <p>Across the school, there are aspects of teaching which are very effective in providing motivating learning experiences.</p> <p>We are continuing to embed our Learning and Teaching good practice across the school to ensure greater consistency in the quality of teaching.</p> <p>Appropriate differentiation to meet young people's learning needs is a recognised area for development in some classes. This is highlighted through the faculty review process.</p> <p>A number of departments are increasing their confidence in using a range of suitable assessment approaches to provide helpful feedback to learners and parents.</p> <p>Teachers ensure that assessment is an integral element at the stage of planning for learning and teaching in the BGE.</p> <p>Our BGE tracking and reporting system supports staff to make more robust judgements of achievement of a level. Staff continue to work together to increase confidence in professional judgements in the BGE, within the school, with external colleagues and across the ASG.</p> <p>There are good examples of moderation activity across the school. This will act as a lever to implement a consistent moderation cycle across the school.</p>	<p>What evidence do we have of positive impact on our learners?</p> <p>Faculty review cycle gathered evidence over two sessions.</p> <p>In the best practice we observed the below, although this standard needs to be applied more consistently across the school:</p> <ul style="list-style-type: none"> • Teachers are well prepared for lessons and exemplify enthusiasm for their subject areas • Tasks are well suited to learners' needs and pupils were appropriately challenged in their work • Lessons are well-structured, paced appropriately with skilled questioning and good interaction with the teacher • Learning intentions and success criteria are used to help pupils understand their progress through the lesson • Explanations are clear and build on prior learning • Teachers value, encourage and build on pupil responses • Teachers are very clear in helping pupils to understand their next steps in learning • Teachers and support staff work hard to support all learners in the class <p>Pupil Feedback from HMI pre-inspection survey in Feb 2023 (244 pupils):</p> <p><i>I enjoy learning at school.</i> 'All of the time' – 18% 'Some of the time' – 50%</p> <p><i>I am given the opportunity to influence what and how I learn.</i> 'All of the time' – 23% 'Some of the time' – 55%</p> <p><i>I feel that my work in school is hard enough.</i> 'All of the time' – 38% 'Some of the time' – 54%</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>Improving consistency of high-quality learning and teaching continues to be a whole school improvement priority. Staff will continue to focus on improvement in consistency of experience for pupils in terms of engagement, differentiation, pace and challenge. We will seek to improve the quality of learning intentions, success criteria and feedback through high quality CPD and collegiate activities.</p> <p>By improving the impact of the Pupil Council we will promote pupil voice and increase pupil involvement in decision making; self-evaluation for self-improvement, supported by increased use of How Good Is OUR School.</p> <p>All S6 pupils will be expected to be involved in leading aspects of school improvement at some level.</p> <p>We will continue to develop a whole school understanding of effective approaches to differentiation to ensure learning meets the needs of all pupils.</p> <p>Looking outwards – identify a school with very good practice for a visit by EMT. Use visit to review and create a robust L&T self-evaluation process. Build into L&T Policy.</p> <p>A review of moderation activities will be completed, with the aim to create a moderation calendar to track activity.</p>



We are embedding the use of skills profiling to improve pupil knowledge of their progress towards skills for learning, life and work.

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

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

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

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

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

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

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

Pupil Feedback from HMI pre-inspection survey in Feb 2023 (244 pupils):

I am encouraged by staff to do the best I can.

'All of the time' – 49%

'Some of the time' – 41%

I am happy with the quality of teaching in my school.

'All of the time' – 35%

'Some of the time' – 52%

Staff help me to understand how I am progressing in my schoolwork.

'All of the time' – 37%

'Some of the time' – 51%

The feedback I receive on my work helps me to improve my learning.

'All of the time' – 34%

'Some of the time' – 51%

The following sources are used to gather information that then shapes our improvement planning priorities improving experiences and outcomes for our pupils:

- Faculty and department minutes detailing improvement planning, progress and CLPL
- Faculty link meetings with SMT
- Pupil feedback
- Tracking and attainment data, including departmental, whole school and Insight data
- Tracking reports stimulate conversations between staff, pupils and parents/carers
- Samples of pupil work
- Subject uptake information
- Collegiate programme – 'Learning & Teaching - Going from Good to Excellent'; 'Teaching Sprints'; 'Sharing Good Practice (L&T)'
- CLPL
- Learning & Teaching group action plan
- Sharing practice activities
- Our self-assessment of QI2.3 moved from Satisfactory to Good
- All staff have upskilled through COVID lockdowns in the use of online learning platforms and resources

Whole school data collection (staff, pupils, parents and partners) twice a year on the quality of L&T at the school. Use HGIOS 4 2.3 challenge questions to construct survey. Results will drive departmental Improvement Plans.

Invergordon Academy Learning and Teaching Policy created. Within policy the school will create a new lesson observation sheet to be used in VSE visit (in Nov 2023), trios and faculty review observations.

Learning trios formed (all teachers) and engaged with Teaching Sprints. Teaching Sprints to focus on Active Learning and Meeting Learner's Needs. FH's to monitor progress and collate good practice through DM's.

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

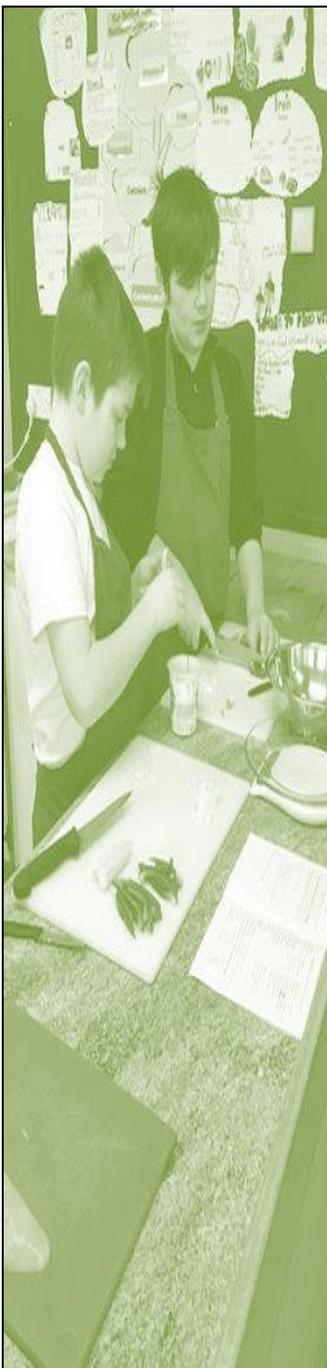
To follow on from our improved tracking systems we need to agree a range of strategies which can be adopted if a pupil is not making sufficient progress.

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

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

			<p>We will aim to increase opportunities for young people to lead more aspects of their learning in lessons.</p> <p>We need to improve engagement with study support and homework club sessions.</p> <p>Staff identified as needing improvement to consistently deliver high quality L&T are to receive staged interventions which are led by the FH. This will include the arrangement of mentoring, school visits, peer observations and regular SMT reviews. Build into L&T Policy.</p>
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QI 3.1 Ensuring wellbeing, equality and inclusion	How good are we at improving outcomes for all our learners?																																																																																																																																																																																																																																																																																																											
Themes: <ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality 	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)																																																																																																																																																																																																																																																																																																									
	<p>Staff and pupils are developing a shared understanding of wellbeing; the wellbeing indicators have become an increasingly integral part of school life.</p> <p>Our staff actively promote positive relationships in the classroom and around the school.</p> <p>We hold weekly 'caseload' meetings with Wellbeing Team to discuss progress and planning of interventions.</p> <p>We are proactive in providing support for pupils and aim to provide early interventions to sustain pupil wellbeing.</p> <p>We are developing an expectation that all staff use nurturing approaches and more restorative practices across the school.</p> <p>Our staff model behaviour which promotes and supports the wellbeing of all.</p> <p>We deliver a wide range of planned nurture support involving our Support staff, Wellbeing Team and partners.</p> <p>All school staff are expected to be invested in the support of our pupils. We are continually looking at innovative ways in which we can support pupils.</p> <p>Our library, Support for Learning, SEBN and CSW bases provide safe places for pupils at break and lunchtimes.</p> <p>We employed three counsellors for three days per week for the vast majority of the year to provide additional support to pupils throughout the year, including school holidays.</p>	<p>Information is gathered on pupil's wellbeing in relation to SHANARRI. Recorded follow-ups and interventions are put in place following this.</p> <table border="1" data-bbox="1102 491 1677 762"> <thead> <tr> <th>Year/Gende</th> <th>Safe</th> <th>Healthy</th> <th>Achieving</th> <th>Nurtured</th> <th>Active</th> <th>Respected</th> <th>Responsible</th> <th>Included</th> <th>Overall</th> </tr> </thead> <tbody> <tr><td>S1</td><td>4.2</td><td>4.1</td><td>3.9</td><td>4.5</td><td>3.9</td><td>3.8</td><td>4.4</td><td>3.9</td><td>4.1</td></tr> <tr><td>S1B</td><td>4.3</td><td>4.2</td><td>4.1</td><td>4.7</td><td>4.1</td><td>4</td><td>4.3</td><td>4.2</td><td>4.2</td></tr> <tr><td>S1G</td><td>4.1</td><td>4</td><td>3.5</td><td>4.2</td><td>3.7</td><td>3.6</td><td>4.5</td><td>3.5</td><td>3.9</td></tr> <tr><td>S2</td><td>3.9</td><td>3.9</td><td>3.5</td><td>4</td><td>3.7</td><td>3.4</td><td>3.9</td><td>3.9</td><td>3.8</td></tr> <tr><td>S2B</td><td>4</td><td>3.8</td><td>3.5</td><td>4.1</td><td>3.8</td><td>3.5</td><td>3.7</td><td>3.9</td><td>3.8</td></tr> <tr><td>S2G</td><td>3.8</td><td>4</td><td>3.5</td><td>3.9</td><td>3.6</td><td>3.3</td><td>4.1</td><td>3.9</td><td>3.8</td></tr> <tr><td>S3</td><td>4.2</td><td>4.2</td><td>4.1</td><td>4.1</td><td>4</td><td>3.8</td><td>4.6</td><td>3.9</td><td>4.1</td></tr> <tr><td>S3B</td><td>4.4</td><td>4.3</td><td>4.3</td><td>4.4</td><td>4.4</td><td>4.1</td><td>4.5</td><td>4.2</td><td>4.3</td></tr> <tr><td>S3G</td><td>4</td><td>4.1</td><td>3.9</td><td>4</td><td>3.8</td><td>3.3</td><td>4.6</td><td>3.7</td><td>3.9</td></tr> <tr><td>S4</td><td>4.3</td><td>3.8</td><td>3.7</td><td>4.1</td><td>3.9</td><td>4</td><td>4.3</td><td>4.1</td><td>4</td></tr> <tr><td>S4B</td><td>4.4</td><td>4</td><td>3.9</td><td>4.2</td><td>4.3</td><td>4.2</td><td>4.2</td><td>4.3</td><td>4.2</td></tr> <tr><td>S4G</td><td>4.1</td><td>3.6</td><td>3.5</td><td>4</td><td>3.6</td><td>3.8</td><td>4.3</td><td>4</td><td>3.9</td></tr> <tr><td>S5</td><td>4.2</td><td>3.7</td><td>3.7</td><td>3.9</td><td>3.4</td><td>3.9</td><td>4.2</td><td>3.8</td><td>3.9</td></tr> <tr><td>S5B</td><td>4.1</td><td>3.9</td><td>4.1</td><td>3.9</td><td>4</td><td>4</td><td>4.2</td><td>3.8</td><td>4</td></tr> <tr><td>S5G</td><td>4.3</td><td>3.6</td><td>3.3</td><td>4</td><td>2.8</td><td>3.8</td><td>4.1</td><td>3.9</td><td>3.7</td></tr> <tr><td>S6</td><td>3.7</td><td>3.7</td><td>3.6</td><td>3.9</td><td>3.6</td><td>3.6</td><td>3.9</td><td>4</td><td>3.8</td></tr> <tr><td>S6B</td><td>3.4</td><td>3.6</td><td>3.4</td><td>3.6</td><td>3.4</td><td>3.4</td><td>3.6</td><td>3.8</td><td>3.5</td></tr> <tr><td>S6G</td><td>3.9</td><td>4</td><td>4</td><td>4.5</td><td>4</td><td>4</td><td>4.5</td><td>4.5</td><td>4.3</td></tr> <tr><td>Overall</td><td>4.1</td><td>3.9</td><td>3.8</td><td>4.1</td><td>3.8</td><td>3.7</td><td>4.2</td><td>3.9</td><td>4</td></tr> <tr><td>Overall M</td><td>4.1</td><td>4</td><td>3.9</td><td>4.2</td><td>4</td><td>3.9</td><td>4.1</td><td>4</td><td>4</td></tr> <tr><td>Overall F</td><td>4.1</td><td>3.8</td><td>3.6</td><td>4.1</td><td>3.6</td><td>3.6</td><td>4.4</td><td>3.9</td><td>3.9</td></tr> </tbody> </table> <p>Pupil wellbeing surveys completed three times per year. (whole school 22-23 data. Age/gender data analysed and acted on)</p> <p>SHANARRI Survey Results (Updated Feb 2022) 1 = not true of me 3 = sometimes true of me 5 = very true of me</p> <table border="1" data-bbox="1102 944 1608 1120"> <thead> <tr> <th></th> <th>2022</th> <th>2021</th> <th>2020</th> <th>2019</th> <th>2018</th> <th>2022-23</th> </tr> </thead> <tbody> <tr><td>Safe:</td><td>4.1</td><td>4.1</td><td>4.1</td><td>4.2</td><td>4.1</td><td></td></tr> <tr><td>Healthy:</td><td>3.8</td><td>3.7</td><td>3.7</td><td>3.8</td><td>3.7</td><td>4.1 Safe</td></tr> <tr><td>Achieving:</td><td>3.6</td><td>3.5</td><td>3.6</td><td>3.7</td><td>3.7</td><td>3.9 Healthy</td></tr> <tr><td>Nurtured:</td><td>4</td><td>3.9</td><td>3.9</td><td>3.9</td><td>3.7</td><td>3.8 Achieving</td></tr> <tr><td>Active:</td><td>3.8</td><td>3.7</td><td>3.6</td><td>3.8</td><td>3.9</td><td>4.1 Nurtured</td></tr> <tr><td>Respected:</td><td>3.6</td><td>3.7</td><td>3.7</td><td>3.7</td><td>3.7</td><td>3.8 Active</td></tr> <tr><td>Responsible:</td><td>4.1</td><td>3.9</td><td>4.0</td><td>4.2</td><td>4.0</td><td>3.7 Respected</td></tr> <tr><td>Included:</td><td>3.8</td><td>3.8</td><td>3.8</td><td>3.9</td><td>3.8</td><td>4.2 Responsible</td></tr> <tr><td>Total</td><td>3.9</td><td>3.8</td><td>3.9</td><td>3.9</td><td>3.8</td><td>3.9 Included</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>4 Total</td></tr> </tbody> </table> <p>Annual staff wellbeing survey</p> <p>Pastoral interviews</p> <p>Actions from Wellbeing/Support team meetings leads to improved circumstances for pupils and increased awareness of individual circumstances.</p> <p>Strategies are in place to track, monitor and intervene with wellbeing and attainment concerns.</p>	Year/Gende	Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included	Overall	S1	4.2	4.1	3.9	4.5	3.9	3.8	4.4	3.9	4.1	S1B	4.3	4.2	4.1	4.7	4.1	4	4.3	4.2	4.2	S1G	4.1	4	3.5	4.2	3.7	3.6	4.5	3.5	3.9	S2	3.9	3.9	3.5	4	3.7	3.4	3.9	3.9	3.8	S2B	4	3.8	3.5	4.1	3.8	3.5	3.7	3.9	3.8	S2G	3.8	4	3.5	3.9	3.6	3.3	4.1	3.9	3.8	S3	4.2	4.2	4.1	4.1	4	3.8	4.6	3.9	4.1	S3B	4.4	4.3	4.3	4.4	4.4	4.1	4.5	4.2	4.3	S3G	4	4.1	3.9	4	3.8	3.3	4.6	3.7	3.9	S4	4.3	3.8	3.7	4.1	3.9	4	4.3	4.1	4	S4B	4.4	4	3.9	4.2	4.3	4.2	4.2	4.3	4.2	S4G	4.1	3.6	3.5	4	3.6	3.8	4.3	4	3.9	S5	4.2	3.7	3.7	3.9	3.4	3.9	4.2	3.8	3.9	S5B	4.1	3.9	4.1	3.9	4	4	4.2	3.8	4	S5G	4.3	3.6	3.3	4	2.8	3.8	4.1	3.9	3.7	S6	3.7	3.7	3.6	3.9	3.6	3.6	3.9	4	3.8	S6B	3.4	3.6	3.4	3.6	3.4	3.4	3.6	3.8	3.5	S6G	3.9	4	4	4.5	4	4	4.5	4.5	4.3	Overall	4.1	3.9	3.8	4.1	3.8	3.7	4.2	3.9	4	Overall M	4.1	4	3.9	4.2	4	3.9	4.1	4	4	Overall F	4.1	3.8	3.6	4.1	3.6	3.6	4.4	3.9	3.9		2022	2021	2020	2019	2018	2022-23	Safe:	4.1	4.1	4.1	4.2	4.1		Healthy:	3.8	3.7	3.7	3.8	3.7	4.1 Safe	Achieving:	3.6	3.5	3.6	3.7	3.7	3.9 Healthy	Nurtured:	4	3.9	3.9	3.9	3.7	3.8 Achieving	Active:	3.8	3.7	3.6	3.8	3.9	4.1 Nurtured	Respected:	3.6	3.7	3.7	3.7	3.7	3.8 Active	Responsible:	4.1	3.9	4.0	4.2	4.0	3.7 Respected	Included:	3.8	3.8	3.8	3.9	3.8	4.2 Responsible	Total	3.9	3.8	3.9	3.9	3.8	3.9 Included							4 Total	<p>Pupils will set wellbeing targets three times with their SHANARRI ratings, these will be followed up in PSE/Pastoral interviews.</p> <p>Implement strategies to improve all the indicators but specifically in Respected and Achieving SHANARRI.</p> <p>We will continue to work to reduce the barriers to learning for all pupils through developing innovative practice, increasing staff awareness and partnership working.</p> <p>Continue to increase staff confidence and expertise in implementing inclusive approaches.</p> <p>We will continue to develop a nurturing approach across the school and ensure that restorative practices are used more widely between staff and pupils, especially where there have been persistent issues.</p> <p>Rights Respecting Schools Bronze Award completed and used to audit/action areas needing improvement.</p> <p>Better Relationships, Better Learning, Better Behaviour Policy finalised and implemented as a consistent approach to promoting positive relationships and managing behaviour.</p> <p>Complete HGIOURS audit with Pupil Council. Pupil Council to review and create pupil friendly versions of our Equality & Diversity and Bullying policies.</p>
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We have strategies in place to ensure that pupils are listened to and are able to discuss personal and sensitive aspects of their lives with at least one key adult. Our pupils feel supported within the school.

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

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

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

Staff are suitably trained in Child Protection.

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

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

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

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

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

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

Learners have well-planned opportunities to explore issues around a range of important themes through PSE & Skills Time. Assemblies and guest speakers supplement learning.

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

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

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

Equality and Diversity policy in place.

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

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

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

Bullying Survey – Sep 22

Have you been bullied in school in the past 12 months? Year/ Gender	Yes, a lot	Yes, a little	No	Not Sure	Prefer Not To Say
S1	4	11	28	10	0
S1B	1	9	15	4	0
S1G	3	2	13	6	0
S2	3	8	30	13	6
S2B	0	5	18	9	4
S2G	3	3	12	4	2
S3	2	10	19	4	2
S3B	1	2	15	2	1
S3G	1	8	4	2	1
S4	1	4	28	0	2
S4B	1	2	14	0	1
S4G	0	2	14	0	1
S5	0	2	16	0	0
S5B	0	1	9	0	0
S5G	0	1	7	0	0
S6	0	1	6	0	1
S6B	0	0	4	0	1
S6G	0	1	2	0	0
Overall Boys	3	19	75	15	7
Overall Girls	7	17	52	12	4
Overall 'Other'	3	2	1	2	0
Overall	13	38	128	29	11

Feedback from pupils, including P7 transition, suggests we have a nurturing approach to transition.

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

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

Improving attendance is to be a priority.

A review of our response to absence and follow-up procedures to be undertaken.

Review attendance thresholds and actions taken. Action persistent morning lateness.

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

Publicity Group created and used to celebrate success/raise profile of both school & pupil achievements.

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

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

Additional awareness and education on bullying to be developed. House System – Audit, revamp and use to promote leadership and create challenge and competition amongst school.



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

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

The school supports disaffected learners and their families through in-school support and outreach work.

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

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

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

The increase in referrals can also be attributed, in part, to staff being stricter around the new classroom standards agreed in March 2023.

Exclusions have been significantly reduced this session, with more restorative actions taken to promote positive relationships where possible and the use of 'The Hub' to elaborate disengaged pupil's curriculum and offer a more inclusive approach.

Statement from HMI feedback Feb 2023:

'In most lessons, positive relationships between staff and young people support a calm and mutually respectful learning environment. Young people are well known by most staff. Most young people are articulate and demonstrate confidence when interacting with others. A majority of young people enjoy their learning.'

Overall	Boys (%)	Girls(%)	Total(%)	Attendance	Referrals
S1	86.3	89.2	87.7	15/16: 90.6%	922
S2	87.5	78.7	83.9	16/17: 91.3%	755
S3	86.6	81.9	84.3	17/18: 91.6%	745
S4	85.3	81.2	83	18/19: 91.7%	731
S5	87.2	91.3	89.7	19/20: 88.4%	N/A
S6	74.8	89.9	81.5	20/21: 91.5%	N/A
Total	86	84.2	85.1	21/22: 86.7%	1104

SIMD 1	86.1
SIMD 2	79
SIMD 3	82.6
SIMD 1-3	83.3
FSM	77.2

* Scaled up to full session to take lockdown into account

Historical attendance rates (right), session 22/23 rates (left) and SIMD rates (bottom).

Total referrals 2022-2023 = **1202**

Exclusions (½ days lost to exclusion):

22/23 – 43 (Up to end of May 2023)
 21/22 – 143
 20/21- 64 (data impacted by Covid pandemic)
 19/20 - 103
 18/19 - 245
 17/18 – 254
 16/17 - 181

HMI pre-inspection pupil survey feedback Feb 23:

Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %
I feel safe when I am at school.	244	19.26	61.07	8.2	1.23
My school helps me to feel safe.	244	19.26	61.48	7.38	1.23
I have someone in my school I can speak to if I am upset or worried about something.	244	33.2	54.51	2.46	0.41
Staff treat me fairly and with respect.	244	26.23	60.25	5.74	1.23
Other young people treat me fairly and with respect.	244	8.2	56.15	19.67	4.51
My school helps me to understand and respect other people.	244	24.18	66.39	3.28	1.23
My school is helping me to become confident.	244	15.57	51.23	15.57	5.33
My school teaches me how to lead a healthy lifestyle.	244	26.23	59.43	4.92	1.64
There are lots of chances at my school for me to get regular exercise.	244	34.02	56.15	3.69	1.23
My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.	244	29.92	56.97	4.92	0.82
I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.	244	17.62	57.79	6.56	2.05
My school listens to my views.	244	13.52	54.92	11.07	0.41
My school takes my views into account.	244	11.89	49.18	9.84	0.41

Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Never experienced %
My school deals well with any bullying.	244	13.52	36.48	15.16	7.79	25.41

Parents survey:

Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Never experienced %
My child's school deals well with any bullying.	77	14.29	29.87	11.69	6.49	35.06

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

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

Promote positive behaviours through assemblies and tutor time using senior pupil role models.

QI 3.2 Raising attainment and achievement	How good are we at improving outcomes for all our learners?																																																																												
	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)																																																																										
Themes: <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners 	<p>Improvements seen in BGE Literacy comprehension and reading fluency, also confidence in reading/reading aloud; BGE Numeracy mental ability and recall.</p> <p>Additional training for our PSA team has increased their confidence in supporting our young people with literacy and numeracy interventions.</p> <p>Our inclusion support workers (CSW) have had a very positive impact on getting disengaged S4 pupils through Literacy and Numeracy unit qualifications.</p> <p>We have targeted support and strategies in place to improve attainment for groups and individuals facing barriers to learning, including poverty and inequity.</p> <p>In 2020-21 our Attainment vs Deprivation data shows that we have reduced our gap vs National in a number of SIMD bands over time.</p> <p>A more rigorous approach to the follow-up from tracking and use of our Mini-insight tool is helping to implement early/targeted interventions.</p> <p>2022-23 tracking is showing positive progress towards our senior phase attainment targets and a recovery from our COVID dip.</p> <p>Use of Vocational Pathways and school partnerships to elaborate our curriculum, provide alternative qualifications and support career pathways for our young people.</p>	<p>Attainment in literacy and numeracy BGE</p> <p>ACEL for literacy for S3 in 2022</p> <ul style="list-style-type: none"> 74% achieved level 3+ 17% achieved level 4 <p>ACEL for numeracy for S3 in 2022</p> <ul style="list-style-type: none"> 74% achieved level 3+ 46% achieved level 4 <p>The same cohort when P7 in 2019</p> <ul style="list-style-type: none"> Meeting CfE level in Literacy 29% Meeting CfE level in Numeracy 35% <p>S3 2023 ACEL PREDICTIONS - Considering BGE progression and SNSA data, please indicate L3 and L4 ACEL predictions in literacy elements and numeracy</p> <table border="1" data-bbox="1093 957 1691 1125"> <thead> <tr> <th rowspan="2">STAGE/Element</th> <th rowspan="2">22./23 ROLL</th> <th colspan="4">Literacy (calculations across each element will require to be done to work out this number)</th> <th colspan="4">Numeracy</th> </tr> <tr> <th>% 2022 L3</th> <th>2023 Target L3+ number</th> <th>Target L3+ Lit %</th> <th>Percentage point difference +/-</th> <th>% 2022 L4</th> <th>2023 Target L4 number</th> <th>Target Lit L4 %</th> <th>Percentage point difference +/-</th> </tr> </thead> <tbody> <tr> <td>S3 LITERACY</td> <td>68</td> <td>86</td> <td>53</td> <td>77.94%</td> <td>-8.06%</td> <td>22</td> <td>19.00</td> <td>27.94%</td> <td>5.94%</td> </tr> <tr> <td>READING</td> <td>68</td> <td>86</td> <td>58</td> <td>85.29%</td> <td>-0.71%</td> <td>31</td> <td>26</td> <td>38.24%</td> <td>-7.24%</td> </tr> <tr> <td>WRITING</td> <td>68</td> <td>86</td> <td>56</td> <td>82.35%</td> <td>-3.65%</td> <td>24</td> <td>24</td> <td>35.29%</td> <td>11.29%</td> </tr> <tr> <td>LIST/TALK</td> <td>68</td> <td>86</td> <td>53</td> <td>77.94%</td> <td>-8.06%</td> <td>22</td> <td>23</td> <td>33.82%</td> <td>11.82%</td> </tr> </tbody> </table> <p>Numeracy</p> <table border="1" data-bbox="1093 1173 1691 1324"> <thead> <tr> <th>% 2022 L3</th> <th>2023 Target L3+ number</th> <th>Target L3+ Num %</th> <th>Percentage point difference +/-</th> <th>% 2022 L4</th> <th>2023 Target L4 number</th> <th>Target Num L4 %</th> <th>Percentage point difference +/-</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>60.00</td> <td>88.23%</td> <td>8.23%</td> <td>53</td> <td>39.00</td> <td>57.35%</td> <td>4.35%</td> </tr> </tbody> </table> <p>We are confident of increases in the number of pupils who achieved level 4 in both literacy and numeracy in the 22/23 session.</p>	STAGE/Element	22./23 ROLL	Literacy (calculations across each element will require to be done to work out this number)				Numeracy				% 2022 L3	2023 Target L3+ number	Target L3+ Lit %	Percentage point difference +/-	% 2022 L4	2023 Target L4 number	Target Lit L4 %	Percentage point difference +/-	S3 LITERACY	68	86	53	77.94%	-8.06%	22	19.00	27.94%	5.94%	READING	68	86	58	85.29%	-0.71%	31	26	38.24%	-7.24%	WRITING	68	86	56	82.35%	-3.65%	24	24	35.29%	11.29%	LIST/TALK	68	86	53	77.94%	-8.06%	22	23	33.82%	11.82%	% 2022 L3	2023 Target L3+ number	Target L3+ Num %	Percentage point difference +/-	% 2022 L4	2023 Target L4 number	Target Num L4 %	Percentage point difference +/-	80	60.00	88.23%	8.23%	53	39.00	57.35%	4.35%	<p><i>All departments have fully functioning BGE Unit T&M sheets which are used in learning conversations with the yp/parents and used to identify interventions (recorded in DM's). All sheets stored in one location for FH's and SMT to view</i></p> <p><i>Sequential is used to create more impactful Senior Phase T&M interventions. Sequential updated at least once a term. Progress shared with yp and parents and used to create next steps to improve attainment. Using the data: 6@4, 5@5, 6@5, 3@6, 5@6 and 1@7 targets to be monitored closely and targeted support put in place where necessary</i></p> <p><i>Switch to a 2:2:2 curricular model for session 24/25. Consult with staff, pupils and parents regarding the switch. Host parent information sessions to launch</i></p> <p><i>Review current whole school course offerings (including S3 units that can be 'banked'). Ascertain each departments contribution to whole school attainment and create an action plan for increasing each departments maximum potential tariff points within 2:2:2 model in 24/25. Remove dated courses and courses that fail to maintain healthy pupil uptake. Consider AH course offered through partners.</i></p>
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Weekly school 'Shout Outs' are raising the profile of pupils' achievements.

Wider range of extra-curricular activities has increased participation.

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

We are proactive in providing support for pupils and aim to provide early interventions to sustain pupil wellbeing, leading to improved ratings in our Wellbeing survey data.

Senior Phase Literacy (leavers)

- Almost all young people left school with SCQF Level 4 in Literacy in the last four years. Level 4 performance has been above the VC for the last three years.
- The majority of leavers achieved SCQF Level 5 over the last four years,
- On average, 46% of pupils left school with Literacy Level 6 over last 4 years.

Numeracy (leavers)

- Almost all pupils left school with Numeracy SCQF Level 4 in 2019-20 and 2020-21. An overall rising trend evident in last 4 years, where performance has been greater than our VC.
- The majority of young people left school with SCQF Level 5. Performance had been improving between 2017-18 and 2019-20, above the VC in each of these years.
- Leavers' performance at SCQF Level 6 had been improving from 2017-18 to 2019-20.

Attainment over time Senior Phase – S4 All Pupils

- 1@L5 has remained steady at 75%+ over 5 years and pre-2018.
- 5@L5 - downward trend emerging post-COVID. 2022-23 cohort currently on track to meet target of 40% to align with pre-COVID levels.
- Attainment for lowest 20% shows improving trend over 5 years, close to or above VC over last 4 years. Graded course awards better than VC
- Attainment for middle 60% above VC pre-COVID and in 2021. Graded course awards marginally behind VC (16 pts).
- Attainment for highest 20% shows steady performance over 4 years 2018-2021, Above VC in 2018 & 2021, on par with VC in 2019 & 2020.

English and Maths departments review literacy/numeracy interventions and their deployment of ASN staff. Projects, such as 'Reading Schools' used to drive literacy/numeracy skills as a whole school responsibility

Engage with data to identify areas for improvement in attainment for all cohorts; stretch aims set for all subjects in the senior phase

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

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

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

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

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

Investigate possible reasons for Senior Phase performance in SIMD 6.

Identify good practice that could have an impact in raising attainment

Improve the follow through of interventions identified from our tracking and monitoring.

Look at strategies to tackle apathy and low aspirations - Pace and challenge



Senior Phase – S5/6 All Pupils

- S5 pupils have performed well at 1@L6 and 3@L6
- SIMD Q1: 1@ L6 S5 4-year trend above VC 40% and National, peak in 2019
- SIMD Q1: 3@L6 S5 above National in 3 out of 5 years, dipped below in 2019 and 2020. Above VC in 3 out of 5 years, including 2022
- Attainment for highest 20% S5 shows a steady performance over 4 years 2018-2021 – marginally behind VC.
- S6 improving trend at 3@L6 and 5@L6.
- Our pupils who's highest SCQF level attained was level 6 & 7 respectively, performed better than the VC.
- Very strong S6 group in 2022. Higher proportion of pupils sitting full sets of Higher/AH in S5 and S6.
- Foundation Apprenticeship (Farmer Jones). One pupil studied a level 7 course at UHI (HNC).
- All pupils leave with qualifications, 100% positive destinations for several years.

Pupil Feedback from HMI pre-inspection survey in Feb 2023 (244 pupils):

I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.

Strongly Agree – 18%

Agree – 57%



Positive Destination Figures

Introduction of DYW co-ordinator to support local employment links, careers events and job advertisement.

Strong partnership with SDS.

Universal support with applications/careers decisions from Guidance team.

Targeted support with applications from CSW's for those at risk of negative destination.

Termly 16+ meeting with SDS to update spreadsheet and RAG interventions.

The number of career events has increased greatly this session. It has helped to inform pupils of both school-college pathways choices and post-school choices. Employers/Industries have been involved in supporting CV workshops, job applications and interview skills (mock interviews). Ideally, the partnerships built up this session will help support our ability to offer local work experiences to our pupils in the future. Careers events/input:

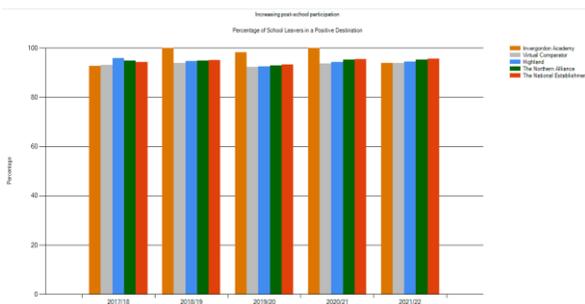
- Royal Navy visit to UES and PE classes
- European Day of Languages - Speaker
- DYW Roadshow - Sector Event
- Army Residential (offer) Age 14 +
- Option Choices (After Easter for 3 weeks)
- International Wome's Day
- Whyte & Mackay Geography class sustainability visit
- SDS Classroom Clash
- Prickly Thistle mill visit - Art class
- DYW SAW sector event



Positive Destination Figures

21/22 positive destination figure = **93.94%**

This is below Highland figure for the first time since 2017/18 but still remains marginally above our VC. Data impacted by miscommunication as 2 of the 4 pupils listed as negative destinations were actually in employment. 3 of the 4 are now in employment with the remaining moving out of Highland.



SIMD Q1/Q2/Q3

SIMD Q1 positive destinations fallen below 100% for first time in 3 years. However, still remains above the VC and Highland figure. Ensuring positive destinations are sustained following school is still a priority and communication with the post-schools SDS team is crucial.

- 48.28% of Q1 went into Employment, 24% FE, 13.79% HE, 3.45% Training, 6.9% Not known and 3.45% Unemployed.
- 37.5% of Q2 went into Employment, 18% FE, 37.5% HE, 6.25% Training.
- 42.86% of Q3 went into Employment, 42.86% FE, 9.52% HE, 4.76% Unemployed.

Positive Destination Figures

Skills For Learning, Life & Work delivered in subjects and tracked through the use of the Invergordon Academy Skills Framework built into Unifrog

Continue to build upon links with local businesses to progress within DYW.

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



- Army Residential (offer)
- Royal Navy visit to UES and PE classes
- Introduction to DYW at Assemblies
- Specsavers/UHI event (offer)
- DYW Drop-in - Tuesday at break
- Study Leave Drop in sessions
- Monsterfest 2022
- European Day of Languages - Speaker
- Uniformed & Emergency Services Event
- STEM event at Lifescan
- Food and Drink Fortnight Activity (Scotland)
- Army Residential (offer)
- National Film & TV event
- DYW Roadshow - Sector Event
- Mock COP 27
- UHI Nursing - Dillon Hayes - Career presentation
- Nicky Marr - Present Yourself With Confidence
- Getting Ready for Work - 12 Skills of Christmas
- DYW Young Ambassador Launch
- Lifescan Assemblies
- Skibo open day visit
- LANTRA virtual event
- SSE Puffin Counter
- SDS - Drones in Construction
- Higher Biology Skills Lab visit - Dillon Hayes
- Eden Court Behind the Scenes
- Josh Oxby class visit (Mock Cop)
- Whyte and Mackay Distillery (Higher)
- Whyte and Mackay Distillery (N5s)
- Social Care Week
- Life Masterclass - School Leavers
- International Women's Day
- Scottish Apprenticeship Week
- Volunteers Week
- Maths Week Scotland
- European Day of Languages - Speaker
- International Day of Women and Girls in Science
- DYW SAW sector event

QI 2.2 Curriculum	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)
 <p>Theme 3</p> <ul style="list-style-type: none"> Learning Pathways 	<p>We have a clear curriculum plan that aims to preserve breadth and choice; progression from BGE and allowing a three-year plan in the senior phase.</p> <p>We operate a single cohort senior phase following up to six options from a range of courses at National 2 to Advanced Higher, including Skills for Work courses, vocational courses and it includes a variety of opportunities to progress their learning at college, distance learning, undertake work placements and gain opportunities for personal achievement.</p> <p>The junior curriculum is designed to deliver the entitlement to a BGE. In S1 and S2 all young people follow a course that includes all curriculum areas. In S3 young people can specialise by taking one subject within science, expressive arts, social subjects, technologies, languages and health and wellbeing. They can also add an additional subject to provide further specialism in up to two curricular areas.</p> <p>Curriculum provision is reviewed annually and subject options optimised to maximise pupil choice within current resources.</p> <p>The S3 option system is well understood and allows for personalisation and choice, and the beginning of the process of specialisation that prepares pupils for success in the Senior phase.</p> <p>Pupils report that they are able to make choices in their learning, which allow their needs to be met. Most pupils received all of their first choice S3 and Senior Phase options.</p> <p>Learner pathways continue to evolve to meet the needs of our pupils. A number of pupils have bespoke arrangements.</p> <p>S4 pupils can access Higher courses in S4. S5 pupils can undertake Advanced Highers.</p>	<p>Introduction of new courses for 23/24 session.</p> <p>Improved Learner Pathways document</p> <p>S3 Options data – almost all pupils received all their first-choice options. No pupil had more than one second choice option.</p> <p>Senior Phase Options data – almost all pupils received all their first-choice options.</p> <p>Subject uptake data is positive, allowing pupils to study the courses they have chosen.</p> <p>A wider offering of elaborated courses, such as; Youth and Leadership awards, Princes Trust/Saltire/John Muir Awards, Employability awards, My Future My Success, Rural Skills Residential Course & S3 NPA in Employability Award</p> <p>Pupil Feedback from HMI pre-inspection survey in Feb 2023 (244 pupils):</p> <p><i>My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.</i></p> <p>Strongly Agree – 30% Agree – 57%</p>	<p><i>Switch to a 2:2:2 curricular model for session 24/25. Consult with staff, pupils and parents regarding the switch. Host parent information sessions to launch</i></p> <p><i>Review current whole school course offerings (including S3 units that can be 'banked'). Ascertain each departments contribution to whole school attainment and create an action plan for increasing each departments maximum potential tariff points within 2:2:2 model in 24/25. Remove dated courses and courses that fail to maintain healthy pupil uptake. Consider AH course offered through partners.</i></p> <p><i>We need to develop and expand involvement of partners in helping the school to deliver, broaden and enrich our curriculum.</i></p> <p><i>Evaluate the success of using e-sgoil in 23/24 session and use as potential blueprint to elaborate curriculum.</i></p> <p><i>Restart Duke of Edinburgh awards</i></p> <p><i>Evaluate impact of new courses – NPA Sport and Fitness, N5 Textiles, H Photography and N5 Spanish.</i></p> <p><i>Increase high quality Interdisciplinary Learning opportunities that would allow pupils to develop skills that cut across subject boundaries.</i></p>



Vocational pathways form an integral part of the Senior phase curriculum. Currently 35% of senior phase pupils have opted for a vocational pathway course.

Through our partnership with North Highland College, we have continued to host the SFW Construction course delivered by NHC staff. We have also continued to run the SFW Engineering course, which is included in our school-based options.

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

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

Improving employability skills through partnership with Highlife Highland.

Curricular partnerships – University of the Highlands & Islands, Geobus, Open University, Lifescan, etc.

The introduction of My Future My Success has offered an opportunity for disengaged pupils to achieve and build up skills/confidence needed for leaving school.

The S3 Rural Skills Residential course has allowed a number of pupils to gain a Nat 4 in S3.

We will continue to promote the online offering of N5-AH courses from Highland Virtual Learning Academy and the newly aligned online college courses to provide increased opportunities for achievement in the senior phase.

Put processes in place to measure the impact of partnership working.

We will interrogate trends in S6 attainment to determine what our S6 pupils are returning for and whether we have a curriculum that meets their needs.

QI 2.7 Partnerships	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)																																																												
<p>Theme 3</p> <ul style="list-style-type: none"> Impact on Learners <p>The impact of parental involvement on improving children and young people's learning.</p> 	<p>Increasing parental communication through use of SEEMIS text messaging, email, and School App.</p> <p>Parents are fully involved in all decisions regarding curricular choices and the support that might be required.</p> <p>The school works hard at maintaining positive relationship with parents, carers and families</p> <p>The school has a very supportive and effective Parent Council, which restarted this session.</p> <p>Almost all parents are supportive of the school when issues are raised around attendance, etc.</p> <p>Attendance at parent meetings and school events is positive.</p> <p>New and productive partnerships formed with other 3rd Sector organisations and services.</p> <p>SMT and support team regularly attend ASG Meetings to discuss/plan projects. Literacy and numeracy skills have been a focus upon the ASG improvement plan over the past 3 years.</p>	<ul style="list-style-type: none"> Event attendance data shows a number of events have positive attendance. Parent feedback is positive at parents' evenings. ASN profiles, set up between multi-agencies are used to create more positive transitions. Parent Council minutes Interventions delivered in partnership with third Sector organisations. YDO engagement Community Police liaison meetings 3rd sector feedback ASG Meeting Minutes S1 Showcase Event attendance Prize Giving Award attendance <p>HMI Survey Feb 2023 of 15 key partners to the school:</p> <table border="1" data-bbox="1120 750 1668 1356"> <thead> <tr> <th>Question</th> <th>Response Count</th> <th>Strongly agree %</th> <th>Agree %</th> </tr> </thead> <tbody> <tr> <td>My service/organisation works in partnership with the school on a regular basis.</td> <td>15</td> <td>80</td> <td>13.33</td> </tr> <tr> <td>We are aware of the school's procedures for reporting child protection and safeguarding concerns.</td> <td>15</td> <td>66.67</td> <td>20</td> </tr> <tr> <td>My service/organisation has a clear understanding of the school's strategies for raising attainment for all.</td> <td>15</td> <td>33.33</td> <td>53.33</td> </tr> <tr> <td>There are effective arrangements in place for jointly planning provision with the school.</td> <td>15</td> <td>40</td> <td>46.67</td> </tr> <tr> <td>There are effective arrangements for jointly delivering provision with the school.</td> <td>15</td> <td>26.67</td> <td>53.33</td> </tr> <tr> <td>My service/organisation is involved in the school's self-evaluation of our joint work.</td> <td>15</td> <td>13.33</td> <td>33.33</td> </tr> <tr> <td>Roles and responsibilities are clearly defined within the partnership.</td> <td>15</td> <td>33.33</td> <td>60</td> </tr> <tr> <td>Effective arrangements are in place to evaluate the impact of our partnership working.</td> <td>15</td> <td>20</td> <td>60</td> </tr> <tr> <td>My service/organisation is kept up to date with changes in the school which may affect the services we deliver.</td> <td>15</td> <td>26.67</td> <td>60</td> </tr> <tr> <td>The school provides my service/organisation with relevant information about the needs of children and young people.</td> <td>15</td> <td>53.33</td> <td>33.33</td> </tr> <tr> <td>Arrangements are in place to support my service/organisation to share relevant information about the progress of children and young people with the school.</td> <td>15</td> <td>46.67</td> <td>33.33</td> </tr> <tr> <td>The school values the contribution made by my service/organisation.</td> <td>15</td> <td>60</td> <td>33.33</td> </tr> <tr> <td>The school actively promotes my service/organisation to potential users, as appropriate.</td> <td>15</td> <td>40</td> <td>40</td> </tr> <tr> <td>Overall, partnership working with the school works well.</td> <td>15</td> <td>60</td> <td>33.33</td> </tr> </tbody> </table>	Question	Response Count	Strongly agree %	Agree %	My service/organisation works in partnership with the school on a regular basis.	15	80	13.33	We are aware of the school's procedures for reporting child protection and safeguarding concerns.	15	66.67	20	My service/organisation has a clear understanding of the school's strategies for raising attainment for all.	15	33.33	53.33	There are effective arrangements in place for jointly planning provision with the school.	15	40	46.67	There are effective arrangements for jointly delivering provision with the school.	15	26.67	53.33	My service/organisation is involved in the school's self-evaluation of our joint work.	15	13.33	33.33	Roles and responsibilities are clearly defined within the partnership.	15	33.33	60	Effective arrangements are in place to evaluate the impact of our partnership working.	15	20	60	My service/organisation is kept up to date with changes in the school which may affect the services we deliver.	15	26.67	60	The school provides my service/organisation with relevant information about the needs of children and young people.	15	53.33	33.33	Arrangements are in place to support my service/organisation to share relevant information about the progress of children and young people with the school.	15	46.67	33.33	The school values the contribution made by my service/organisation.	15	60	33.33	The school actively promotes my service/organisation to potential users, as appropriate.	15	40	40	Overall, partnership working with the school works well.	15	60	33.33	<p><i>We will develop outreach capabilities to work with parents who have low engagement with the school or difficulties attending school events.</i></p> <p><i>We will aim to increase parental engagement around supporting pupil progress through innovative approaches, the use of digital literacy and Chromebooks.</i></p> <p><i>We will continue to work closely with the existing Parent Council to increase representation of parents from across the whole catchment to sit on the parent council.</i></p> <p><i>We will increase partner involvement in the life of the school and in the support of our work with young people.</i></p> <p><i>We will formalise partnership agreements to ensure better outcomes.</i></p>
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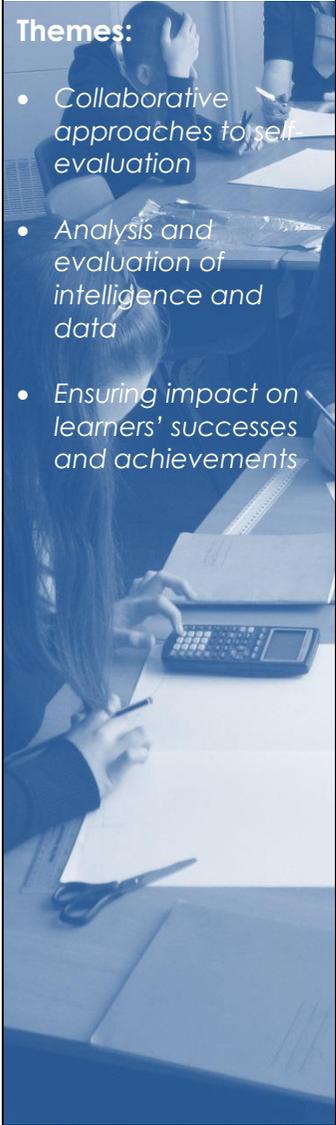


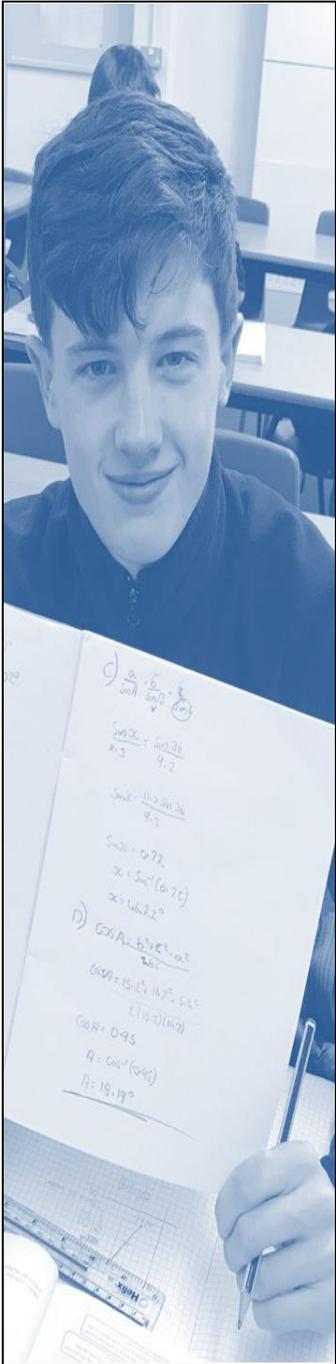
Additional Quality Indicators

We have rated this QI as:

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

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

QI 1.1 Self-evaluation for self-improvement	How good is our leadership and approach to improvement?		
	How are we doing?	How do we know?	What are we going to do now?
 <p>Themes:</p> <ul style="list-style-type: none"> • Collaborative approaches to self evaluation • Analysis and evaluation of intelligence and data • Ensuring impact on learners' successes and achievements 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>Our school has a culture of evaluating its work and looking to continually improving our practice. We promote a collegiate and transparent approach to self-evaluation, reflection and school improvement. Most staff understand their responsibility in this process and are regularly involved through department meetings and collegiate working, where self-evaluation for self-improvement is a standing item.</p> <p>Our school improvement plan outlines our key priorities for the school and link with the National Improvement Framework priorities. Faculty improvement plans align with our SIP. All faculties produce an annual Standards & Quality Report with input from all teachers. Pupil, parent and partner views sought regularly on key issues.</p> <p>We have adapted our action planning format to include measurable outcomes and a more succinct format.</p> <p>Our Self-Evaluation Calendar describes a range of quality assurance activities at both senior management and faculty level. We have aligned these to HGIOS4 Quality Indicators to help track and inform our improvement planning.</p> <p>We have an established cycle of faculty reviews which are producing feedback for staff and learners. Our review teams have included members of the parent council, peers and colleagues from other schools. Members of our staff have visited other schools as part of their learning and teaching reviews.</p> <p>Written reports are provided with strengths and points to consider for improvement. Faculty heads discuss with departments and agree action points/next steps. We need look at how well we ensure that these identified steps lead to the intended outcomes.</p>	<p>What evidence do we have of positive impact on our learners?</p> <p>Self-Evaluation is a weekly item on department and SMT meetings</p> <p>Faculty review feedback and action points are agreed; Senior Management support departments to deliver agreed improvements.</p> <p>Self-evaluation and reflection have a high profile in our collegiate programme and CPD/PRD processes</p> <p>Two-way partnerships with other schools emerging</p> <p>SMT/staff visits to other schools to gather good practice.</p> <p>At various points in the year and for a variety of purposes we collect feedback from staff, pupils, parents, parent council, partners and our ASG.</p> <p>Surveys, pupil/parent council minutes, focus groups, Insight reports, Positive destination data, SIP audit, Faculty Link meetings, DM's provide relevant information throughout the year. This data is also used to inform improvement planning and identify interventions as appropriate.</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p><i>We will continue to improve use of data by continuing to engage staff at all levels in discussion about their data analysis and what improvement priorities or interventions can be developed from it.</i></p> <p><i>All departments have fully functioning BGE Unit T&M sheets which are used in learning conversations with the yp/parents and used to identify interventions (recorded in DM's). All sheets stored in one location for FH's and SMT to view</i></p> <p><i>Sequential is used to create more impactful Senior Phase T&M interventions. Sequential updated at least once a term. We need to continue to develop our tracking and monitoring systems across all stages to ensure that young people's progress and achievement is monitored in a robust and continuous way.</i></p> <p><i>Switch to a 2:2:2 curricular model for session 24/25. Consult with staff, pupils and parents regarding the switch. Host parent information sessions to launch</i></p> <p><i>Review current whole school course offerings (including S3 units that can be 'banked'). Ascertain each departments contribution to whole school attainment and create an action plan for increasing each departments maximum potential tariff points within 2:2:2 model in 24/25. Remove dated courses and courses that fail to maintain healthy pupil uptake. Consider AH course offered through partners.</i></p>



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

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

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

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

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

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

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

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

SMT have a high presence in classes through daily 'walkabouts'.

Faculty Heads have a good presence within their faculties.

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

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

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

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

Faculty Standards and Quality Reports and Improvement Plans.

HMI Inspection feedback Feb 2023:

'Senior leaders have correctly identified inconsistencies in the quality of learning and teaching. They are supporting a teacher-led group to develop appropriate plans to address the inconsistencies.'

We will adapt the format of faculty Standards and Quality Reports to become in line with the whole school SQR. These documents will be 'live' working documents visited throughout the session, linking in with self-evaluation calendars.

Faculty Reviews will include peers and/or colleagues from other schools. Action points will be reviewed through an agreed schedule.

Where possible, our Faculty Link meetings are timetabled such that all curricular Faculty Heads can meet together.

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

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

We need to ensure that our Mini-Insight is used regularly by teaching staff to track cohorts and flag those requiring interventions; improve measurement and evidence of impact on learners.

QI 1.2 Leadership of Learning	How good is our leadership and approach to improvement?																																																																														
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Themes: <ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career-long professional learning Children and young people leading learning 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>Strong emphasis on professional learning through a collegiate programme that drives whole school priorities and professional development. Some staff have undertaken critical enquiry linked to their practice or school priorities.</p> <p>Staff at all levels have opportunities to take on leadership roles, including school trips, extra-curricular, working groups and leading pupil learning programmes, e.g. Growing2gether.</p> <p>Staff have worked together to agree common approaches to aspects of learning and teaching, for example as ASN Friendly Classroom, and classroom management. Their work has directly informed aspects of the school improvement plan and relevant policies.</p> <p>All staff, including Pupil Support Assistants and Admin/Clerical staff, undertake an annual PRD process, engaging in meaningful professional dialogue with their reviewer.</p> <p>We have a rich online staff Google Currents community for sharing practice and professional discussion. This community now includes members from across our ASG. We need to increase the level of active engagement beyond a core of 'champions'.</p> <p>Staff are encouraged to undertake professional reading. Online articles and resources are shared regularly via email or our Google Currents community.</p> <p>Our new reporting system is providing better opportunities for S1-3 pupils to engage with their learning and discuss how to take forward their next steps.</p> <p>Opportunities for pupil voice has increased.</p>	<ul style="list-style-type: none"> Collegiate sessions are linked to GTCs Standards and HGIOS4 Collegiate sessions link directly to staff Highland CPD Records We have a strong history of internal promotions. Class visits Clear links between improvement planning and staff CLPL PRD process Staff groups, ASG projects, extra-curricular activities, school events and trips Several hundred posts sharing practice on our Google+ Community Revised reporting format S1-3 Learning conversations and next steps follow-up T&M and pastoral information <p>Staff feedback from HMI pre-inspection survey Feb 20223:</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Response Count</th> <th>Strongly agree %</th> <th>Agree %</th> </tr> </thead> <tbody> <tr> <td>I find it rewarding to be a member of staff at this school.</td> <td>26</td> <td>57.69</td> <td>38.46</td> </tr> <tr> <td>I feel a valued part of the school's community.</td> <td>26</td> <td>57.69</td> <td>34.62</td> </tr> <tr> <td>I am encouraged to learn and share practice with colleagues from other schools.</td> <td>26</td> <td>57.69</td> <td>34.62</td> </tr> <tr> <td>I am given the opportunity to learn and share practice with colleagues from other schools.</td> <td>26</td> <td>46.15</td> <td>46.15</td> </tr> <tr> <td>I have a clear understanding of the social, cultural and economic context of the school.</td> <td>26</td> <td>53.85</td> <td>38.46</td> </tr> <tr> <td>I feel appropriately supported by the school to undertake my role.</td> <td>26</td> <td>50</td> <td>46.15</td> </tr> <tr> <td>I am supported to engage in professional learning.</td> <td>26</td> <td>73.08</td> <td>23.08</td> </tr> <tr> <td>My professional learning enables me to reflect on and improve my practice.</td> <td>26</td> <td>57.69</td> <td>38.46</td> </tr> <tr> <td>I have regular opportunities to undertake leadership roles.</td> <td>26</td> <td>46.15</td> <td>46.15</td> </tr> <tr> <td>I have opportunities to be involved in agreeing priorities for the school.</td> <td>26</td> <td>30.77</td> <td>53.85</td> </tr> <tr> <td>I am actively involved in the school's ongoing self-evaluation.</td> <td>26</td> <td>42.31</td> <td>53.85</td> </tr> <tr> <td>GTCs standards are used to support professional dialogue.</td> <td>26</td> <td>34.62</td> <td>53.85</td> </tr> </tbody> </table> <p>Pupil feedback from HMI pre-inspection survey Feb 20223:</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Response Count</th> <th>All of the time %</th> <th>Some of the time %</th> <th>Not very often %</th> <th>Don't know %</th> </tr> </thead> <tbody> <tr> <td>Staff help young people to be responsible for their own behaviour.</td> <td>244</td> <td>34.02</td> <td>53.69</td> <td>7.38</td> <td>3.28</td> </tr> <tr> <td>I feel comfortable approaching staff with questions or suggestions.</td> <td>244</td> <td>38.07</td> <td>40.57</td> <td>19.67</td> <td>2.05</td> </tr> <tr> <td>I am given the opportunity to influence what and how I learn.</td> <td>244</td> <td>23.36</td> <td>54.92</td> <td>11.48</td> <td>8.61</td> </tr> </tbody> </table>	Question	Response Count	Strongly agree %	Agree %	I find it rewarding to be a member of staff at this school.	26	57.69	38.46	I feel a valued part of the school's community.	26	57.69	34.62	I am encouraged to learn and share practice with colleagues from other schools.	26	57.69	34.62	I am given the opportunity to learn and share practice with colleagues from other schools.	26	46.15	46.15	I have a clear understanding of the social, cultural and economic context of the school.	26	53.85	38.46	I feel appropriately supported by the school to undertake my role.	26	50	46.15	I am supported to engage in professional learning.	26	73.08	23.08	My professional learning enables me to reflect on and improve my practice.	26	57.69	38.46	I have regular opportunities to undertake leadership roles.	26	46.15	46.15	I have opportunities to be involved in agreeing priorities for the school.	26	30.77	53.85	I am actively involved in the school's ongoing self-evaluation.	26	42.31	53.85	GTCs standards are used to support professional dialogue.	26	34.62	53.85	Question	Response Count	All of the time %	Some of the time %	Not very often %	Don't know %	Staff help young people to be responsible for their own behaviour.	244	34.02	53.69	7.38	3.28	I feel comfortable approaching staff with questions or suggestions.	244	38.07	40.57	19.67	2.05	I am given the opportunity to influence what and how I learn.	244	23.36	54.92	11.48	8.61	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p>Faculty Heads will ensure that there is a documented follow-up discussion to collegiate sessions in subsequent department meeting to agree next steps and monitor staff evaluations.</p> <p>Peer observations will be organised in trios and linked to Teaching Sprints.</p> <p>Invergordon Academy Learning and Teaching Policy created. Within policy the school will create a new lesson observation sheet to be used in VSE visit (in Nov 2023), trios and faculty review observations.</p> <p>Learning trios formed (all teachers) and engaged with Teaching Sprints. Teaching Sprints to focus on Active Learning and Meeting Learner's Needs.</p> <p>We will setup a professional reading group to share and discuss educational articles, blogs and research to stimulate practitioner enquiry, professional development.</p> <p>We will embed the use of the pupil version of HGIOS 4 in our self-evaluation practices to help involve pupils more in leading learning.</p> <p>We will create opportunities for more teachers to visit other schools locally and beyond to gather good practice.</p> <p>Better Relationships, Better Learning, Better Behaviour Policy finalised and implemented as a consistent approach to promoting positive relationships and managing behaviour, leading to an improvement in the classroom learning environment.</p>
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How good is the quality of care and education we offer?			
QI 2.4 Personalised Support	How are we doing?	How do we know?	What are we going to do now?
<p>Themes:</p> <ul style="list-style-type: none"> • <i>Universal support</i> • <i>Targeted support</i> • <i>Removal of barriers to learning</i> 	<p>What's working well for our learners? (what are the features of effective practice in our school?)</p> <p>Staff at Invergordon Academy are aware of the barriers to learning of all pupils and take appropriate steps to reduce these barriers. Information sharing amongst the relevant staff in school is thorough and there is clear, proactive communication between pupils, staff, parents and key professionals to build up effective support networks.</p> <p>Planned department meetings, regular SFM's and necessary Child Plan meetings ensure support needs are discussed and where necessary reviewed.</p> <p>Invergordon has an effective structure in place to support pupils with high levels of ASL using a tiered intervention approach.</p> <p>Teaching staff and the support team work hard in and out of our classrooms to provide differentiated learning and provide staff with the knowledge to support inclusive classroom environments.</p> <p>All pupils at Invergordon Academy have a named person in the form of a Support Manager.</p> <p>Staff across the school promote our PEOPLE school ethos. The 5 'Behave To Learn' rules and our 'Be Smart, Act Smart, Look Smart' promotion helps to create positive and respectful relationships.</p> <p>All pupils have at least one recorded pastoral interview each year where progress, achievement, wellbeing and next steps are discussed.</p> <p>Pupils all complete a SHANARRI survey 3 times a year and a bullying survey twice a year, which allows the support team to monitor any concerns and highlight issues with specific cohorts of pupils.</p>	<p>Pastoral Caseloads (including CSW, KT and IST), Support Groups & Interviews</p> <p>ASL info</p> <p>Pupil Profiles/ASN info for staff/Dyslexia Lists</p> <p>Assessment Support</p> <p>Medical Info</p> <p>Regular pupil info emailed out to staff – taken from SEEMis pastoral notes</p> <p>Weekly confidential info emailed to Support Team/SMT - taken from SEEMis confidential pastoral notes</p> <p>Discussions at DM's</p> <p>SQR & SIP</p> <p>Attendance, lateness and behaviour monitoring</p> <p>Attainment/INSIGHT Data/Careers Solution Focussed Meetings/Child Plan Meetings</p> <p>Wellbeing Info</p> <p>Breakfast club</p> <p>HMI Safeguarding Docs</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p><i>Key Teachers to increase attendance at department meetings to discuss SfL needs and improve knowledge of ASN.</i></p> <p><i>Differentiation and positive relationships within the classroom to improve further due to increased awareness of SfL/ASN needs and introduction of 'better relationships, better learning, better behaviour guidelines'.</i></p> <p><i>Guidance and expectations on creating 'ASN Friendly Classrooms' to be included in revised Learning and Teaching policy.</i></p> <p><i>SMT/Support department to improve use of Mini Insight data in order to improve knowledge of progress and increase targeted early intervention strategies. Build in 'Mini Insight review' to the self-evaluation calendar following tracking periods..</i></p> <p><i>We will adapt our PSE and Skills Time programmes to allow further capacity to effectively embed a culture of learning conversations and meaningful follow-up.</i></p>



Our progress reports give pupils and partners updates throughout the year to help them understand progress that is being made and parents evenings encourage parents to become actively involved in supporting their yp.

Partners such as DYW and SDS offer a universal support plan for improving career management skills, encouraging pupils to improve skills for learning, work and life.

The school is committed to providing CPD for all staff to continually improve their ability to understand and support all pupils within the school.

Methods for monitoring the progress and wellbeing of all pupils also allows us to flag up individuals who need targeted support.

Information sharing amongst staff allows the support team to build up a picture of individual pupil progress and continual support needs.

Pupils, parents and key professionals are involved in dialogue to monitor the impact of targeted support.

The school has good working relationships with our Practice Lead, Educational Psychologist, PMHW and counsellors who offer a valuable service to our pupils.

The SfL team are aware of learners needs in the classroom and have interventions in place in the form of PSA, Key Teacher, tutorials, differentiation and assessment support.

A cycle of faculty reviews allows SMT to monitor the effectiveness of targeted support in classrooms and the wider school.

Highly supported primary transition and post-school transitions ensure that those with ASL experience success at times of change and integrate into secondary school, or post-school destinations successfully.

Resilient Kids P7 programmes are run annually in identified classes.

Seasons for Growth delivered by CSW to identified pupils.

School counsellors.

MCR Pathways mentors.

MFMS Programme.

We will embed a nurturing approach across the school and ensure that restorative practices are used more widely between staff and pupils, especially where there have been persistent issues.

We will further improve the efficiency of how we share our ASN information, including easier access for staff to Pupil Profiles, Medical Protocols & Behaviour Protocols

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

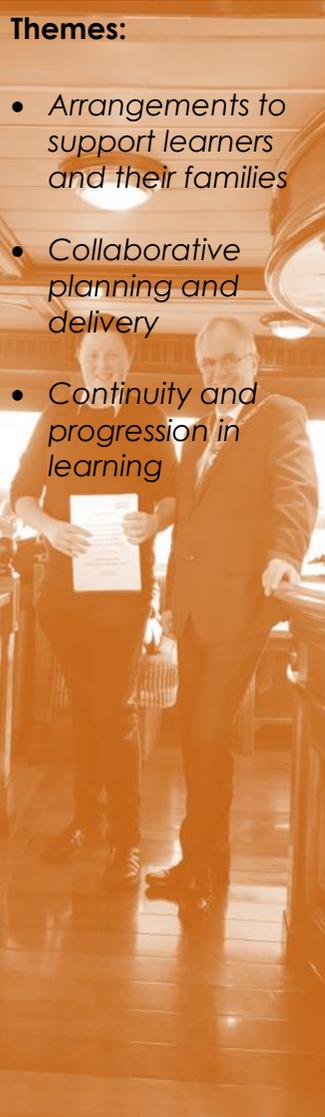
System to track Child Plan updates closer and ensure review meetings are held more regularly for our level 3 and 4 pupils.

Annual audit of Staged Intervention Levels to ensure they are current and reflective of needs.

Greater tracking and assessment of the impact of tutorials/SfL interventions on individuals.

Fully embed the profiling system between SHANARRI survey and target setting for all year groups.

Embed use of 'Unifrog' to profile pupil's progress towards core skills. Improve the quality of targets and next steps made by pupils following tracking and monitoring reports and ensure self-evaluation cycles completed by following up on targets/next steps that were set.

QI 2.6 Transitions	How good is the quality of care and education we offer?		
	How are we doing?	How do we know?	What are we going to do now?
Themes: <ul style="list-style-type: none"> • <i>Arrangements to support learners and their families</i> • <i>Collaborative planning and delivery</i> • <i>Continuity and progression in learning</i> 	<p>Pupils, parents, carers and staff are actively engaged in a well-planned programme of transition events.</p> <p>Key ASG staff meet at least once a term, with transition being a key item on the agenda. Attendance at P6/7 Child Plan Meetings and SFM's allows staff to meet pupils, parents and partners to plan.</p> <p>Pupils with ASN are given an enhanced transition. This occurs during the primary transition from P6 and at key transition times throughout S1-6. Early intervention strategies to highlight and plan transitions for pupils with ASN and barriers to their learning are working effectively.</p> <p>All pupils' access planned activities and events to support emotional and social wellbeing during transition.</p> <p>All pupils have at least one key adult who offers guidance at times of transition. Pupils can articulate their progress to the key adult as they make a transition from one stage to another.</p> <p>Parents/carers are involved at transitioning times through school events, options evenings and targeted meetings. Course information booklets and information help supplement parental knowledge of courses.</p> <p>We have a robust process for recording and passing on information to support transitions. This includes the sharing of SEEMiS records, PPR's and ASN files.</p> <p>Pupil Profiles and ASN information shared with staff to support needs of pupils who are transitioning. PSA staff have been allocated time working with P7 classes in the primary schools which has led to positive relationships and reduced anxieties in P7 pupils.</p>	<p>Positive feedback from pupils, parents and staff re transition and events such as the Mini-Highland games, Support Manager visits, subject teacher visits, Mini-Digit and transition week.</p> <p>PSA's feedback to support team regularly.</p> <p>Academy pupils working with primary pupils during the Growing2ogether project.</p> <p>Pupil Profiles and ASN information shared with staff to support needs of pupils following transitions.</p> <p>Regular review of 16+ data to track pupils, careers SFM's for early intervention and to discuss intended destinations. Review of positive destination figures to self-evaluate and improve upon 16+ process.</p> <p>Use of mini-INSIGHT to track pupils at risk of failing to achieve potential in subjects. Early intervention to support these pupils. Construction Skills course added to the senior options after using the 16+ tab to highlight a high number of pupils intending to enter this sector.</p> <p>Targeted support for pupils at options time/timetable change – support team meet to discuss and reduce anxieties. Parents often involved in this process.</p>	<p>What actions will move us forward? (improvement priorities highlighted in this area)</p> <p><i>Embed use of 'Unifrog' to profile pupil's progress towards core skills. Improve the quality of targets and next steps made by pupils following tracking and monitoring reports and ensure self-evaluation cycles completed by following up on targets/next steps that were set.</i></p> <p><i>Audit the Career Education Standard and use to improve the delivery of Career Management Skills across the school.</i></p> <p><i>We will analyse the 16+ tab to highlight intended destinations of pupils in S3 and explore opportunities to offer tailored courses/experiences in S4-6.</i></p> <p>Improve our positive destinations figures to above HC and VC averages again. Ensure all ASN pupils have a comprehensive plan at an early stage with support measures in place to track post-school engagement in a positive destination.</p> <p><i>Increase the number of pupils who attend work placements.</i></p> <p><i>We will increase the amount of information given to pupils and parents regarding transitions and course choice in between S1-6. This will be most relevant now as we switch to a 2:2:2 curriculum model.</i></p>



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

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

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

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

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

Senior pupils have opportunities for pupils to complete work placements.

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

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

SDS School Partnership Agreement ensures pupils receive support and information on careers and work on Career Management Skills (CMS)

DYW T.O.M (Target Operating Model) outlines input from SDS/DYW throughout the year. This includes targeted input from specific industries/professionals, based on 16+ data collected for S3-S6 pupils.

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

86% of pupils in S4-6 actively engaged one-to-one with our SDS careers advisor to discuss career options and next steps.

P7 pupil pre/post transition activities surveys June 2022:

'How are you feeling about the move up to the academy (1=very bad 10=very good):

Pre average – 7.4

Post average – 7.8

P7 parent post transition activities surveys June 2022:

'How are you feeling about your child's move up to the academy (1=very bad 10=very good):

Average – 8.23

S4-S6 16+ Data input on SEEMiS:

Anticipated Leave Dates – 100%

Preferred Routes – 99.2%

Preferred Occupations – 96.7%

We will continue to work with SDS and DYW to support positive destinations by building up a network of partnerships which will contribute to delivering skills for learning, life and work and open more work experience opportunities and job opportunities post school.