INVERNESS ROYAL ACADEMY

2022/23

Inverness Royal Academy

HIGHLAND COUNCIL| CULDUTHEL ROAD, INVERNESS IV2 6RE

Commitment, Compassion, Honesty, Respect & Responsibility

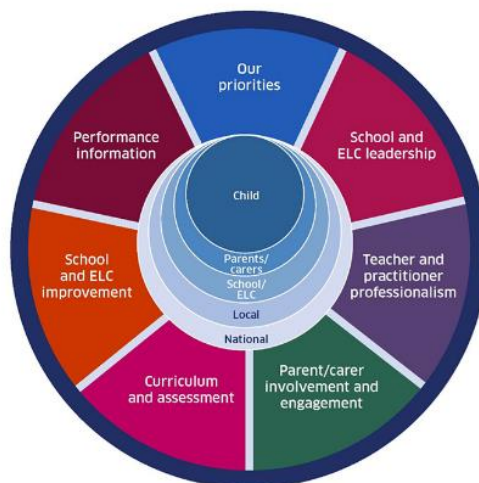# Introduction: Local and National Context
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities

National Improvement Framework Priorities

Entitlement, Excellence & Equity:
We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:
We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:
We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:
We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation
To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:
National Improvement Framework Improvement Plan
HGIOS? 4 and HGIOELC
Health and Social Care Standards
National Gaelic Language Plan

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people
We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation
Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.
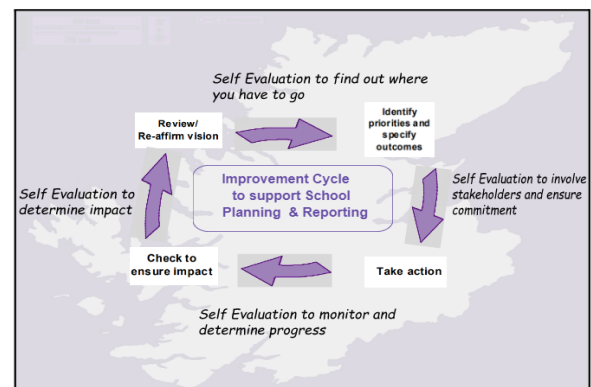
Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Nigel Engstrand
Rector
Inverness Royal Academy

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Inverness Royal Academy is a non-denominational, comprehensive school, situated on the south side of the city of Inverness. The school has a roll of 1353 pupils and takes pupils through all stages of the secondary curriculum through S1-S6.

Inverness Royal Academy is the designated Gaelic medium secondary school for Inverness with a number of subjects being taught through the medium of the Gaelic Language. The number of Gaelic Medium Education (G.M.E.) pupils at Inverness Royal Academy continues to grow. Currently there are 129 pupils in the Gaelic secondary school provision but many more have experienced Gaelic Medium Education at some point in their time at the school.

The school has three provisions to meet additional learning and development needs. The enhanced provision ('West Wing') caters for young people from across the city. These young people have a range of additional support needs, including autism. 'The Bothy' provides individual nurturing interventions for young people in S1-S6. This is to reduce social and emotional barriers to learning. Two years ago, we opened an additional base 'The Shieling' to further strengthen inclusion (including those at risk of financial exclusion) and to encourage those young people with attendance concerns to return to school following traumatic periods of absence, including during and following the Covid 19 epidemic.

Although staff are heavily committed to seeking additional support for young people, including with external partners, this is not always straightforward. Unfilled vacancies and lengthy waiting lists for services from partner agencies inevitably impact upon young people's health and wellbeing. These include Child and Adolescent Mental Health Services; educational psychology; children's services workers; social work practice leads and primary mental health workers. As a result, young people's access to appropriate pathways of support is negatively affected.

The following information can be found on Parent zone Scotland. It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Pupil Numbers	Attendance	Teacher Numbers	Pupil Teacher Ratio	Meeting PE Target
1353	86.9%	93	14.6	Target Met

S1	S2	S3	S4	S5	S6
17.4%	17.5%	18.6%	17.1%	17.1%	18.5%

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0-10%	0-10%	10-20%	40-50%	10-20%	0-10%

ASN	No ASN	FSM	No FSM	EAL	No EAL
40-50%	50-60%	0-10%	90+%	0-10%	90+%

Attainment in Literacy and Numeracy:

Broad General Education

2022/23 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Almost all

Gaelic Medium 2022/23 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

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The Context for our 2021-2022 Attainment Data

Clearly session 2021/2022 at Inverness Royal Academy was significant for a number of reasons. Firstly, in terms of assessment arrangements, it marked the return to S.Q.A. examinations after two years of modifications to the assessment arrangements. These examinations came at the end of an academic year where the exigencies associated with the Covid 19 pandemic demanded an extraordinary response from the school: whether students or staff. The continuing consequences of the existential crisis this presented to people cannot and should not be underestimated; these impacts- not least on mental health- and the loss of learning associated with them, will continue to be felt by those cohorts of young people currently going through the school and those cohorts due to transition to us in future years. The additional staffing of 1.5 additional Guidance staff that Scottish Government funding allowed us to appoint without a doubt helped to reduce caseloads. We have to be clear, given rising need and complexity of needs, that what is temporary funding for these posts now needs to become a permanent addition to the school's staffing.

We have to remember that during Session 2021-22 significant Covid mitigations were in place: face coverings; restricted sizes of groups; layout of teaching areas; a limited range of pedagogical approaches. All of these- as well as the pressures at play in their home lives and in wider society- conspired to erode young people's mental health. The clearest manifestation of this was in pupil absence, levels of which rose to unprecedented levels. Attendance at school was- and to some extent remains- the most significant factor that has an adverse impact on attainment. We identified this early on in the session and took bold and innovative steps to deal with this. The fact remains, however, that it remains the most challenging of the challenges we face problems: the problem is complex and the solutions by necessity are not simple. Absence was not just an issue for students. A combination of staff illness and quarantine requirements meant that during the course of Session 2021-22 there were the equivalent of approximately 1171 days of staff absence due to illness and the requirements to self -isolate

Staff Absence for Session 2021/22

|	Absence	Vacancy	Mat leave	Class Covers
TERM 1	234	2	2	1381
TERM 2	362	1	1	1630
TERM 3	223	3	1	2499
TERM 4	352	3	2	2018
SESSION TOTAL	**1171**	**9**	**6**	**7528**

Senior Phase

National Benchmarking Measures:

These measurements show our leavers' attainment and their positive destinations when they leave school compared to a 'virtual comparator'. The 'virtual comparator' is made up of a number of young people from other schools in Scotland who are most similar to our students.

Literacy

In terms of literacy, 98.58% of our leavers achieve at least S.C.F.Q. Level 4 Literacy which is above our comparator, the highest level in five years and a rising trend.

At S.Q.F. Level 5, 89.62% of our learners were successful, in line with our comparator and was, again, the highest percentage in five years.

Percentage of Leavers Attaining Literacy
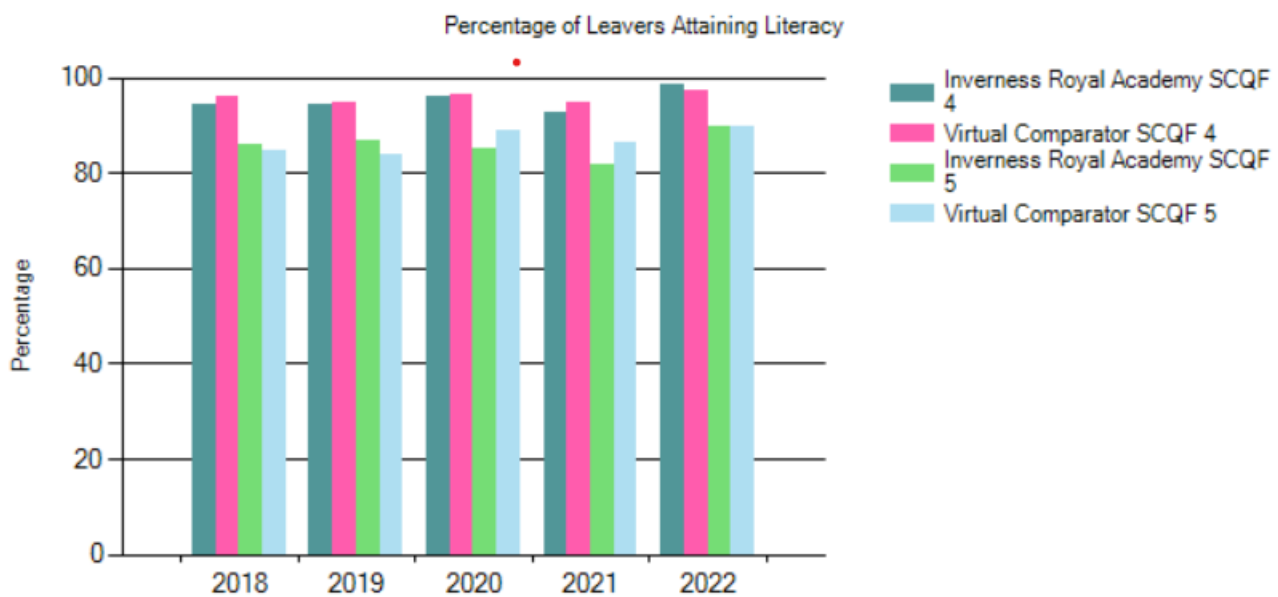
Numeracy

In terms of numeracy, 91.51% of our leavers achieve at least S.C.F.Q. Level 4 Numeracy which is 4% below our comparator but the highest number in five years.
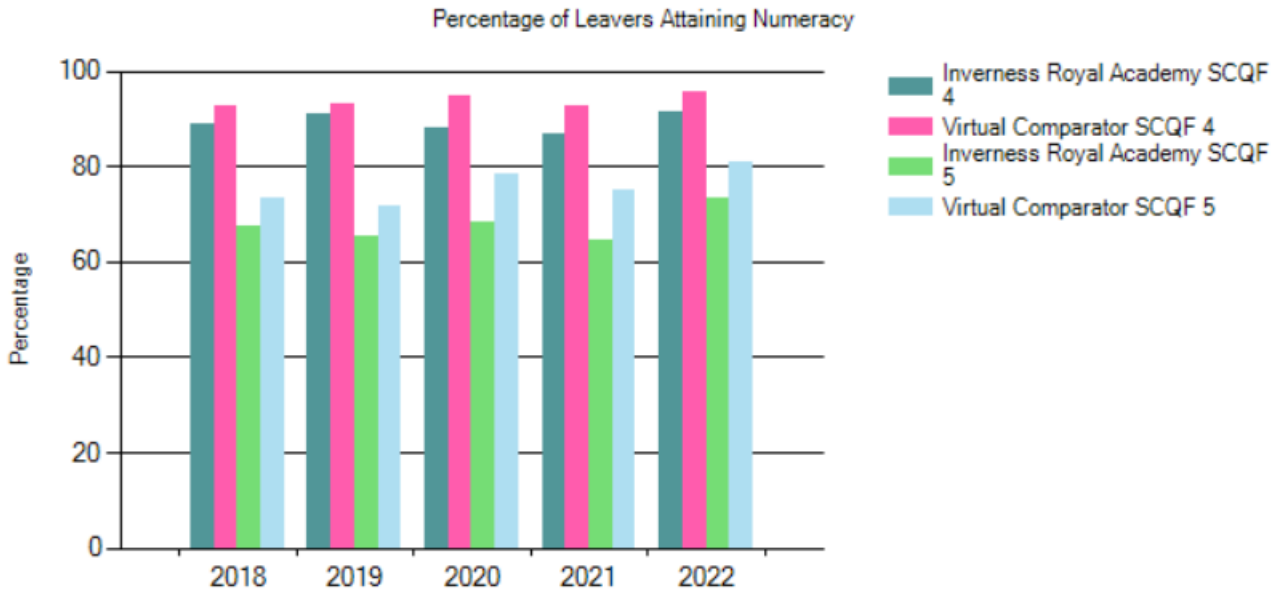
At S.Q.F. Level 5, 73.58 % of our learners were successful, 7% lower than our comparator but, again, the highest percentage in five years.

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Percentage of Leavers Attaining Numeracy

Leaver Initial Destinations

In 2021-2022, 96.23% of our leavers went on to a positive initial destination. This was slightly below our comparator of 97.41% but above both the Highland average and the National average.

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

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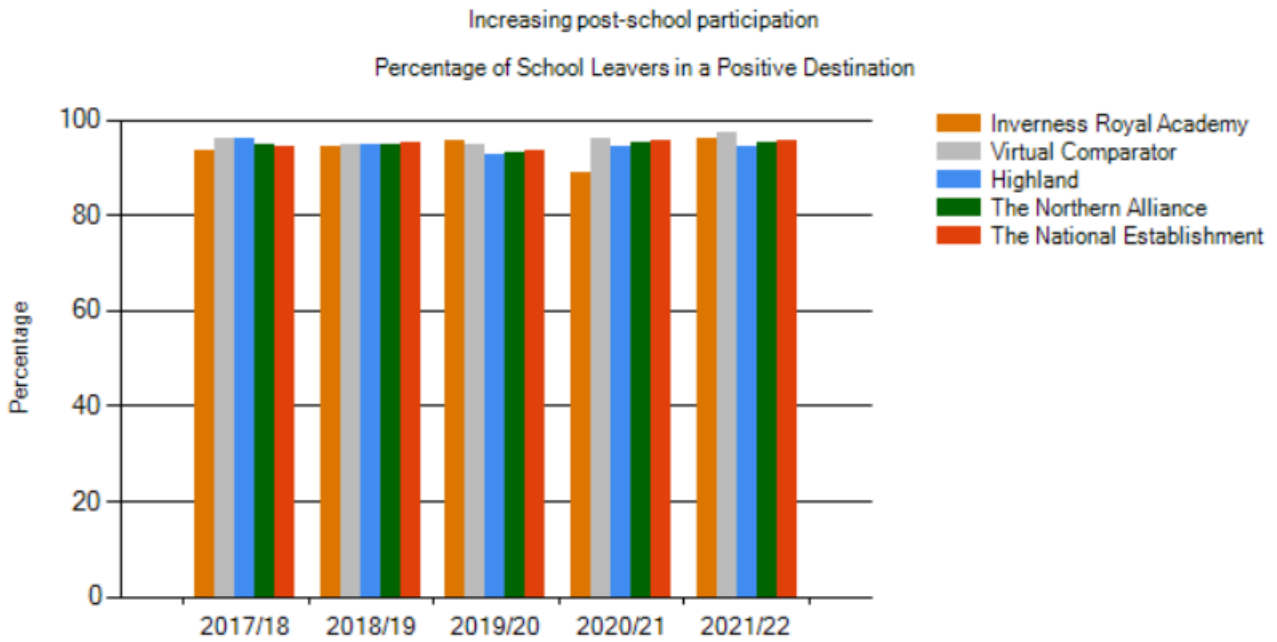
S4 National 5

In S4 the proportion of students achieving five or more National 5s at grades A-C was 56.69% an increase of 13.29%, the highest level in five years. Similarly, the numbers achieving five or more National 5's at grades A-D were 64.57% an increase of 10% and, again, the highest in five years.

S5 5 Highers

The number of students in S5 achieving five or more Highers at grades A-C rose slightly this year as did the numbers achieving five or more Highers at grades A-D.

S5 3 Highers

In S5 the proportion of students achieving three or more Highers at grades A-C was 43.89% an increase of 5.5%, the highest level in five years. Similarly, the numbers achieving three or more Highers at grades A-D was 55% an increase of 9% and, again, the highest in five years.

S4 5+ @ N5 based on a roll of 254

Year	A - C	A - D
2019	41.18%	54.01%
2020	51.36%	57.27%
2021	43.40%	54.72%
2022	56.69%	64.57%

S5 5 @ Higher based on a roll of 180

Year	A - C	A - D
2019	18.79%	26.09%
2020	15.88%	19.41%
2021	17.81%	21.46%
2022	18.33%	22.78%

S5 3+ @ Higher based on a roll of 180

Year	A - C	A - D
2019	40.00%	52.12%
2020	42.94%	47.06%
2021	38.36%	46.12%
2022	43.89%	55.00%

School Leavers
Cohorts
S4 Cohort
- An almost 10% rise in the numbers of pupils achieving 5 or more National 5 qualifications.
- The number of pupils achieving at least one National 5 was slightly below the national level
- For those pupils experiencing the greatest deprivation, more of our pupils pass at least one National 5 qualification than similar pupils do nationally . More of our pupils also pass five or more National 5 qualifications than they do nationally.

S5 Cohort
- The number of S5 students achieving one level 6 or five level 6 qualifications (the equivalent of Higher) dipped below the national level.
- The number of S5 students achieving three or more Level 6 qualifications held steady.

S6 Cohort
- This cohort generated weaker results as a S5 group compared to the virtual comparator.
- We saw attainment dip to 65.24% and would suggest that attendance was a significant factor. We were also sensitive to student and parental requests to reduce the number of subjects being taken because of health & wellbeing concerns, most notably around poor mental health. There was also a more flexible agreement withS6 students around the balance of time they could be available for paid employment given the pressure of staffing in other sectors and the pressure on household budgets that led more young people to seek employment in this period.

Exclusions

While we strive to not exclude any young people, thirty-seven young people were temporarily excluded from school for short periods. Decisions like this are made on the basis that in all the circumstances, to allow the young person to continue attendance at school would be seriously detrimental to order and discipline in the school or to the educational wellbeing of the learners here.

School Vision, Values and Aims
Lèirsinn, luachan agus amasan na sgoile

Our core values are Commitment, Compassion, Honesty, Respect & Responsibility and we expect our young people to model these in every aspect of their lives. Inverness Royal Academy and the foundation of the school and the grammar school that predated its royal warrant in 1792 were based on the ideas of the Scottish Enlightenment, which gave central importance to our ability to solve problems through the use of reason.

That optimistic belief in the ability of people to bring about change for the better in society and nature holds as true as our aim for us now in the 21st century as it did in the school in the 18th century. Our aims include an offer of a wide variety of learning opportunities. We aim to engage every young person so that they are excited by learning and enjoy their time at school. Learning is at the centre of all we do and we aim to encourage all of our young people to become independent, creative and confident learners.

One of our primary aims is to encourage each student to be a self-confident, inquiring, tolerant, positive young person. We hope to help develop each young person into a well-rounded character with an independent mind who respects the differences of others.
By the time they leave school, we want every young person to have that true sense of self-worth that will enable them to make their mark and make a difference and, in doing so, to be of value to society.

At Inverness Royal Academy, we strive to bring out the best in all of our pupils. In pursuing these broad aims, we intend to contribute significantly to the preparation of pupils for various adult roles in society, namely continuing education, employment, leisure, parenthood and citizenship.

We also hope to give our young people a sense of the heritage that stems from their Scottish, and, in particular, Highland environment including the place of the Gaelic language. We want them to be aware of the long traditions of the school, while at the same time fostering awareness of the place of our society in the wider international community.

Review of progress for session
Ath-sgrùdadh air adhartas airson an t-seisein

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

Commitment, Compassion, Honesty, Respect & Responsibility

To achieve the UNICEF Rights Respecting Schools Gold Award

Purpose:

To embed the UNICEF Rights Respecting Schools Award at Gold level so that we create a safe and inspiring place to learn. Relationships are positive and founded on dignity and a mutual respect for rights. Young people will be respected, their talents nurtured, and they will be able to thrive. Embedding the award alongside our school values in daily school life will give our young people the best chance to lead happy, healthy lives and to be responsible, active citizens

Progress:
- ✓ An embedded programme focussing on the features inherent in the R.R.S.A. Gold Award.
- ✓ We are increasingly placing the human rights and needs of every young person at the centre of education
- ✓ We have reviewed and modified our Positive Behaviour System to reflect a rights-based approach
- ✓ Staff training on restorative practice
- ✓ Fairtrade Week
- ✓ All classrooms and offices now fully display a child friendly version of the UNRCC

Impact:
- ✓ From a recent survey, the majority of young people report that staff create a nurturing environment, one that is welcoming, understanding and supportive (S1/2 = 84.6%, S3/4 = 78% and Senior = 78.9%)
- ✓ Reflection cards to facilitate restorative conversations about behaviour between young people and staff. Solutions are referred to through the prism of the school's values.
- ✓ Assembly planner created that links all assemblies to the UNRCC and SDGs.
- ✓ Lesson starter templates created to link rights to lessons – has increased awareness of individual articles with both staff and pupils.
- ✓ LGBTQ+ and Amnesty Group numbers are increasing. Pupils in these group report an improvement in equalities ethos across the school.

Next steps:

- ▪ RMPS to investigate the inclusion of the YPI programme into their existing curriculum.

- ▪ Greater reference to individual articles in correspondence with parents and the wider community.

- ▪ Right of the Month focus

- ▪ Rebrand and increase membership of the school pupil steering group.

- ▪ Identify collegiate time, DM time and Inservice time to move forward with our Rights Respecting agenda.

School Priority: **To introduce 'Teaching Sprints' (Learning & Teaching)**

Purpose:

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Teaching Sprints is a team-based process for enabling the continuous development of teacher professional practices. The process supports teacher teams to define highly specific areas of student learning to improve, design evidence-informed strategies, and to collect evidence to check their impact. Through engaging in these focused, manageable and energising Sprints, teachers have an authentic opportunity to improve their practice while lifting student outcomes.

Progress:

- ✓ Teacher professionalism has driven progress towards ensuring the highest quality learning and teaching.
- ✓ Teaching Sprints were launched with all teaching staff and each department delivered two 'sprints' over the course of the past academic year.
- ✓ Retrieval Practice has become a focus area with senior school pupils – 2 retrieval practice training sessions with staff.
- ✓ Creation of a retrieval practice guide for pupils and parents.
- ✓ Sharing good practice learning & teaching activity during Inservice day.

Impact:

- ✓ Most young people reported that the timing and variety of tasks kept them engaged and focused on their learning.
- ✓ Parents and pupils have reported that the retrieval booklet helped them to better support their young person / themselves when it came to exam revision.
- ✓ Learning & Teaching survey of pupils has highlighted areas of good practice in the sharing of Learning Intentions and Success Criteria with pupils. When asked "Teachers always make clear what I am learning, and how to demonstrate my understanding" the following numbers agreed or strongly agreed (S1/2 = 84.9%, S3 = 68.6%, Senior Phase = 74.9%)
- ✓ Learning & Teaching survey of pupils has highlighted Differentiation as an area of good practice. When asked "Teachers provide work and assessments which are at the right level of difficulty for me, i.e. not too hard and not too easy. The following numbers agreed (S1/2 = 85.2%, S3= 70.7%, Senior Phase = 75.4%)
- ✓ Through this survey we have now identified areas we will focus on developing with staff.
- ✓ Staff "Bring & Brag" session has led to increased engagement with using new learning & teaching strategies, as well as boosting staff confidence in the use of new techniques.

Next steps:
- To develop our practice around 'learning walks'
- Set up a HGIOURS Group from pupils from our Pupil Voice Council. Pupils will have a different heading focus to review the document together and feedback to SLT.
- Using the pupil survey to identify informed development areas.
- Using 'Power up your pedagogy' as a guide and structure for staff CPD
- Creation of a staff CPD library and resource centre.

School Priority:

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To close the attainment gap

Purpose:
To close the attainment gap between young people in the lowest S.I.M.D. deciles and those in the highest

Progress:

- ✓ Work with the <mark>Educational Psychologist</mark> led to critical reading and research around theories of 'emotionally based school avoidance & attainment.'
- ✓ <mark>Nurture</mark> has been extended beyond groups into classrooms
- ✓ <mark>Boxall Profiles</mark> have been used to identify S1 pupils who need nurture, to identify targets and evaluate progress
- ✓ <mark>The Shieling</mark> has supported a group of students to access the curriculum outside of the classroom.
- ✓ Our new <mark>Children Support Worker</mark> has worked with families to overcome long-term school refusal, as well as helping with applications for grants etc.
- ✓ This year we will hold our <mark>first parent and carer event hosting charities and organisations</mark> who can offer advice on financial inclusion and other issues impacting families.
- ✓ Systematic <mark>changes were made to system for recording and notifying absences from class.</mark> Our office staff visited Dingwall Academy to learn about their systems.

Impact:

- ✓ The 'Glasgow Motivation & Wellbeing Profile Survey' was completed with S3 students and showed some issues with affiliation to school
- ✓ The number of 'wanderers' attending school but not in class has decreased.
- ✓ Students in 'The Bothy' and 'The Shieling' are reporting increased levels of efficacy and calm.
- ✓ Students in 'The Shieling' gathered an excess of 100 SQA units over the course of the year while working outside the classroom.
- ✓ Families have been helped to apply for a variety of grants and council funding to help alleviate the impact of the cost-of-living crisis. This has amounted to £15K.
- ✓ Streamlined system for texting home for absences now in place.
- ✓ Both 'The Bothy' and 'The Shieling' have been rated highly by students in our end of year pupil surveys where 20 students were surveyed across both services in school.
- ✓ Students have commented that '*it weren't for this room I wouldn't have been in school at all.' and have described the Shieling as a place 'where I'm not afraid to go to'*

Next steps:
- ▪ <mark>Improved capacity for 'Bothy' and 'Sheiling'</mark> to work together to pursue a range of goals with young people, and to share these goals with wider staff.
- ▪ Upskilling of single <mark>office staff member to monitor attendance.</mark>
- ▪ Add <mark>new parental events to the calendar</mark> to offer advice on sleep, nutrition, grief/loss etc.
- ▪ <mark>Increase capacity of school CSW</mark> to impact more long-term school refusers.
- ▪ Use <mark>data gathered in wellbeing & L&T surveys</mark> and share with staff in a meaningful and productive way.
- ▪ <mark>Find strategies to improve students overall sense of 'affiliation' to the school.</mark> This could be through new events and a refocus on the House Group system.

School Priority: To improve our young people's health and wellbeing

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Purpose:

- To introduce a Food & Clothing Bank: To mitigate the impact on families of the cost-of-living crisis
- To develop Outdoor Learning:
- To develop Pupil Voice:

Progress:

- ✓ School Food Bank- Working with local shops, Parent Council, and local businesses a bank of food which is accessible to all pupils has been generated.
- ✓ Following discussions around most discreet and practical arrangement, Inverness Foodbank/Blythswood Charity have taken on the responsibility for distribution.
- ✓ A school Breakfast Club has operated all year for pupils who come to school without having had any breakfast.
- ✓ A school uniform bank was established to help families who require a range of 'preloved' uniform items and warm winter coats.
- ✓ A partnership with Culduthel Christian Centre has led to a discrete off campus room being identified to offer a discrete space for families to pick up clothing. Referral is via Guidance staff and 'The Bothy'/'The Shieling' and pick ups during the day or on specified evenings.
- ✓ Develop methods for the formation of a diverse and equitable Pupil Council.

Next Steps:
- Gather names for new pupil council for 23/24, with a focus on diversity and inclusion. Pupils with discuss issues within school and will feed back to peers.

Impact:

- ✓ Good progress was made in this area.
- ✓ New Pupil Council application form sent at the end of this year – pupils can be selected from a range of backgrounds and experiences.
- ✓ A plan to work in partnership with the Culduthel Woods Association to host pupils in new qualifications such as Junior Rangers.

School Priority:
A' leudachadh cultar na Gàidhlig anns an sgoil / To Deepen the Gaelic Ethos of the School

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Purpose: A' leudachadh cultar na Gàidhlig anns an sgoil / To Deepen the Gaelic Ethos of the School

- To promote the acquisition of peaking, reading and writing skills in Gaelic
- Expand the respect for, and visibility, audibility and recognition of Gaelic
- Develop quality, consistency and richness of Gaelic

Progress:

✓ <mark>Staff have been audited</mark> on their perception of Gaelic as an integral part of the school, how they engage with the language/culture and their willingness to participate in developing Gaelic ethos

✓ <mark>Survey of pupils who take Gaelic or GME</mark> on their perception of Gaelic ethos in the school has been completed.

✓ <mark>We have introduced Scottish Studies</mark> into the curriculum to engage all senior pupils in Gaelic language and culture through the 'Scotland in Focus' unit.

Next Steps:

✓ <mark>Reissue staff audit</mark>

✓ <mark>Carry out library audit to assess</mark> the availability and accessibility of Gaelic resources and literature

✓ <mark>Improve Gaelic visibility in the</mark> school (signage/ posters/ prize giving/ assemblies etc)

✓ Seek pupil view on <mark>Gaelic ethos</mark> out with the department

✓ Continue to <mark>embed Scottish Studies</mark> into S5 curriculum

✓ Present <mark>Gaelic Ethos Booklet</mark> to staff

✓ <mark>Increase chances for attainment in Gaelic</mark>: Languages for Life and Work, Gaelic Literacy, qualifications for those who leave Gaelic after S2/S3

Impact:

✓ Staff engagement with the audit was incomplete highlighting a need to return to this

✓ Pupil survey highlighted that **most** pupils who take Gaelic and GME subjects feel that there is a strong Gaelic ethos in the school

✓ There is now the option for all S5 pupils to engage with Gaelic language and culture the Scottish Studies. Engagement has been mixed in year one with a few pupils achieving the unit. We hope to further embed the course in 2023/24.

✓ Good progress has been made on developing information for staff through the Gaelic Ethos booklet

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

Progress:

- ✓ Working group created to create collaborative opportunities between departments.
- ✓ Members of the working group trialled approaches for understanding and improving assessment and moderation strategies, specifically in the BGE.
- ✓ Analysis of attainment over time using the NSA/MCNG results.
- ✓ Structure created for collation and analysis of NSA/MCNG for next 10 years.
- ✓ Moderation activities underway within English and Maths to increase consistency of judgements.
- ✓ Retrieval practice sessions delivered, and departments trialling approaches.
- ✓ Increased moderation activities between associated Primary schools.
- ✓ Increased moderation activities with associated Primary schools.
- ✓ Continuous development of the school's TMR system.
- ✓ Our teachers use professional judgement, annual Scottish National Standardised Assessments (SNSAs) and a range of internal assessments to demonstrate attainment improvement. Teachers have used more robust internal moderation procedures to ensure validity and reliability of evidence.

Impact:

- ✓ Approaches to supporting learners in the transition between BGE and Senior Phase begun within English.
- ✓ Use of diagnostic reports within the NSA highlighted areas of strength and areas to develop.
- ✓ Analysis of areas to develop lead to provision of collaboration with associated Primaries to deliver sessions based on improving approaches to numeracy teaching.
- ✓ Creation of new study support materials based upon the retrieval practice inputs.
- ✓ Increased communication between associated primaries, and between primaries and our school.
- ✓ Measurable improvement in attainment over time highlighted in the tracking of pupils over time within the NSA assessments.

Next Steps:

- ✓ Departments to consider whether any adaptations are required in their curriculum offering to address areas highlighted within assessments.
- ✓ Increase collaboration between departments to develop literacy and numeracy as the responsibility of all.
- ✓ Analysis of curriculum offerings within all departments to ensure that their activities are in line with the Literacy and Numeracy outcomes for the given level.
- ✓ Increase moderation activities within departments to continue to raise the level of consistency within the learning, teaching and assessment process.
- ✓ Increase consistency of TMR entries within subjects, and across subjects.

Commitment, Compassion, Honesty, Respect & Responsibility

Progress and impact of Pupil Equity Fund
Adhartas agus buaidh Maoin Cothromas Sgoilearan

Progress:

- ✓ Two <mark>S1 nurture groups</mark> have run through our nurture provision The Bothy supporting 18 pupils who have adverse childhood experiences. 11 of those pupils are low SIMD and four are previously LAC.
- ✓ In addition to our S1 nurture groups, 67 pupils have been supported in The Bothy through 121 and <mark>small group work</mark>
- ✓ An appointment of 1.0 F.T.E. (Temporary until June 2023) <mark>Strategic Lead: Inclusion, Attendance & Raising Attainment</mark> was made at the start of Session 2022-23.
- ✓ Appointment of an <mark>Attendance and Financial Inclusion Support Worker</mark>
- ✓ <mark>Additional Numeracy support</mark> through the appointment of 0.5 Maths teacher

Impact:

- ✓ All students in nurture groups in The Bothy rate their experience as 'good' or 'excellent'.
- ✓ Most pupils (77%) feel that nurture helps them with school generally
- ✓ Almost all (89%) pupils feel that attending The Bothy helps them to attend school better.
- ✓ Students in 'The Shieling' gathered an excess of 100 SQA units over the course of the year while working outside the classroom.
- ✓ Families have been helped to apply for a variety of grants and council funding to help alleviate the impact of the cost of living crisis. This has amounted to £15K.

Next Steps:

- ✓ <mark>New S1 nurture groups</mark> to be created
- ✓ 121 and <mark>small group work in The Bothy to continue</mark> into next session

Commitment, Compassion, Honesty, Respect & Responsibility

Wider achievements
Coileanaidhean nas fharsainge

- LGBT History Month
- Loch Eil Outward Bound Expeditions
- EPL Manchester Trip
- Spors Gaidhlig Event (2 days)
- Rugby 6 Nations Trip
- Scottish National Orchestra concert at Eden Court Theatre for S1
- S1 Girls' Basketball Team came 2nd in the Scottish Schools Cup
- Loch Ness Rural Communities presented to Higher Geography pupils on a range of topics
- Higher Music Technology pupils visited Eden Court for a day of workshops put on by the Royal Conservatoire of Scotland
- Signs of Spring Photography Competition
- Big Scottish Breakfast for STV Children's Appeal
- Scottish Association of Geography Teachers Conference
- Eurolis Eurotoolbox in the library
- School Captains and the Rector laid wreath at memorial gates of the old Inverness Royal Academy
- School Captains and the Rector represented the school at Remembrance Day Parade
- Royal Scottish National Orchestra (Edinburgh) Trip (Music Dept)
- Inspiring Young Minds (Developing the Young Workforce) Event
- GeoBus Event
- Iceland Geography Study Tour
- Gaelvember 2022
- Christmas Fayre/Dress Down for Teenage Cancer Trust
- Blythswood Shoebox Appeal
- MasterChef Competition
- Pupils represented the school at Mock COP27
- School show "School of Rock"
- S2/3 STEM event at UHI
- Sponsored Walk
- Christmas Concert
- Disability Sport
- Ross County Football Academy
- Gaelic Enrichment Activities

Capacity for continuous improvement
Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Choose an item.	Choose an item.	**Good**
QI 2.3 Learning, teaching and assessment	Choose an item.	Choose an item.	**Satisfactory**
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Choose an item.	**Satisfactory**
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Choose an item.	**Satisfactory**

Our overall evaluation of our capacity for continuous improvement is: **Satisfactory**

We are confident in our capacity for continous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

1. Improvement Project 1: **To achieve the Unicef Rights Respecting Schools Gold Award**
2. Improvement Project 2: **To introduce 'Teaching Sprints' (Learning & Teaching)**
3. Improvement Project 3: **To close the attainment gap**
4. Improvement Project 4: **To improve our young people's health and wellbeing**
5. Improvement Project 5: **A' leudachadh cultar na Gàidhlig anns an sgoil / To Deepen the Gaelic Ethos of the School**
6. Improvement Project 6: **Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment**

Planning ahead
A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our school website or by contacting the school office

Commitment, Compassion, Honesty, Respect & Responsibility