MILLBURN ACADEMY

MILLBURNACADEMY
Strive to achieve

Standards & Quality Report for Session 2022-23

Vision, Values and Aims

VISION

We strive to ensure that our young people are fully prepared for life in the 21st century. We encourage pupils to be ambitious in their achievements, confident in their abilities, responsible within their community, effective in their learning and we are focussed on developing the talents of individuals.

VALUES

We will support learners to be resourceful, resilient, flexible and self-motivated with the skills and qualities needed for productive contributions in their chosen community.

Our core values are: **Ambition, Achievement** and **Respect**

AIMS

- To support all of our young people in developing good values which promote respect for self and others.
- To provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens.
- To provide a curriculum which encourages enthusiasm and motivation for learning, enabling each individual to reach the highest standards of achievement.
- To utilise enterprising learning and teaching practices which encourage self-reliance, ambition and achievement.

Context of the School

Millburn Academy is a six year secondary school in the heart of Inverness with a projected roll of 1301 in August 2023. Whilst our catchment area covers the following schools - Crown Primary, Daviot Primary, Drakies Primary, Inshes Primary, Milton of Leys Primary, Raigmore Primary and Strathdearn Primary – we have a significant number of placing requests from other schools in Inverness and the surrounding areas. We have a well-respected, Inverness-wide additional support provision for pupils with significant additional support needs (ASN) with placements via a Joint Admissions Group (JAG). We currently have 6.7% of pupils claiming Free School Meals.

We are very fortunate to have an incredible group of teaching and non-teaching staff. We continue to work hard to recruit the highest quality staff we can although staffing continues to be a challenge in relation to the Highland Council staffing formula, which provides us with one of the lowest allocations of secondary teaching staff out of all 32 Scottish Local Authorities. In some instances, this results in our school having up to 12 less teachers compared to equivalent sized schools in other areas in Scotland.

Despite the above pressures, we have a huge number of key strengths:

➢ The positive and purposeful working ethos in the school and in individual classrooms with excellent relationships between staff and pupils.

➢ Almost all pupils are motivated to learn and achieve, and a significant number contribute to and engage in the wider life of the school. Through a dedicated team of staff, parents, carers and partners, the school offers over 90 extra-curricular activities and leadership opportunities each week, which contribute to enhancing pupils' personal skills and knowledge, confidence and support their physical and emotional wellbeing.

➢ Staff promote and foster positive relationships with all learners, demonstrating our commitment as a school to the principles of nurture.

➢ Lessons and courses are well planned taking into account school and department priorities and the needs of learners.

➢ Pupils are very well supported in their learning and pastorally by class teachers and specialist support teaching and non-teaching staff.

➢ Staff have a very good understanding of learners' needs in classes and on specialist caseloads, thanks to our advanced use of SEEMiS and development of our data studio dashboard.

➢ Staff, pupils & parents/carers make high quality use of digital resources across all year groups to enhance the delivery, sharing and evaluation of L&T.

➢ We demonstrated considerable expertise in our use of digital technology and have a strong data culture, which supports us to provide timely

intervention for all of our young people.

➢ Teamwork and commitment to Learning and Teaching improvements continue to be a key focus throughout the school. Our engagement with pupil feedback is key to informing staff/department professional development focus.

➢ Our improvement planning system and structure has self-evaluation at its heart and we are committed to a programme of continuous improvement.

➢ Developing a shared vision, values and aims relevant to the school and its community
➢ Strategic planning for continuous improvement
➢ Implementing improvement and change

How are we doing? What's working well for our learners?

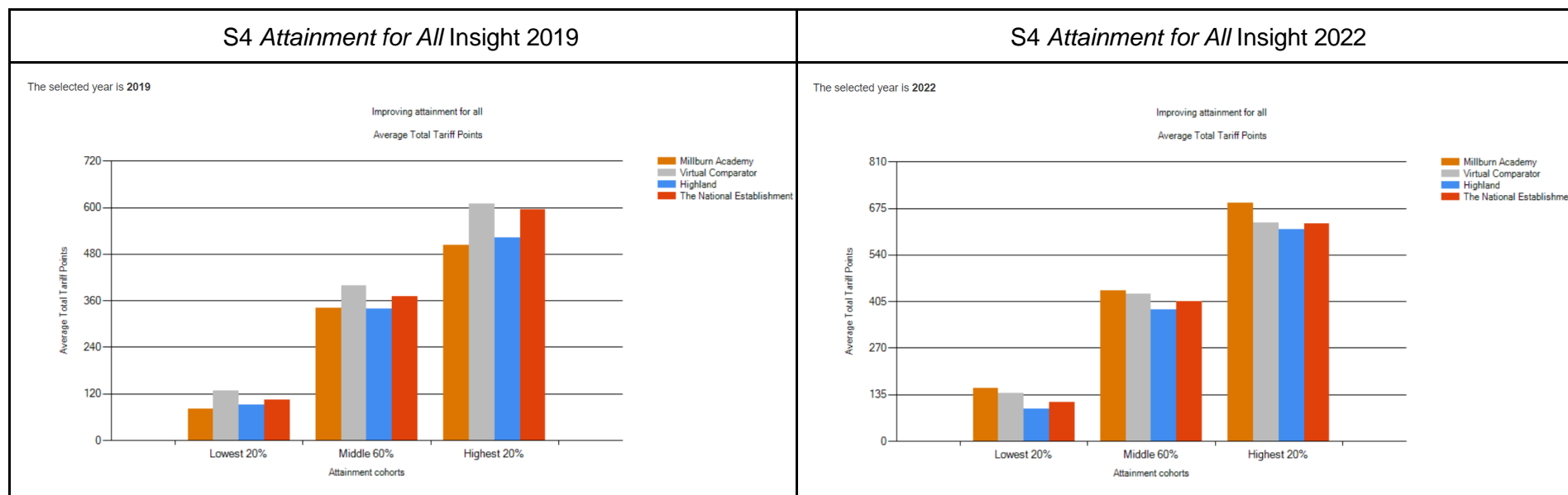Developing a shared vision, values and aims relevant to the school and its community
Our school values of ***Ambition, Achievement & Respect*** are central in our approach to school improvement. It is based on all members of our school community working in a collegiate manner, with a positive and solution focussed approach to supporting all of our young people to achieve and attain as best they can.

We continue to work collaboratively as a staff group to review and progress our improvement priorities on our journey to excellence. Staff have given very positive feedback to our approach to leading change, as evidenced in the department survey (October 2022), where they were asked if they felt the school is well led and moving forward in a purposeful way to improve outcomes for our pupils, with 61.1% strongly agreeing and 38.9% agreeing.

Strategic planning for continuous improvement
Curriculum - This year we have had our first year of the revised curriculum structure for our learners. We redesigned our Senior Phase curriculum throughout the session 2020/21, with a focus on how we improve outcomes and attainment. The key change was a move from 6 to 7 subjects in S4 from session 2021/22. This structural change aimed to support improved attainment and pathways for our young people.

Analysis of our Insight data clearly showed our 6 subject offering in S4 was having a negative impact on our *Attainment for All* measure when comparing total tariff points vs our Virtual Comparators, Highland and the National Establishment. This is also the case when reviewing the *Breadth and Depth* measures, where none of our S4 pupils achieved seven or more qualifications at level 5 for 2016-19, while our virtual comparator schools achieved an average of 20% during this time.

S4 *Attainment for All* Insight 2019	S4 *Attainment for All* Insight 2022

The selected year is **2019**

Improving attainment for all

Average Total Tariff Points

The selected year is **2022**

Improving attainment for all

Average Total Tariff Points

We have also made a structural change to our S4 curriculum, adapting the core subject provision to enable us to provide an additional half period of teaching time in both English and Maths for all S4 pupils. This additional time is focused on supporting our young people to maximise their attainment in both literacy and numeracy at levels 4, 5 & 6. Whilst our Insight data demonstrates an improving trend for the percentage of S4 pupils achieving level 5 literacy (70.15% in 2019 to 75.26% in 2022) we continue to perform slightly less well (78.21%) than our virtual comparator. This remains a key focus for improvement.

We continue to make significant improvements in numeracy at level 5 (47.26% in 2019 to 80.28% in 2022) and have moved well above our virtual comparator (65.96% in 2022). Having introduced level 6 Numeracy into S4 this session, we continue to challenge and stretch our most able pupils in Numeracy, with 13% of our pupils achieving this qualification.

Learning and Teaching - We continue to focus on creating the right learning environment with nurture at the heart of this process. This year we introduced our revised Learning and Teaching Framework and new approach to improving learning and teaching called *Teaching Sprints,* a concept developed by educationalist Dr Simon Breakspear. All staff engaged with the Teaching Sprints concept which is built on the following three big ideas about improvement;

1. Tiny Shifts - Working on manageable enhancements to professional knowledge & skill that add up to big shifts in expertise over time.
2. Start with the 'best bets' - Harnessing research and practice-based evidence to guide new learning and decisions about the 'best bets' for improvement.
3. Practice Makes Progress - Engaging in short cycles of intensive thinking and action within their own classroom.

The Teaching Sprints process involves the following 3 phases;
1. Prepare - determine a focus for practice improvement.
2. Sprint - Intentionally practise in classrooms.
3. Review - Reflect on the process through observation and learn from each other.

Phase 1 (Prepare) is decided through reviewing the Learning & Teaching pupil survey which is completed in September and February of each school year and incorporates the 9 key features of highly effective L&T practice, identified in our Learning, Teaching and Assessment Framework. This feedback is vital in supporting our improvement journey and demonstrates our commitment to have self evaluation at the heart of all we do.

Phases 1 and 2 (Sprint) are supported through the Millburn Academy L&T sharing good practice Google site developed to support professional development.

Phase 3 (Review) involves formal peer observation of teaching focussed on the identified L & T focus. Written feedback is provided and teachers record their reflection on the sprint/feedback and plan next steps. This process is completed twice each academic year.The pupil feedback is available in our Data Studio Dashboard to review at a whole school, department and individual teacher level. All aspects of the Teaching Sprint process, including planning, professional reading, observation and review/reflection is recorded centrally. Staff feedback about the process has been really positive and we continue with this approach throughout the next session.

Data culture - Our aim is to meticulously analyse all aspects of our data for every pupil to ensure we provide timely and effective support. Due to the number of data feeds involved in a school, we have developed a Google's Data Looker Dashboard and a Data Engagement Plan for both subject departments and our Support team, ensuring consistent, timely intervention throughout the year. The development of our Data Looker Dashboard has been a key feature this past year, a forward thinking approach to maximising the impact of our timely engagement with progress data to support our young people to maximise their attainment, achievement, participation and engagement. We will continue to focus on embedding the use of these systems to help us identify and implement appropriate interventions, to ensure pupils are supported with all aspects of their learning and HWB at the earliest possible point.

Implementing improvement and change
The challenges of leading change and improvement throughout the pandemic and the recovery phase has been demanding but a challenge we have coped incredibly well with as a school community. Central to this success are our relationships at all levels.

All staff are clear on school strengths & areas of development, which is used to create rationale for future improvements. Collaboration and feedback are at the heart of this process and feed into improvement planning at a department level. We discuss where there is best practice and have made good use of collegiate time through a well planned collegiate calendar to support identified areas for improvement. Self-evaluation is at the centre of everything we do and we are committed to a programme of continuous improvement which leads to improvements for learners.

Throughout May and June 2022, we worked collaboratively across our ASG to extend our approach to tracking, monitoring, reporting and data engagement through the development of a 3-18 data platform. This has been hugely successful and we now have all schools in our ASG using a consistent approach and platform for tracking and monitoring, with one school having introduced the reporting function. This has been led by our ASG Data Depute Rector and aims to support meticulous engagement with pupil progress to improve achievement and attainment over time for all.

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

The impact on learners can be evidenced through Insight data, pupil feedback and lesson observations. There are very positive relationships between staff and young people which underpin all aspects of learning in the school. This culture of mutual respect enables almost all learners to demonstrate the shared values of the school, in both classrooms and social spaces. This is evidenced through our robust engagement with our attendance data, and low number of behaviour referrals and exclusions.

Almost all of our young people at all stages are engaged in learning. As a result, our young people perform well throughout the BGE and in the Senior Phase, in comparison to local and national figures. These are outlined in significant detail in QI 3.2.

What are you going to do now? What are your improvement priorities in this area?
Continue to support and implement improvement and change at an appropriate pace. We recognise that we have made a number of strategic improvements over the past five years and that managing the pace of change is vital for staff wellbeing. We thank staff for their continued outstanding commitment to our improvement agenda.

Continue to work collaboratively with partner schools to further inform our use of data to plan interventions to improve the outcomes for all learners.

Review our vision and values inlight of our focus on National Improvement Priority 1 *Placing the human rights and needs of every child and young person at the centre of education.*

Continue to place high value on professional learning, including leadership development, to drive forward improvements in learning and teaching. This is being offered through our planned Inset day.

Implement the School Improvement Plan which is centred on learning and teaching, the curriculum and wellbeing. Support the implementation of department improvement plans.

Continue to develop the quality assurance and self evaluation processes already embedded in the working life of the school.

How would you evaluate this QI using the HGIOS?4 six-point scale?

Excellent

- ➢ Learning and engagement
- ➢ Quality of teaching
- ➢ Effective use of assessment
- ➢ Planning, tracking and monitoring

How are we doing? What's working well for our learners?

<u>Learning and engagement</u>
There is a calm, welcoming and supportive ethos across the school. Creating a nurturing environment has been a key feature of our work over the past four years and we have very positive relationships between staff and young people, and between the young people themselves. This culture of mutual respect enables almost all learners to demonstrate the shared values of the school. This is evident in both classrooms and social spaces and underpins all aspects of learning in the school.

Effective use is made of the learning, teaching and assessment framework, having been central to its development. Staff share a clear understanding of the structure of a good lesson. This, coupled with our dedication to seeking feedback from our young people about learning and teaching and adoption of the 'Teaching Sprints' approach to career long professional learning (CLPL), demonstrates our commitment to continual improvement in learning and teaching.

Almost all teachers make very effective use of starter and learning activities. Most lessons include a plenary which checks understanding against clear success criteria, particularly in the senior phase. As a result, learner engagement is very good in almost all classes.

Creating a nurturing environment is central to the framework and feedback from pupils highlights that in most classes (86.5%), they strongly agree or agree teachers work hard to create a nurturing, welcoming and supportive environment which underpins the positive relationships which are apparent between pupils and teachers.

In most classes (84.1%), young people identify that teachers share a clear learning intention accompanied by success criteria to set a purposeful and focused tone for learning across the school. This is supported by clear and precise instructions for engaging young people in tasks and activities which underpin the learning. As a direct impact from our pupil feedback and commitment to career long learning through our 'Teaching Sprints' approach, we are seeing an ever increasing number of departments linking a DYW and skills theme into their learning intentions and success criteria to link classroom learning to life and work out-with school.

In most classes, young people engage well with their learning because teaching staff plan a variety of tasks and teaching approaches appropriately timed to keep young people focused. Effective use of chromebooks & differentiation is evident in most classes to give young people the greatest opportunity to demonstrate success.

Quality of teaching
The teaching staff in the school demonstrate a clear commitment to improving practice in learning and teaching and have willingly supported whole school pupil feedback against the features of highly effective practice (HGIOS 4). This feedback is gathered twice annually to ensure that our approach to CLPL is evidence based and so that the impact of CPD can be measured. For example, over the past two academic years the Science department identified from pupil responses that an area for improvement was the quality of the feedback pupils are provided to help them understand where they are in their learning and what they need to do to improve. Changes to practise following this feedback resulted in an improvement from 75.8% of the students strongly agreeing or agreeing in September 2021 to 84.4% in March 2023. There are further examples of the impact of this process highlighted on pages 13 - 20.

Both student feedback and observation tells us the majority of teachers use effective questioning techniques to gauge pupil's understanding and deepen learning. Feedback is presented to young people in a variety of different ways with most young people agreeing that the feedback they receive is helpful to them in understanding where they are at with their learning and how to progress. This is further evident in the regular 1-1 learning conversations which the young people have with their teachers to assess their progress and plan their next steps in learning.

Supporting our 'teaching sprints' approach is the ongoing work of the learning and teaching improvement group who plan and organise twilight CPD sessions and working lunches to support staff engagement with the learning and teaching framework. Examples of good practice are gathered from staff across the school and shared. All materials and examples are then made available to all staff through our learning and teaching google site. Additionally, we now have time set aside in our INSET day programme to provide additional CPD to staff around the learning & teaching framework.

In the majority of classes, young people recognise that they are given opportunities to lead their own learning. This is an approach that is being increasingly adopted by departments, evidenced by an increase in the number of students strongly agreeing or agreeing from 68.15% from the feedback gathered in September 2021 to 73.7% in March 2023.

Furthermore, departments engage in regular dialogue to plan and share knowledge of standards and are beginning to apply practice shared and developed in verification in the senior phase to moderate teacher judgements in the BGE. Staff are focussed on ensuring consistency in the application of standards within departments and are motivated to share standards with colleagues in other schools/authorities across curriculum areas. They observe lessons to share good practice and a culture of quality assurance to support continuous improvement which has led to incremental positive changes in attainment year by year. Their knowledge, skills and approach to this have been further developed through the Alternative Assessment Model implemented by SQA for the past two years.

In English, staff have reviewed and revised course programmes to ensure appropriate depth and challenge in learning. Pupil feedback around this aspect of learning and teaching in September 2021 identified that 78.38% of responses across S1-6, strongly agreed or agreed that their English teachers provided work at the right level of pace & challenge, while 18.97% responded with neutral and 2.66% disagreed or strongly disagreed. The department's continued focus on this aspect led to improved pupil feedback in March 2023 with 82.3% strongly agreeing or agreeing, 14.7% responding with neutral and 3% disagreeing or strongly disagreeing.

Effective use of assessment

Differentiation both in learning and assessment remain a key focus to ensure all approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. Most young people (79.8%) agree that classroom tasks and assessments are pitched at an appropriate level of difficulty.

In the senior phase, staff set ambitious but achievable attainment targets based on prior attainment data; SNSA data is also used to support targets in S4. These targets are monitored throughout the year by teaching staff, guidance PT's and our PT raising attainment to identify young people who may be underperforming and may then benefit from our attainment mentoring scheme. This strategy proved very effective last session with 86% of pupils who engaged with the mentoring programme improving their attainment from the prelim in at least one subject, and 45% in S4 and 42% in S5 improving in at least 3 subjects.

Departments engage in regular departmental and authority wide verification and understanding standards events to ensure a consistent application of standards in both BGE and SQA assessments.

Tracking and monitoring remains a key focus and we continue to support all staff to have well-developed skills of data analysis which are focused on improvement. The data culture in the school has developed significantly over the past four years and our commitment to meticulous analysis ensures staff provide timely interventions to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.

Planning, tracking and monitoring

We have an extensive approach to tracking and have shared the purpose and how we use this data with all stakeholders. Monitoring and tracking spreadsheets are used extensively in all departments, tracking and reporting progress which support learning conversations and next steps for young people.

We have also developed a Data Looker Dashboard to further enhance our ability to analyse progress and attainment data that result in timely, highly effective strategies to support young people who are under-performing. This approach to meticulously analyse our data will ensure we support all our young people to maximise their attainment and achievement.

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

The Learning & Teaching survey completed by pupils (September 2022 & March 2023) is based around 9 key features of highly effective L&T practice, identified in our Learning, Teaching and Assessment Framework. This feedback is vital in supporting our improvement journey and demonstrates our commitment to have self evaluation at the heart of all we do. The feedback is available in our Data Looker Dashboard for all to review in the whole school, department and individual staff format.

Having been focussed on our approach to nurture over the past 4 years, it is very rewarding to see 86.54% of the responses feel that our teachers create a nurturing environment, with 10.4% responding with neutral and 3% disagreeing or strongly disagreeing.

Pupils also gave feedback across eight other key features of highly effective practice in L&T, covering questions about the clarity of learning intentions and success criteria, pace and challenge, questioning to enable deep thinking and the provision of high quality feedback in classes. The review of this feedback has been done and each member of staff has identified their L&T improvement focus for the next term, using Dr Simon Breakspears Teaching Sprints approach. Lesson observations will follow and focus on reviewing individual staff progress on their identified improvement priority.

Summary Of Whole School Feedback

Question	ASN	ART	BUSINESS	COMPUTING	ENGLISH	GEOGRAPHY	HOME EC	HISTORY	LS	MATHS	MOD LANG	MOD STUDS	MUSIC	PE	RMPS	SCIENCE	TECH	AVERAGE
1 - Nurture	93% (up)	97% (up)	85% (up)	88% (up)	91% (up)	87% (up)	82%	91% (up)	85%	88% (sq)	85% (up)	87% (up)	80% (sq)	91% (up)	87% (up)	90% (up)	90% (up)	88%
2 - LI & SC	88% (sq)	88% (dn)	85% (up)	72% (up)	85% (up)	83% (up)	82%	90% (sq)	85%	86% (sq)	76% (dn)	93% (sq)	77% (dn)	89% (up)	87% (up)	85% (up)	82% (up)	84%
3 - Pace/Challenge/Engagement	80% (sq)	83% (up)	72% (dn)	75% (up)	76% (up)	77% (up)	79%	83% (up)	79%	74% (up)	77% (up)	82% (up)	68% (up)	86% (up)	73% (up)	79% (up)	82% (up)	78%
4 - Differentiation	79% (up)	84% (up)	74% (dn)	75% (up)	79% (dn)	81% (up)	81%	87% (up)	76%	78% (dn)	73% (up)	86% (up)	74% (sq)	81% (up)	80% (up)	80% (up)	80% (up)	79%
5 - Chrome Books/ICT	78% (sq)	78% (up)	68% (up)	91% (up)	79% (sq)	82% (up)	64%	66% (dn)	83%	69 (dn)	78% (dn)	75% (dn)	55% (dn)	43% (sq)	77% (sq)	73% (dn)	59% (dn)	71%
6 - Learners leading learning	85% (up)	89% (up)	73% (sq)	83% (up)	73% (up)	70% (up)	73%	75% (up)	73%	58% (up)	69% (up)	85% (up)	65% (sq)	78% (up)	72% (up)	64% (up)	71% (dn)	73%
7 - Questioning	81% (up)	62% (up)	67% (up)	45% (dn)	73% (up)	75% (up)	59%	80% (up)	80%	75% (up)	72% (up)	86% (up)	57% (sq)	75% (up)	77% (up)	79% (up)	64% (dn)	71%
8 - DYW	82% (up)	64% (sq)	83% (dn)	69% (dn)	65% (sq)	81% (up)	83%	70% (up)	80%	75% (up)	73% (up)	92% (up)	53% (dn)	79% (up)	75% (up)	72% (up)	78% (up)	75%
9 - Feedback	81% (sq)	88% (sq)	71% (dn)	64% (dn)	79% (dn)	78% (up)	77%	80% (up)	81%	83% (sq)	81% (up)	82% (up)	76% (sq)	87% (up)	68% (up)	80% (sq)	80% (up)	78%
Average for each dept	83%	81%	75%	73%	77%	79%	76%	80%	80%	76%	76%	85%	67%	78%	77%	78%	76%	77%

HMIe Rating	
All	100%
Almost All	91 - 99%
Most	75 - 90%
Majority	50 - 74%
Minority	15 - 49%
A few	<15%

On average and regardless of teaching sprint focus, 67% of the feedback is trending up

17% of feedback suggggests maintenance of the status quo

16% of feedback demonstrates a very slight downward trend , but in most cases this is only by 1 - 2%

The summary above of all learning and teaching feedback to date indicates that 67% of feedback is trending up and continuing to move in a positive direction. Only 16% of pupils' feedback demonstrates a downward trend and in most cases this is only by a very small margin.

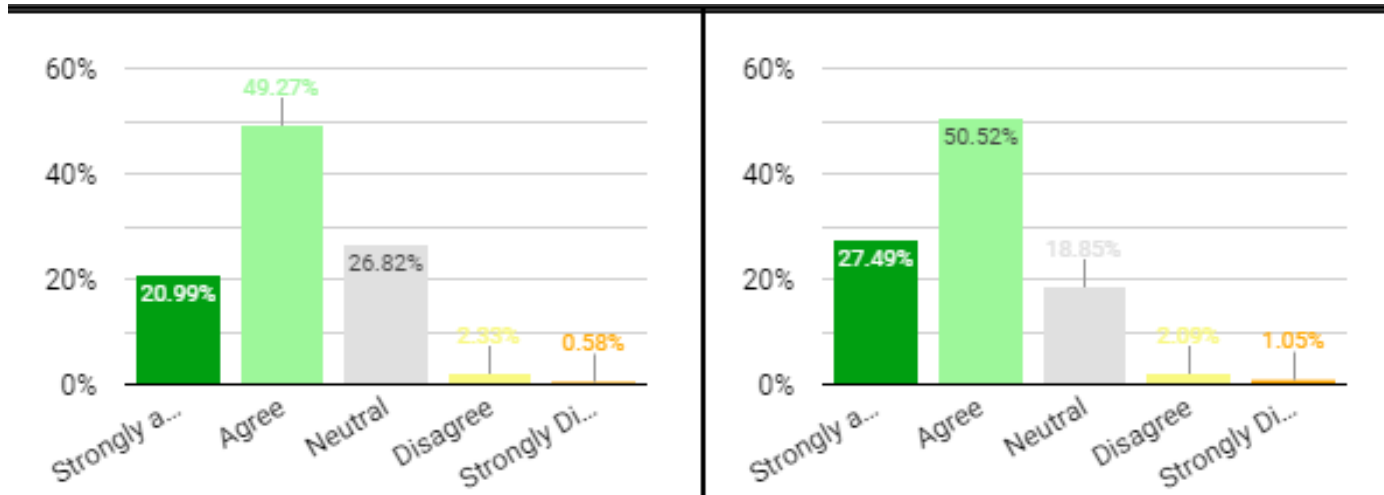Some examples of the *'marginal gains'* from session 22/23:- **Whole school:**

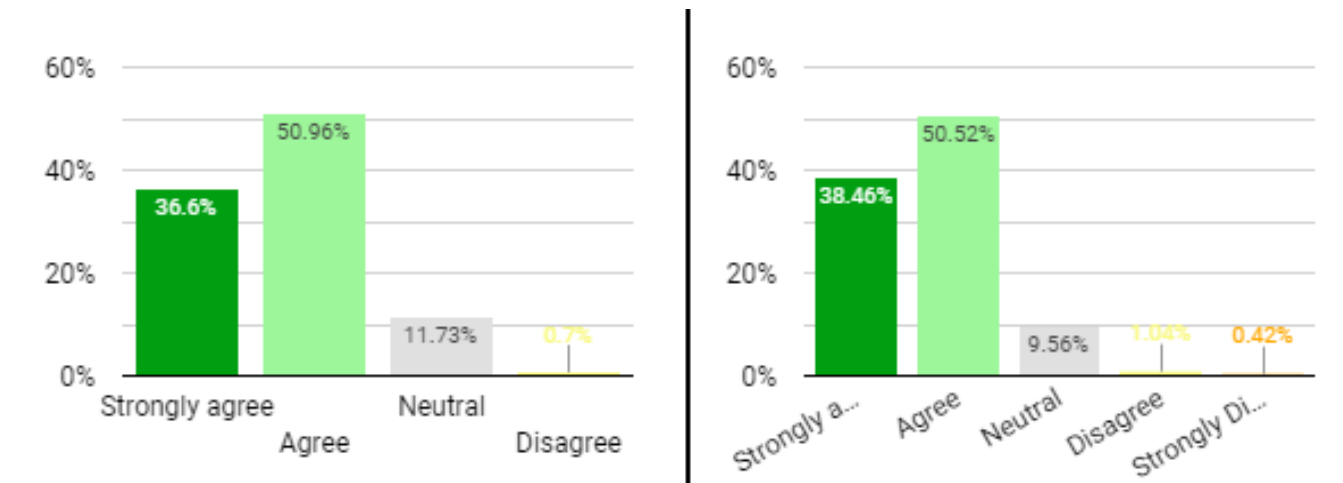**Business Studies - Teaching Sprint Focus, Differentiation: = +6%**
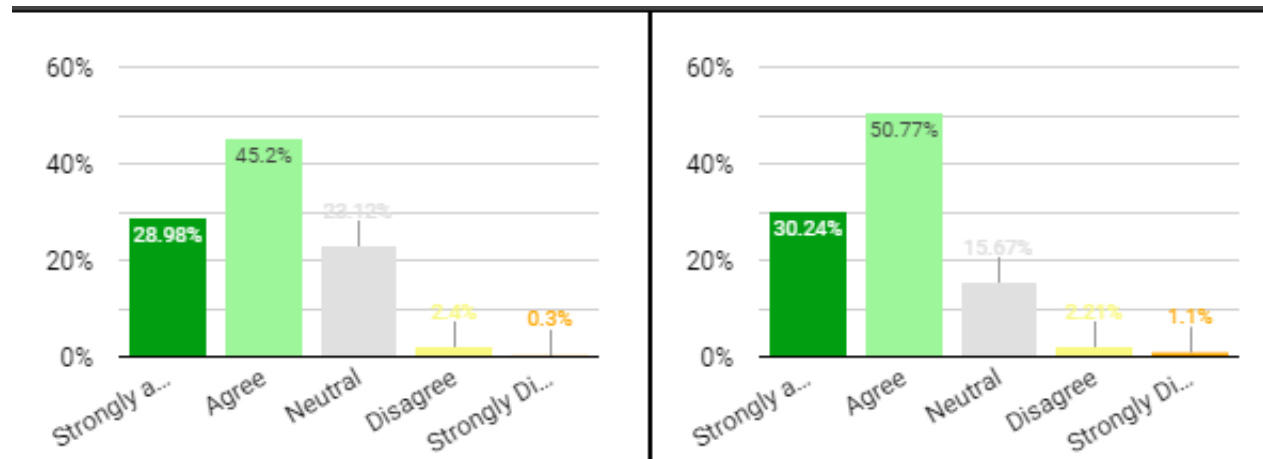
English Department - Teaching Sprint Focus, DYW: = +6%
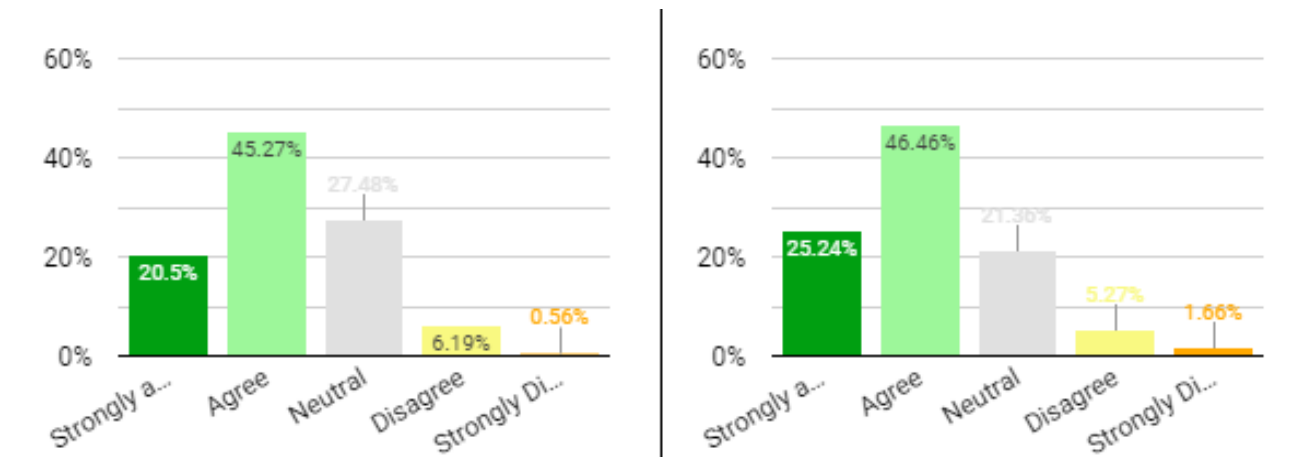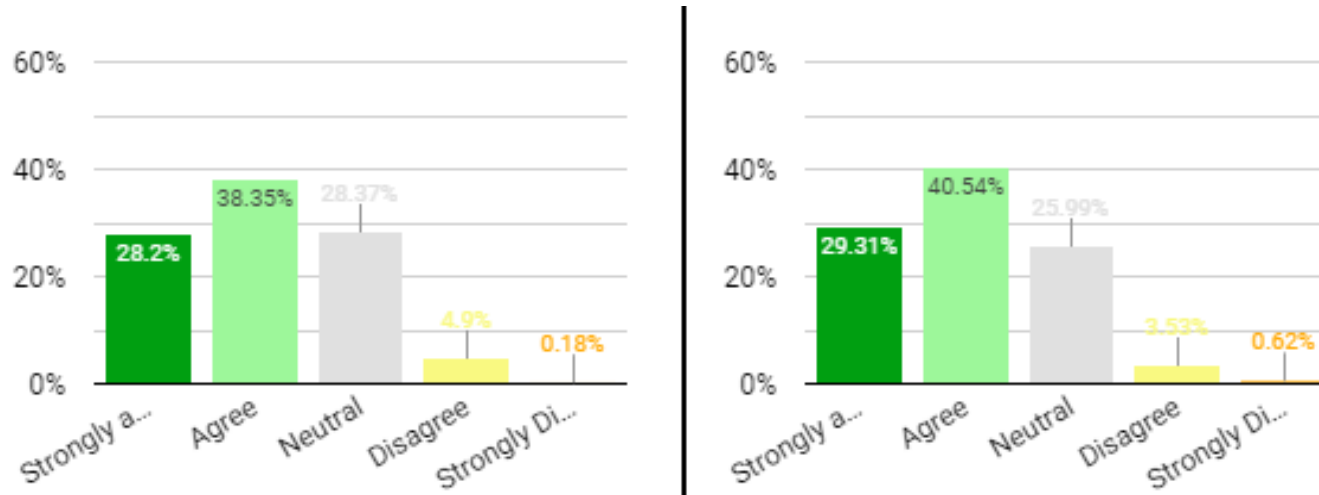
Geography/Modern Studies Department - Teaching Sprint Focus, Learners Leading Learning: = +7.75%
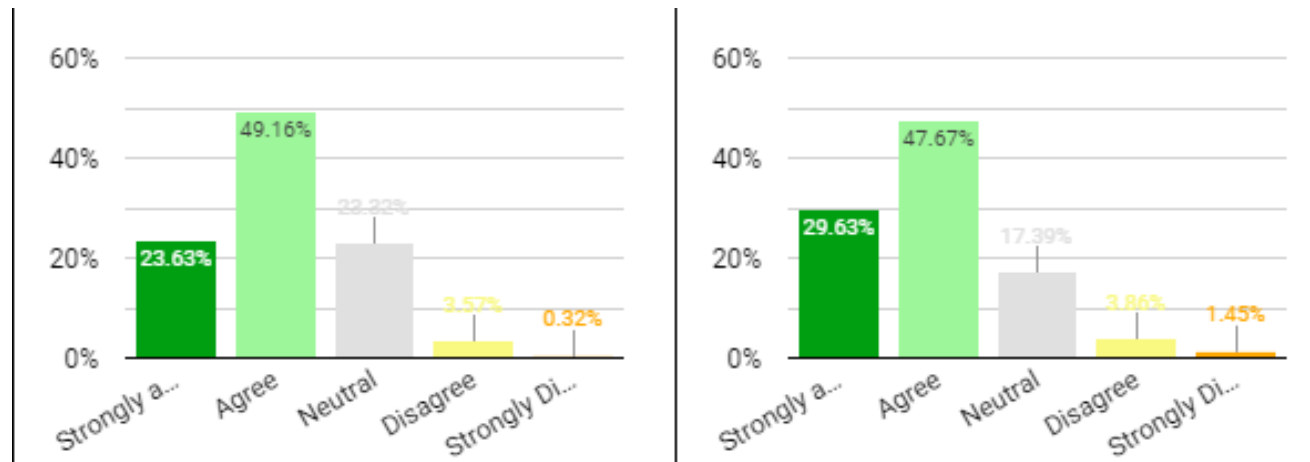

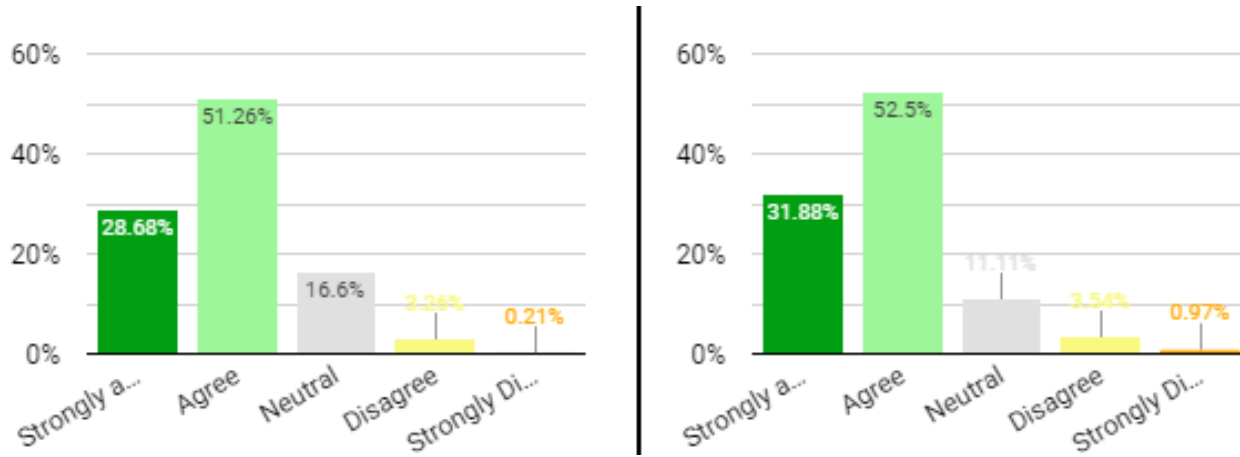## History Department - Teaching Sprint Focus, Differentiation: = + 1.42%

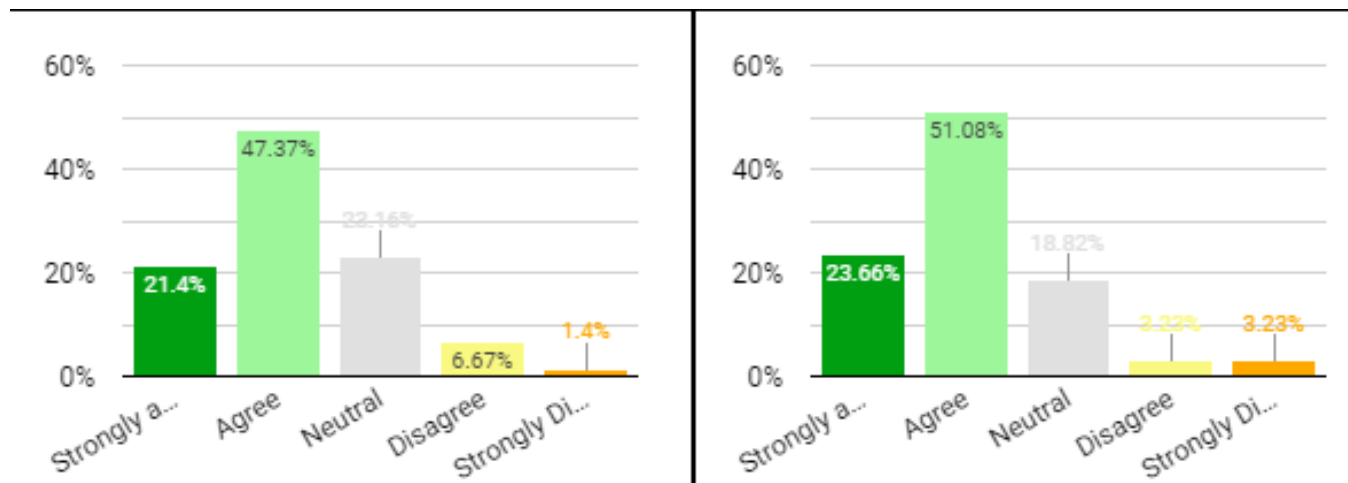## History Department - Teaching Sprint Focus, Use of ICT : = + 3.3%

Science Department - Teaching Sprint Focus, DYW: = 4.51%

Science Department - Teaching Sprint Focus, Feedback: = +4.44%

RMPS Department - Teaching Sprint Focus, Feedback: = +5.97%

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

We continue to focus on providing a nurturing learning environment. Our aim is to improve feedback on this key area from most (86.54%) to almost all (>91%) of young people feeling that 'teachers create a nurturing environment, one that is welcoming, understanding and supportive.' which will lead to high-quality learning outcomes.

We continue to develop our use of the *Teaching Sprints* concept to develop the quality of our learning and teaching. A key part of this process is to continue to support staff to access and apply relevant findings from educational research to improve learning and teaching.

A more consistent approach to sharing good practice and CPD is being considered through allocation of 16 hours of our working time agreement towards CPD and to support the teaching spring process and CLPL. This will allow more time for twilight sessions around more advanced pedagogy and our learning and teaching framework.

We continue to focus on staff being highly knowledgeable about all learners and how we best support their needs to maximise their progress. Differentiation both in learning and assessment remain a key focus to ensure all approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.

Tracking and monitoring remains a key focus and we continue to support all staff to have well-developed skills of data analysis which are focused on improvement. The data culture in the school has developed significantly over the past four years and our commitment to meticulous analysis ensures staff provide timely interventions to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.

All departments were well placed to participate purposefully in the robust quality assurance and moderation processes throughout the Alternative Certification Model. All departments will continue to develop and build on these processes and welcome the return to subject support groups being reestablished in the local authority. Clear evidence of the positive impact of this approach is demonstrated in QI 3.2.

How would you evaluate this QI using the HGIOS?4 six-point scale?
Very Good

QI 3.1 Ensuring wellbeing, equality and inclusion

➢ Wellbeing
➢ Fulfilment of statutory duties
➢ Inclusion and equality

How are we doing? What's working well for our learners?

<u>Wellbeing</u>
Wellbeing, equality, inclusion and nurture are seen as core elements to the ethos and values of the school. Our commitment to safeguard pupil wellbeing during and post COVID is clear evidence of this.

Key adult conversations are conducted with all pupils and inform dialogue with parents/carers, pupil interviews, information sharing with teaching staff, year heads and key support staff. Solution focused meetings with partners and young people/their families continue to impact positively on addressing specific barriers to learning in most cases. Our Positive Relationship Coordinator, Family Learning & Engagement Officer and our Principal Teacher Raising Attainment (and staff mentoring team) are integral to our Pupil Support team.

We have also surveyed young people on their experience of our pastoral support team and the feedback was very positive. From over 800 responses, almost all (92%) of our young people know how and when to see their guidance teacher if they need to; most (76%) of young people find it easy to talk to their guidance teacher, and 88% of young people find their guidance teacher to be a good listener and feel well supported by them. The responses from this survey are helping to shape improvement priorities for the guidance department.

Each term, young people are surveyed against the well-being indicators to gauge pupil wellbeing. This information then steers key adult conversations and appropriate interventions as necessary and allows wellbeing to be monitored.

We have reviewed and updated PSE courses to ensure we provide an up to date, planned and progressive programme aligned to the Benchmarks and incorporating the wellbeing indicators. Senior phase pupil feedback is highlighted below. This includes clear outlines for pupils and parents with resources identified with ICT links. As mentioned earlier, we have invested in the development of an electronic pupil profile and this will also incorporate the wellbeing indicators as a key part of the planned Key Adult conversation programme throughout the year.

A wide ranging programme of P7 transition activities supports the pastoral and developing curriculum transition of new pupils. As a school, we maximise the use of our Management Information System SEEMiS by populating the pupil Additional Support Needs tab. This provides invaluable information for all staff to ensure we are fully knowledgeable about all pupil needs and the required interventions to support learning and teaching for each pupil. We invested heavily in supporting our ASG Primary Schools to also make use of this system for the first time this year and this has been a real success, enhancing the sharing of pupil data and the success in our planning and implementation of a smooth transition into S1. Pupils from various year groups support and sustain the transition programme with key focus on confidence, engagement, interaction and support.

Information regarding pupils experiencing emotional, social or behavioural challenges and barriers to learning is routinely shared with staff as appropriate to enable staff to support learners as fully as possible. As a staff team, we recognised the impact COVID has had on our pupils with the long periods of home learning through 2020/21, and made a huge commitment to provide an extensive extra-curricular programme this session. Thanks to the ongoing support of all our staff, supported by parent volunteers and pupils of various ages, we had 96 extra-curricular activities running weekly to support the physical and mental health and well-being of our young people.

Close partnership working with Practice Lead for SWS, our designated Educational Psychologist, Primary Mental Health Worker, Children's Services Worker, Police Scotland School Liaison Officer and counselling delivery services continue to be a focus. We have faced a significantly reduced allocation of our PMHW throughout the session therefore several staff have undertaken training and awareness raising around mental health first aid and seasons for growth. We have also secured a strong partnership with both Rowan Counselling through the use of Scottish Government funding for counselling provision. To date, over 200 pupils have accessed the counselling service. To measure impact, the Young Person's Clinical Outcomes Routine Evaluation (YP - CORE) is used pre and post counselling. For the young people who have completed counselling, 90% have achieved an improved CORE score indicating a positive impact from their sessions. Supporting this, we have also established a very valuable relationship with Mikeysline, a local charity providing additional counselling services. 58 young people have benefitted from this service and a high number of young people request re-referral because of the positive impact. These are proving invaluable as we support our young people to cope with the impact of COVID.

We continue to run successful and impactful groups led by our FLEO (Family Learning & Engagement Officer) and Nurture & Inclusion lead. They offer a range of interventions such as: 'Fab First', girls groups, life skills/employability groups & targeted numeracy & literacy groups, to support pupils with their social skills, confidence, mental and/or emotional well-being, 1-1 or in a small group. They also have responsibility for running our Breakfast club which is growing in numbers year on year.

A member of the guidance team along with a member of the PE department have successfully implemented a new programme called Mood Movers. This is a targeted mental health programme using exercise as a strategy to improve mood, self esteem and ultimately mental and physical wellbeing. Young people who meet the criteria of low mood & engagement are put forward and they are taken through a 6 week programme of physical activity and 1-1 engagement with a member of staff. As they go through the programme their mood is monitored through a self reflective journal. Onwards referral to other services can follow if required.

Additionally, we have created a strong partnership with one of our local football clubs, Ross County FC, who deliver a weekly programme of football and life skills to a targeted group of junior phase pupils who struggle to manage their behaviour. Through the platform of football, the coach from Ross County delivers sessions aimed at helping the pupils manage their emotions more effectively. The programme is incentivized and target based so if any of the participants fail to achieve their weekly target, they do not take part in the subsequent session. This is proving to be impactful by improving the pupils motivation and deterring negative behaviours.

The senior pupil prefect team works closely with the guidance team to act as mentors for younger pupils in the school. The social and emotional support that our prefects and senior pupils can provide has proved invaluable for some.

We continue to support a wide array of local, national and international charities including the following: Blythswood Care, The Vine Trust, World Challenge, Poppy Scotland, Fairtrade Fortnight, Erskine, MFR Cash for Kids, Highland Foodbank, Children in Need, Holocaust Educational Trust, Youth and Philanthropy Initiative and related charities and Highland Disability Sport.

<u>Fulfilment of statutory duties</u>
Our Support teams closely track and monitor outcomes (attendance, attainment, achievement, participation, exclusion) for all our young people. Our sophisticated data platform allows for meticulous analysis of this information for all young people and importantly it allows for us to look at key target groups such as Care Experienced young people, Young Carers and any young person requiring enhanced support. The data platform is monitored closely by House Teams on a weekly basis. Any subject changes or withdrawal from a course is tracked and alternative provision put in place to ensure our young people attain and achieve. Partnership working with Skills Development Scotland (SDS) also ensures our young people secure a positive destination on leaving school. We have very few pupils on part-time timetables (flexible pathways). Where this support is required, there is a tight review mechanism to ensure each young person works towards the legal entitlement to 27.5 hours of education.

All guidance teachers and link depute rector are up to date with the most current Child Protection Training along with all staff who receive a termly update and reminder along with a more robust and detailed annual update. All staff also completed the triannual Recognition & Response training in September this academic year. All classrooms have displays of the key messages about Child Protection and the members of staff to contact incase of concerns. All staff carry this reminder in a card format attached to their Highland Council ID.

All guidance staff have taken part in Distress Brief Intervention training to allow the team to make direct pupil referrals to this service. We are one of 2 schools in Highland piloting this initiative. The initiative is an intensive 2 week programme of support specifically for young people who are presenting as highly distressed.

We have taken steps to improve the robustness of our CME (Child Missing in Education) process. All guidance staff are aware of the CME process and the need to monitor this closely. Our administrative team creates a daily report of young people who have been absent from school for 3 days

with no message from home and this is shared with the pastoral team to pursue.

<u>Inclusion and equality</u>

Feedback from our young people has underlined that we have a safe and inclusive environment. This feedback is also important for helping us identify areas for improvement in what is a key improvement priority in our upcoming improvement cycle.

Our pupil council helped create and issue the survey after engaging with HGIOS pupil edition.
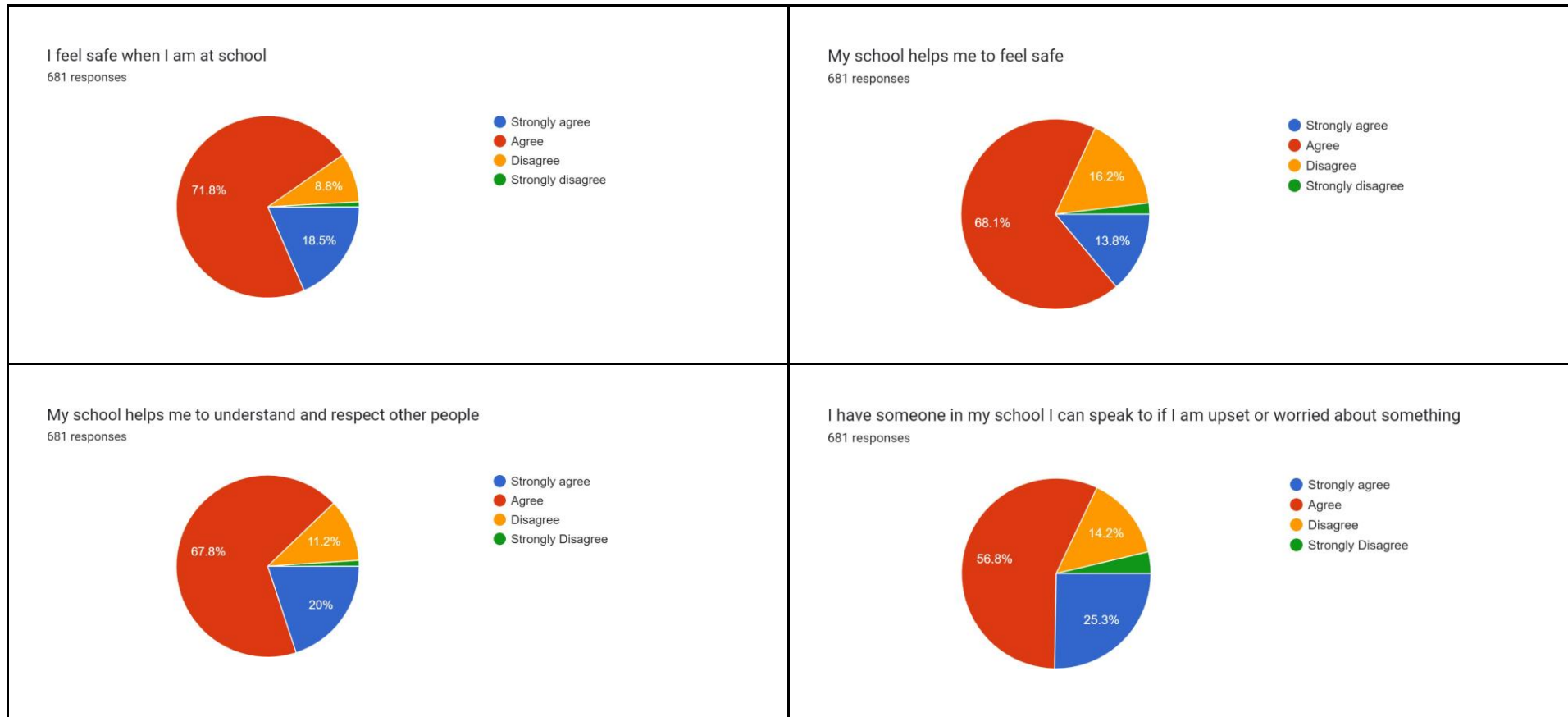
Parents were issued a similar survey and in conjunction with the pupil survey, gives us valuable feedback on which to continue our improvement journey in this area.

Our PSE programme plays an important part in educating young people about differences and the importance of an inclusive and equal society. Topics around bullying, discrimination and conflict, LGBT, consent, mental health, resilience and making use of the new RSHP resources result in a well balanced and uptodate PSE curriculum which is being reviewed again this academic year.

We are on the journey towards becoming a Rights Respecting School and have achieved the bronze - Rights Committed - award so far. We have an active steering group and plan for achieving the Silver Award. Actions towards this are ongoing.

We have also made some permanent appointments in our staffing to support pupil equity. We have appointed an additional depute rector and principal teacher of guidance who have a specific PEF focus as part of their remit. We have also employed a family learning and engagement officer who works alongside our positive relationships co-ordinator and inclusion lead to support targeted young people individually and through group work.

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

Pupil feedback plays a key role in supporting our improvement agenda and each year our Pupil Council survey pupils around the wellbeing indicators. 681 young people participated and almost all (90.3%) reported feeling safe at school. Most (76.8%) felt we teach them how to lead a healthy lifestyle and almost all (91.9%) felt the school offers them opportunities to take part in activities in school beyond the classroom and timetabled day.

The guidance team continues to track interventions for pupils which allow us to monitor the number of pupils currently receiving an intervention. This information is confidentially shared with staff so that they have a better understanding of what support is in play for our young people.
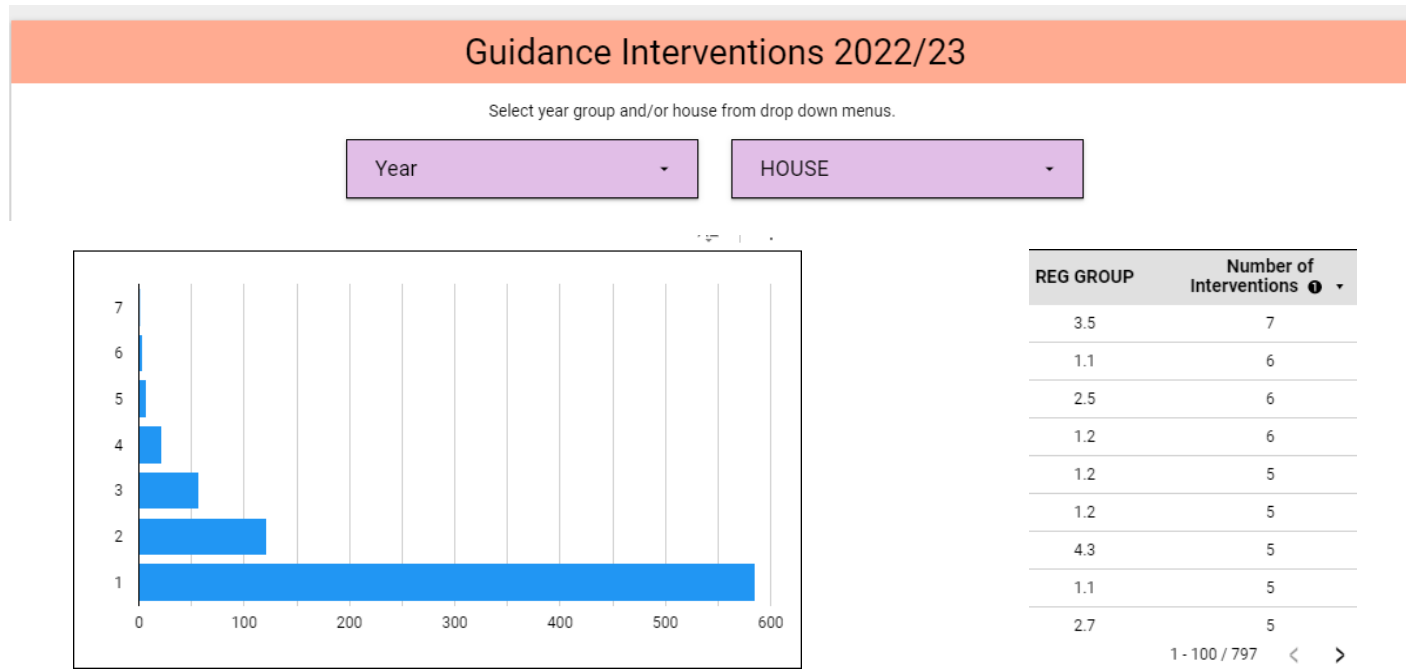
Currently we have 586 pupils receiving or having gone through some sort of intervention so far this academic year. Furthermore, information from this Dashboard identifies what interventions are or have been implemented.

School Counselling

We continue to operate closely with Rowan Counselling who provide an invaluable service for our young people. This academic year, 88 pupils have accessed the counselling service and we operate a system whereby pupils can self refer through a QR code or be referred by their guidance

teacher. 100% of pupils see a counsellor within 14 days of referral and on average, 85% of pupils are reporting higher CORE scores at the end of a period of counselling. Additionally, 71% of pupils feedback positively about their experience through Rowan's own self evaluative process.

Furthermore, we have 2 counsellors from Mikey's Line in school once per week as an additional service. They meet with 13 pupils each week for a period of 6 sessions initially although this is often extended depending on circumstances.

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

We are working towards the silver award under the Rights Respecting School initiative. This will shape a huge amount of work to continue moving the school in a positive and inclusive direction. We have an active and motivated steering group and pupil council who are playing a central role in the direction the school takes here, and we have a clear plan of action for the next year:-

RIGHTS RESPECTING SCHOOL ACTION PLAN

Action Plan for Silver

Staff Member Responsible

Mr Edwards		Miss Stirling		Mr Simpson		Mrs Cameron MacKintosh	
Actions	Complete?	Actions	Complete?	Actions	Complete?	Actions	Complete?
Liaise with RMPS, Geography and Modern Studies to guage their coverage of UNCRC.	☐	UNCRC launch week/fundraiser	☐	UNCRC launch week/fundraiser	☐	Feature wall of UNCRC articles. Link with Victoria Cameron MacKintosh to ensure it is Makaton and dyslexia friendly.	☐
Link to UNCRC support page						Link to UNCRC support page	
Incorporate UNCRC lessons into the BGE PSE programme.	☐	Feature wall of UNCRC articles. Link with Victoria Cameron MacKintosh to ensure it is Makaton and dyslexia friendly.	☐	Use of social media to keep parents informed of progress and actions.	☐	Invite visiting speakers to talk to pupils about their rights.	☐
Link to free resources							
Link to UNCRC support page							
Linking with LGBTQ+ group and staff member Lindsay Bennet to start working towards the Rainbow Flag award.	☐	UNCRC Articles displayed in every classroom.	☐	Staff Training on the Rights of the Child and LBGTQ+.	☐	Hold a SHANARRI/UNCRC party/launch.	☐
Rainbow Flag Award		Rights Respecting Classroom					
		Summary of Articles					
		Child Friendly Articles					
Develop the LGBTQ+ resources used in PSE - liase with LGBTQ+ group.	☐	Information stall at parents evenings - link with prefects.	☐	Lunchtime supervision rota.	☐	Pupils create and deliver presentations to peers.	☐
Link to free resources		Link to a page to buy leaflets					
Link to free resources - RSHP							
Silence Helps Homophobia Video							
Establish a partnership with WAVE Highland.	☐	Introduce a 'Right of the Month' for assemblies and during IS. Members of the steering group could deliver messages at assemblies?	☐	Annual Completion of 'baseline' surveys.	☐	Introduce 'Tea with Teachers' to develop relationships.	☐
sara.keith@lgbtyouth.org.uk		Link to UNCRC support page					
		Link to free resources					
		Blether Boards'					
Progress towards Silver tends to happen organically and every school will work in a slightly different way. What you are aiming for is: Teaching and Learning about rights: for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays. Teaching and Learning through rights: by modelling rights respecting language and attitudes, and making strategic decisions that involve students. Being ambassadors for the rights of others: developing as rights respecting citizens.				Develop local and international partnerships.	☐	Develop teacher fact files to further strengthen pupil-teacher relationships.	☐
				Link to project ideas			
				House points system to recognise pupils who uphold or stand up for their or others rights.	☐		☐

We will continue to gather pupil views of their experiences focussed around the wellbeing indicators and taking necessary action based on the feedback from our young people.

We will continue to model and promote school values and reviewed vision in our daily work.

We have extended the extra curricular clubs and have over 90 available each week this coming session. We have also introduced a QR code for each club and this is tracked to support participation and engagement. This will stimulate important conversations between our young people, support staff and home to encourage and remove barriers to participation.

Continue planned, themed assembly programme with more support and engagement from PTs Support/Staff and young people as leaders. Similarly, we will continue to adapt and improve aspects of the PD programme and support exploration of wellbeing throughout learning.
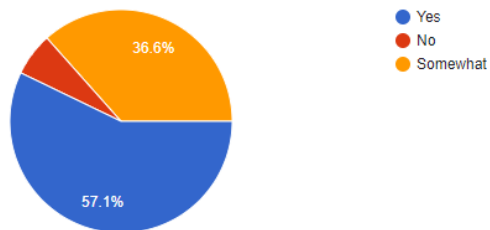
We will continue to deliver opportunities for pupils to engage with the concepts of SHANARRI and to develop the understanding of all teaching staff about how pupils can define barriers to learning through SHANARRI.

Senior Phase PSE Feedback
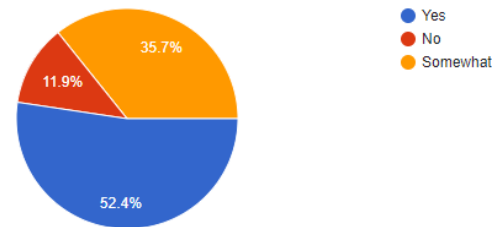
S4

Do you think PSE is a helpful subject
112 responses

Yes
No
Somewhat

36.6%
57.1%

S5

Do you think PSE is a helpful subject
84 responses

Yes
No
Somewhat

35.7%
11.9%
52.4%

The feedback from pupils has resulted in us restructuring senior phase PSE for session 2023/24 offering significantly greater personalisation and choice by reallocating additional staff to support the programme. Pupils in the upcoming academic session will take part in a programme that covers important, mandatory aspects of PSE, but also allows pupils to personalise their PSE programme based on their post school pathway and areas of interest.

BGE PSE will also be surveyed this term to allow for reflection on changes to this programme.

We have also implemented a pupil [Well-being Assessment](#) that will be completed by young people before, during and at the end of a period of intervention from our CSW, Nurture Co-ordinator, FLEO and Mood Movers programme. This information will allow us to monitor the impact of our interventions and gauge whether further support for a pupil is necessary. This information will be harvested to view in a Dashboard format for ease of access:-

Date	Feeling Safe	Feeling Healthy	Feeling Achieving	Feeling Nurtured	Feeling Active	Feeling Respected	Feeling Responsible	Feeling Included	Total (/80)	Attendance %	Merits	De-merits
29/03/20…	6	5	2	2	4	4	4	4	31	null	null	null
29/03/20…	9	6	6	8	8	6	9	7	59	null	null	null
25/04/20…	10	10	10	10	10	8	10	10	78	null	null	null
25/04/20…	10	10	8	10	7	7	10	4	66	null	null	null
26/04/20…	7	9	7	8	9	7	6	7	60	null	null	null

Attendance

How would you evaluate this QI using the HGIOS?4 six-point scale?
Very Good

QI 3.2 Raising attainment and achievement

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

How are we doing? What's working well for our learners?

Broad General Education

By the end of S3, most young people achieve third level in literacy and almost all young people achieve third level in numeracy.

Careful Faculty tracking within the BGE for literacy and numeracy ensures young people move to the right pathway in the Senior Phase. Almost all young people achieve a literacy and numeracy qualification by the time they leave school, as evidenced in the Senior Phase data (below).

Young people at risk of not achieving due to socio-economic disadvantage are tracked from S1 and interventions/support is provided as appropriate and on an individual basis. Practical interventions are made based on conversations with the young people and available resources.

We continue to make use of key data (SNSA, CfE Levels through transition information & Insight) to differentiate work and provide targeted interventions where required. We review our SNSA data in great detail, to help us improve the literacy and numeracy outcomes of our young people. The data shows us that the percentage of young people arriving in S1 who have performed in the lowest three SNSA bands for numeracy vs the highest three bands in P7, is around 60% to 40%. As we track and compare the same pupils' numeracy performance in their S3 SNSA, we see an improvement with 40% performing in the lowest three SNSA bands and 60% in the top three.

We have also cross referenced the performance of pupils across Highland for the past two years, analysing their S3 SNSA numeracy performance vs their S4 level of attainment. It is evident that pupils securing the lowest three SNSA numeracy bands in S3, are significantly less likely to achieve a level 5 numeracy qualification. We therefore need to improve the knowledge and skill base of our primary pupils and increase their performance in P7 SNSA, to maximise their opportunities to achieve a level 5 numeracy qualification in the Senior Phase of Secondary.

In response to this, we have been working with our ASG to identify strategies to improve and we trialled a Secondary based, Primary focussed delivery model this session (2022/23) with 6 of our 7 feeder primary schools. This model involved each of our Secondary maths teachers being linked with a Primary 7 class and teaching them maths for 1 hour face to face each week throughout this year. The focus is to share approaches with our Primary colleagues and improve pupil outcomes.

Senior Phase

A key feature of our work to improve all aspects of attainment is the ongoing development of our data culture. Our rigorous approach to TMR, supported by our Data Dashboard is enabling staff to meticulously analyse progression information and most importantly, provide timely interventions for our learners as required. To enhance our SP support program we introduced a Principal Teacher of Raising Attainment for the session 2021/22 who worked with a teaching staff who volunteered time to be part of a mentoring team.

Targeted pupils were identified following the first tracking and monitoring period in September and provided one-to-one attainment mentoring meetings fortnightly throughout the year. Pupils were also supported through an attainment Google classroom for their year group. Staff mentors followed a calendar to help shape discussions and support. Mentors also recorded attendance and targeted discussions on the Support tracker, sharing progress with parents/carers at all times and reviewed progress throughout the year.

In S4, 22 pupils were mentored on a one to one basis throughout the year. Most (86%) improved at least one grade in **one or more** National 5s from the first tracking period to their SQA result. A minority (45%) improved at least one grade in **three or more** National 5s and 9% improved at least one grade in **five or more** National 5s.

In S5, 36 pupils were mentored on a one to one basis throughout the year. Most (86%) improved at least one grade in **one or more** Highers from the first tracking period to their SQA result. A minority (42%) improved at least one grade in **three or more** Highers and 3% improved at least one grade in **five or more** Highers.

Following a review of prelim results a new group of S4/5 pupils identified for targeted intervention. These young people were supported in small groups and focussed on reviewing their revision techniques, study planning and preparation for the final SQA exams. A structured Action plan was completed with each young person and targets reviewed throughout March. These plans were shared with parents/carers and continued as a live document throughout the term to support maximum engagement/partnership working.

In S4, 35 pupils were mentored in a small group format post prelims. Almost all (91%) improved at least one grade in **one or more** National 5s from the prelim result to their SQA result. Most (86%) improved at least one grade in **three or more** National 5s and 6% improved at least one grade in **five or more** National 5s.

In S5, 13 pupils were mentored in a small group format post prelims. All (100%) improved at least one grade in **one or more** Higher from the prelim result to their SQA result. A majority (54%) improved at least one grade in **three or more** Highers.

Throughout the session 2022-23 we have continued to mentor a number of pupils in the Senior Phase.

In S4, 21 pupils have been supported by a mentor throughout the session and in S5, 33 pupils. All pupils sitting 5 or more qualifications at level 6

have been group mentored throughout the session, with a termly check in. All pupils supported individualised planning and TMR evaluation to help identify next steps to maximise achievement and attainment. This cohort was also supported through a peer mentoring format, by academically successful S6 pupils.

Post prelim, an additional 20 S4 and S5 pupils who had underperformed had intensive group mentoring sessions for the remainder of term, prior to the SQA exam diet.

Impact analysis will be completed post the publication of the SQA exam results.

Attainment in literacy and numeracy
Literacy - Senior Phase
In 2022, 92.66% of our young people in S4 achieved Level 4 in Literacy, up from 88.06% in 2019. 75.23% achieved Level 5 in Literacy, up from 70.2% in 2019. While these measures show improvement, they remain below the VC.

In 2022, 92% of our young people in S5 achieved Level 4 in Literacy compared to 92.3% in 2019. 87% achieved a Level 5 in Literacy compared to 83.4% in 2019. Level 6 Literacy was achieved by 55.5% of our young people in S5 in 2022, compared to 53.6% in 2019. This is below our VC.

In 2022, 90.54% of our young people in S6 achieved Level 5 in Literacy, well below the VC and showing regression from 94.4% in 2019. 79.73% achieved Level 6 in Literacy and is an improvement from 76.2% in 2019. All Literacy measures are below our VC and this is an area of focus next session.

Numeracy
In 2022, 94.95% of our young people in S4 achieved Level 4 in Numeracy, above the VC (91.33%). 80.28% achieved Level 5 Numeracy compared with 47.3% in 2019. This is significantly above the VC (65.96%) and shows a very positive trend.

In 2022, 89% of our young people in S5 achieved Level 4 in Numeracy. This is below the VC and steps have been taken to address this. 79% achieved Level 5 in Numeracy. This is above the VC and shows an improving 5-year trend and will be supported by the improved attainment through S4. 19% achieved Level 6 in Numeracy. This is below the VC and shows a reducing 5-year trend. Level 6 Applications of Maths is timetabled for the next session to support improvement in this outcome.

In 2022, 83.1% of our young people in S6 achieved a Level 5 in Numeracy. This is an improvement from 79.4% in 2019 but remains below the VC. 34.46% achieved a Level 6 in Numeracy. This is below the VC and a reduction from 46.3% in 2019.

<u>Leavers</u>

Our aim is for no young people to leave Millburn Academy without a qualification in literacy and numeracy. Most young people leave school with an SCQF level 5 or better in literacy.

In S4, 22 young people left in 2022, with 16 achieving SCQF level 4 literacy and 19 achieving SCQF level 4 numeracy. 12 achieved SCQF level 5 literacy and 12 achieved SCQF level 5 numeracy. We are significantly above the VC for both measures. Caution is required as numbers are small.

In S5, 55 young people left in 2022, with 51 achieving SCQF level 4 literacy and 49 achieved SCQF level 4 numeracy. 43 achieved SCQF level 5 in literacy and 39 achieved SCQF level 5 in Numeracy. We sit above our VC for S5 leavers in 2022 at level 5. 12 young people left school with SCQF level 6 in literacy and 2 pupils left with level 6 numeracy. Again, caution is required due to small numbers.

Attainment over time - How well is the school improving YP attainment as they move through Senior Phase?

In S4, S5 and S6 our young people are attaining well in all measures, as demonstrated below. This is substantiated by the breadth and depth measures by year group.

In S4, S5 and S6, the lowest performing 20%, middle 60% and highest 20% are attaining higher than the Highland and the National Establishment in almost all measures, and above the VC in 4 of the 9 measures (*Improving Attainment for All - Complimentary Tariff Points S4-6).*

<u>Breadth and depth for individual year groups:</u>

In 2022, the majority of young people in S4 gained 5 or more qualifications at SCQF level 5 (61.5%). This is above the VC for the first time and is a significant improvement from 47.8% in 2019. A few of our learners achieved 1@ SCQF level 6 (3.21%) by being presented for higher qualifications.

In 2022, most young people in S5 gained 5 or more qualifications at SCQF level 5 (69%), and the majority achieved 1 or more SCQF level 6 (70.5%), this is below the VC. The majority of young people achieve 3 or more SCQF level 6 (53.5%) – slightly below the VC. 27% of our young people attain 5 at level 6 which remains below the VC (30.9%).

In 2022, almost all young people in S6 gained 5 or more qualifications at SCQF level 5 (96.6%), slightly below the VC. Almost all young people achieved 1@ SCQF level 6 (91.9%), also slightly below the VC. Most achieved 3@ SCQF level 6 (75% - below VC), the majority achieved 5@SCQF level 6 (58.1% - below VC). In 2022, a minority of young people achieved 1 @ SCQF level 7 (37.8% - below VC).

Overall quality of learners' achievement - Breadth and depth for leavers

Level 6

In 2019 (63.9% - below VC) of learners achieved 1@ SCQF level 6, the majority achieved 3 @SCQF level 6 (49% - below VC), the minority (38.7% - below VC) achieved 5 at SCQF level 6.

In 2022 (71.3% - above VC) of learners achieved 1@ SCQF level 6, the majority achieved 3 @SCQF level 6 (59.3% - above VC), the minority (42.57% - below VC) achieved 5 at SCQF level 6.

Level 7

In 2022 a minority of our learners achieved 1@ SCQF level 7 (27.1% - below VC), a few achieved 3 @ SCQF level 7 (1.9% - below VC).

**Equity for all learners** - SIMD Quintile 1 (Most deprived 20%) - Improving Attainment for All (Local Benchmarking)

In S4, the complimentary tariff scores have improved significantly from 2019-22 for our young people living in quintile 1 - as shown below.

Millburn Academy
Virtual Comparator
Highland
The National Establishment
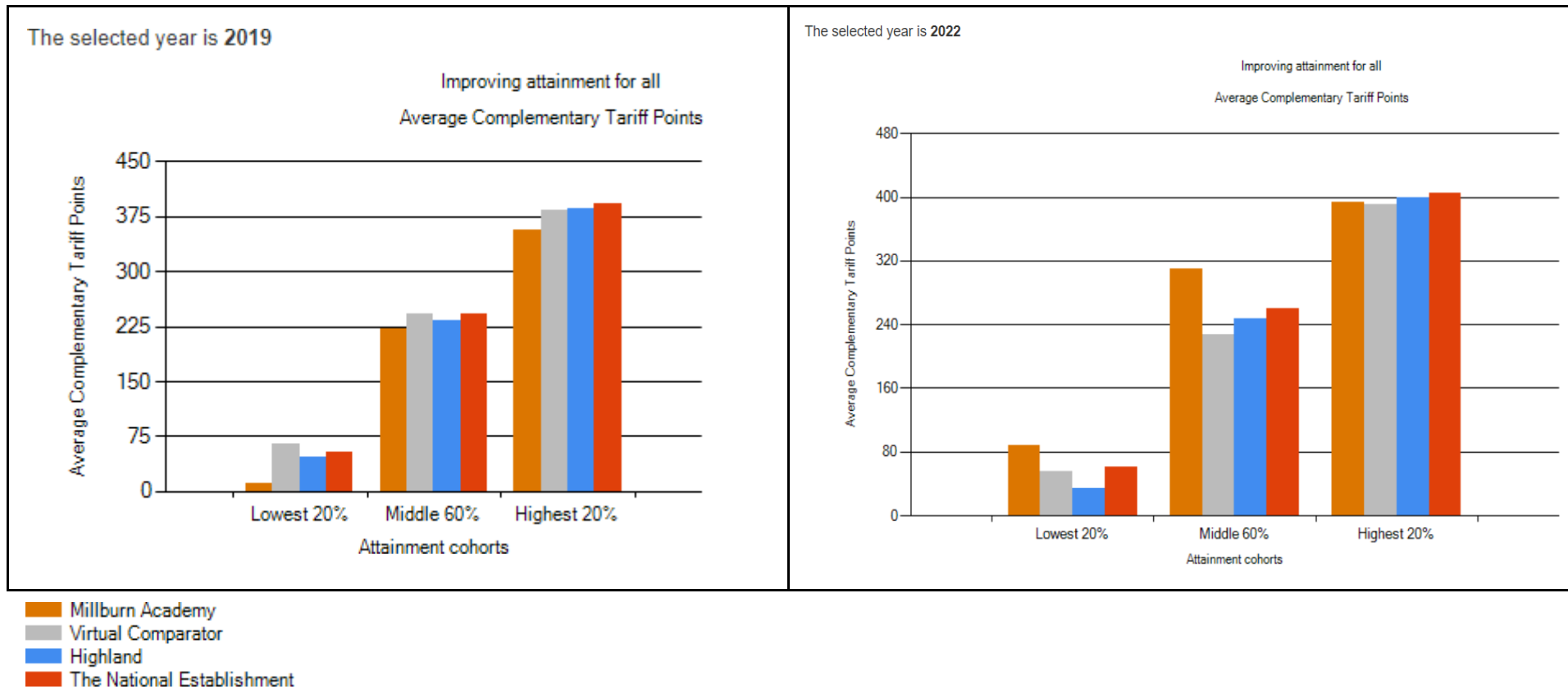
In S5, the complimentary tariff scores have improved from 2019-22 for our young people living in quintile 1 - as shown below.
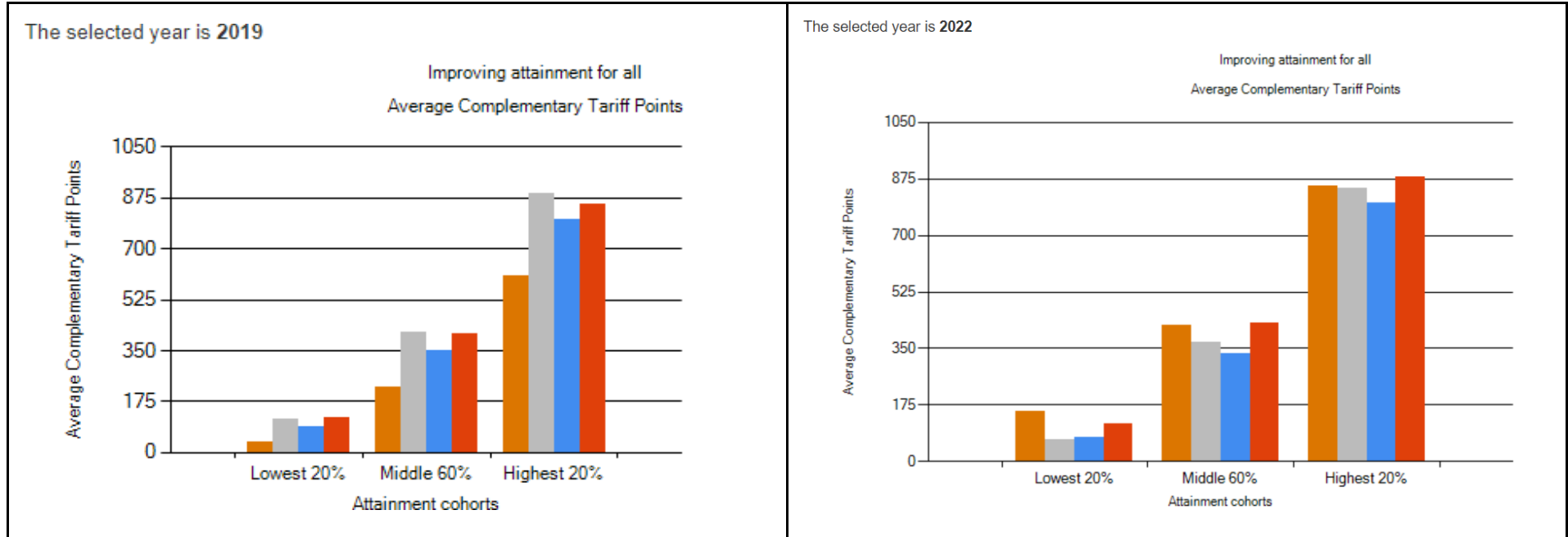
In S6, the complimentary tariff scores for our young people living in quintile 1 were disappointing in 2022 for two for the cohorts - as shown below.
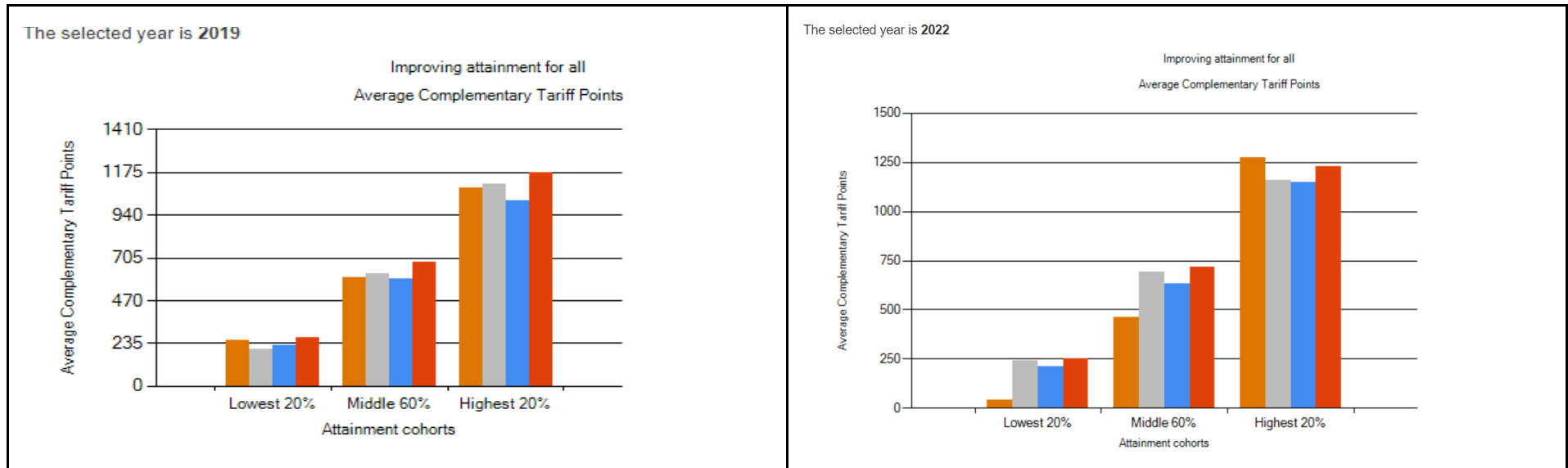
Improvements are a result of our meticulous analysis of our data to ensure we know all of our young people well and can provide timely interventions to support their achievement and attainment.

We have incorporated the process of identifying specific SIMD related issues via Seemis Risk Matrix and Free School Meal pupils (PEF), supplemented by knowledge of individual circumstances and progress alerts within our revised TMR system. Extracted directly from SEEMiS, the PEF and SIMD data is incorporated within the TMR system and ensures staff are very knowledgeable about individual pupil data. It also reduces the need for staff to search through SEEMiS, reducing workload and increasing time spent working with pupils. We have also developed a Data Studio Dashboard to further enhance our ability to analyse progress and attainment data that result in timely, highly effective strategies to support young people who are under-performing. This approach will support our key aim to meticulously analyse our data to ensure we support all our young people to maximise their attainment and achievement.

Staff continue to review courses and resources to ensure that no pupil is disadvantaged through any learning experience. They engage continuously with our ASN team to review specific in class and additional support interventions to ensure that all learners are achieving best possible progress. Identified pupils are working in small groups with key support staff responsible for targets in literacy, numeracy and HWB.

All staff are committed to analysing all attainment data to be fully aware of the various gaps which exist – LAC, Young Carers, Forces, ASN, SIMD being factors considered – with an enhanced commitment by the SLT, Guidance, ASN, SfL our Nurture & Inclusion Lead and our Family Learning & Engagement Officer, who have a planned calendar of engagement throughout the session. We also continue our efforts to improve late-coming, supported through direct contact with pupils and parents and sanctions for persistent issues/support through key adults and solution focussed meetings to address specific barriers. 21 pupils access financial support to remain in education through the Education Maintenance Allowance.

We continue to make purposeful use of our Scottish Government Pupil Equity Funding through the employment of a Nurture and Inclusion Lead Officer. We have also recruited a Family Learning and Engagement Officer (FLEO) for this session, who is focussed on increasing the level of engagement of parents/carers of those students eligible for free school meals and those facing deprivation, reducing the impact of disadvantage and to engage with the families of the most vulnerable, working with families to raise their child's attendance and liaising closely with school staff and Social Services to ensure that the needs of the children are being met.

Our tracking data clearly identified that we need to support our PEF families further to increase the involvement of the parents and families of PEF students in learning and school life. We have therefore designed and recruited a FLEO to our Support team, to address the needs of students who require assistance in overcoming barriers to learning in order to achieve their full potential. The variety of issues covered is wide ranging such as attendance, punctuality, engagement, challenging behaviour, low self-esteem and progress around achievement and attainment.

How well is the school improving or maintaining positive and sustained destinations for all leavers?

Transitioning from school is a significant move for any young person and we provide as much support as we can to ensure they achieve a positive destination. Departments have worked to ensure the inclusion and embedding of "Skills for learning, life and work" into courses at all levels and stages. Staff make good use of visits out of school and speakers/presentations in school to demonstrate relevance of learning and the transferability of skills.

Access to a variety of learning modes supports the learning pathways to maximise opportunities to engage in additional qualifications (e.g. Foundation Apprenticeships), work placements, part school/part college programmes.

We continue to share information with parents to explain possible pathways and approaches to preparation for employment and further learning beyond school. Many departments promote and support learning about subject/curriculum area routes through learning to employments. Our Business Studies department is particularly active through their engagement with Young Enterprise and Business Dynamics. Social media is increasingly used to publicise a range of potential available pathways into further and higher education and training/employment opportunities such as apprenticeships.

A designated DHT liaises directly with departments and partners in planning to deliver priorities relating to Developing the Young Workforce (DYW). We spent time this year evaluating the amount and format of engagement with partners across the school and have identified key areas for improvement. We are delighted to have recently appointed a school based DYW coordinator to the staff team and value their excellent input. With their support we continue to enhance our existing partnership working and are focussed on extending both the number and level of engagements we have with our existing partners. Further work to promote wider knowledge and understanding of the Career Education Standard and the Work Placement Standard is underway and is a key improvement priority for us as a school. Departments have been supported to evaluate their engagement with both these standards and have committed to improvement priorities as appropriate.

We have spent time reviewing our partnership agreement with Skills Development Scotland and have amended our approach to identifying pupils in need of SDS support and how we will track engagement and progress. The aim is to improve the effectiveness of the relationship between our SDS Careers Advisor, DYW Coordinator, Principal Teachers of Support and Senior Leadership Team. The majority of these improvements are focussed around the integrated use of our TMR and Data Studio platforms, which will improve how we support all pupils to progress to positive destinations, a key focus of our school improvement plan.

16+ planning information is now gathered frequently through PSE to ensure that we have up to date information on young people's intended post school destination. This supports more focused key adult conversations and improved pathway planning through the options choices process, as well as identifying young people in need of additional SDS input because of uncertainty around their future.

Positive destination planning meetings are now an established part of our pastoral service. The school pupil support team, along with key partners

such as SDS, our College link, ENABLE & CALMAN Trust representatives, meet 3 times per academic year to discuss and plan post school destinations for some of our more vulnerable young people.

All of the above has resulted in a steady improvement in our percentage of school leavers in a positive destination data, rising from 88.7% in 2019 to 95.22% in 2022 - ahead of the Highland average. 40.67% transitioned to higher education, 33.97% employment, 17.7% to further education, 4.3% unemployed and 2.9% training or volunteering.

<u>Overall quality of learners' achievement</u>

Prior to lockdown, we offered a wide range of opportunities and strongly believe the time invested in running activities supports our work in ensuring the wellbeing of our young people. As a staff team, we discussed the importance of reconnecting our young people with each other, the school and the community as we returned to a 'normal' school year. It was agreed to allocate time within our Working Time Agreement for all staff to offer/contribute to a wider achievement opportunity to support the health and wellbeing of our young people. This has continued again this session and in total we had 96 clubs running throughout session 2022-23 and this allowed our young people to participate in and develop additional skills and attributes in sport, performing arts, volunteering, leadership and learning. This year we introduced a QR code system for all our clubs, where our young people registered each session and this has allowed us to support their participation.

Young people also gain confidence and skills by leading key areas in the school. For example, all subject areas have department Prefects who support learning in the classroom. Others offer time as literacy and numeracy mentors for our younger target pupils. Our sports prefects run a variety of clubs, while other young people support the delivery of Scripture Union and performing arts clubs. Young people also offer time as STEM leaders, while Senior Prefects and the wider prefect team play a critical role in many aspects of the school.

The Duke of Edinburgh Award is going from strength to strength, and we have a huge number of young people involved in Bronze, Silver and Gold awards. We have exciting developments to further support participation and engagement in our extensive extra curricular program.

How do we know? What evidence do we have of positive impact on our learners?
This has been evidenced throughout the report.

What could we do now? What actions would move us forward?
  ➢ Continued focus on meticulously analysing all aspects of our data for every pupil to ensure we provide timely and effective support. We will continue to develop our strong data culture which is demonstrating impact on the attainment of our young people.
  ➢ Continued focus on developing literacy and numeracy skills across the BGE curriculum.
  ➢ Introduce Higher Application of Mathematics to allow progression from National 5 Application of Mathematics.

How would you evaluate this QI using the HGIOS?4 six-point scale?
Good