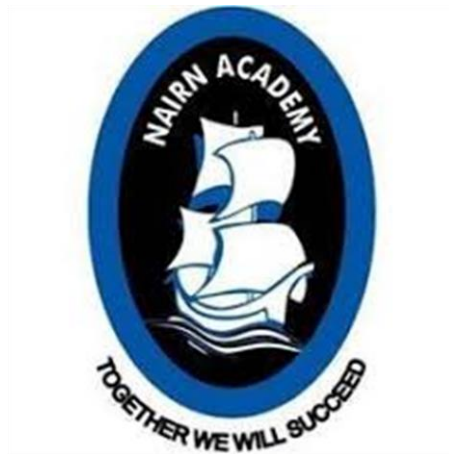


Standards and Quality Report

2022/2023



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

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

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

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

Our School

Nairn Academy is a comprehensive secondary school in Nairn. We have 4 associated Primary schools (Rosebank, Millbank, Auldearn and Cawdor). Our school roll is 680. As part of the school we have an extensive additional supports needs provision with pupils accessing mainstream and also benefiting from individualised support programmes. We continue to develop and extend our curricular pathways through our timetable structures, qualifications offer, extending options using College provision and online/virtual school. Staff are encouraged to extend their professional learning through Council, National and SQA development opportunities. Leadership opportunities at all levels are also encouraged, including strengthening pupil voice.

Post pandemic, as we returned to our more normal school routines, we focussed on our ABC: **Re**adjust, **Re**build, and **Re**connect. Like all schools, we were all too aware of the impact that the pandemic had on both staff, pupils and their families. Our self evaluation in the Summer term of 2022 noted a real need to focus on our whole school relationships. We believe this is the foundation for us working together to support pupils to maximise their learning. This became a key aspect of our improvement journey for the school year (2022/23) and indeed continues to develop moving forward through our work to support positive relationships across our school community.

Over the last year, the planning process for the new school build has continued albeit at a slower pace given the shift and increase in resource costs forecast. We continue to work with Highland Council colleagues on plans and look forward to a revised timeline in due course. In the meantime, the current building does put pressure on learning, teaching and day-to-day operation in terms of maintenance, repair, heating costs and weather-tightness. The new school build is a major positive for the whole Nairn/school community providing an aspirational fit for purpose space to support excellent learning and teaching facilities for our young people.

Our School Vision, Values and Aims

Vision

Nairn Academy staff, pupils and parents work towards a common goal. In a positive environment, pupils are motivated, maximise potential and achieve success."

Motto "Together we will succeed"

The school aims to promote the four capacities as set out in Curriculum for Excellence by encouraging pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

We aim to achieve this by;

- supporting all pupils to achieve their individual potential;
- improving the attainment of pupils;
- encouraging lifelong learning;
- developing pupils' citizenship skills – self-discipline, sense of responsibility, respect and concern for others – in school and in the community at large, both locally and globally and
- promoting the health and well-being of the school community.

Values

Our current values are respect, preparedness and effort. These will be reviewed with pupils and the wider school community in the very near future as we prepare to move into our new school. This will also build on work underway with Columba 1400 looking at values based pupil leadership.

Pupil Voice: what is working well in our school?

Our children and young people identified a number of strengths for our school this session. Our pupil voice/ engagement in Nairn Academy includes –

- Pupil Council (including pupils involved in Highland Youth Voice)
- Equality Forum - input into staff training and circulation of QR code for links to protected characteristics support and information . They have worked across the Northern Alliance in sharing their policy work plus have plans to work towards our Silver Equality Charter.
- Online surveys and focus groups around pupil's learning experience
- Weekly Assemblies
- Feedback shared through Infographics and powerpoints
- Senior Leadership Team/ Prefects – leadership projects to improve aspects of the school e.g. acknowledge wider achievement with a new Spirit of Nairn award (in place June 2022)
- This year we also invested in specific off-site leadership training for all S5/6 pupils. This follows on from our whole school work on positive relationships as well as the launch of vertical registration system.
- Leadership opportunities through Sport Leaders, Sport Ambassadors, buddies, Prefects, Mental Health Ambassadors, attending school build meetings ...

Another key development this year was supporting a group of pupils to attend the Columba 1400 pupil Leadership Academy in Skye (May 2023). This is a values-based leadership programme which supports our whole school improvement focus on relationships and connection. Pupils are now working on projects which can continue to develop their leadership and provide service to the school community.

Staff leadership projects this year also facilitated specific pupil surveys and focus groups on the learning experience. These sessions used pupil friendly quality indicators (HG**IOURS**) to prompt questions, discussion and next steps.

Areas working well / what pupils reported through surveys/focus groups-

- Staff are welcoming, pupils feel supported and there is (mostly) high expectations for behaviour
- Learning is challenging with active teaching and pupils enjoy a variety of tasks
- Support sheets and extension tasks help learning
- Knowing what level we are working at
- Feedback on what to improve
- Being involved in what we learn
- Like being acknowledged
- Like the Fab four, awards ceremony and praise postcards
- Enjoy responsibility and having lots of opportunities

Pupil Voice: what changes would you like to see made?

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

- Not all pupils show respect to each other
- Different boundaries for different staff
- When there is an issue, talk about what went wrong is better than isolation
- Some pupils feel they are targeted by teachers if there have been previous issues
- More information from teachers at course planning time
- Support on how to revise
- Senior Phase- workload can be overwhelming, can departments coordinate?
- Feedback can be general, specific actions would be better
- More communication about activities/opportunities
- More opportunities to take responsibility/leadership
- Would be good if teachers knew what pupils do outside of school
- Options for more non-sporty activities
- Could we have a weekly goal and celebrate?

Proposed next steps -

- Share key messages including a 'you said, we did'
- Pupil Learning Ambassadors to work on the 'Nairn' lesson and trial class visits
- Work together to embed pupil input to school improvement/self-evaluation processes
- Improvement priorities next session centre around effective learning and teaching so aspects here will be addressed/developed
- New tracking/reporting processes will include feedback
- Supporting Positive Relationships leadership work to continue to look at achievements and wider opportunities for pupils

Parental Engagement

The extended period of Covid had impacted not only on our pupil connections and relationships but also how we interacted and communicated with our parent/carers. A staff leadership project was set up to address this. Linking with our Parent Council we wanted to review what was working and how we could improve parent/carer input with the school as we returned from a challenging few years.

Feedback was gathered informally through our usual means – emails, phone calls, meetings, parent/carer meetings, surveys etc... In addition to this, a survey was issued followed by focus groups to develop some of the feedback.

Working well /comments from parent/carers

- My child is well supported and there are opportunities for parental engagement
- Great experience so far at Nairn Academy
- I feel able to raise issues with staff, good relationship with the school and welcome the team approach to supporting my child
- Big improvement to Primary school
- Excellent communication, support, clear points of contact and easy to approach
- Transitions, Teach the Families, Pastoral care strong
- Meetings handled well
- Helpful to bring children to meetings. Meetings handled well.
- Notifications of tests/assignments
- Active Schools
- Parents meetings – genuine interest, approachable and know pupils

Areas to develop/improve

- Feel not all staff know young people including ASN pupils
- Consistent response – dress code, behaviour, late coming. Need clear steer
- More education online bullying/public perception of bullying
- Clarity of transitioning pupils, stigma for LGBT pupils and pronoun changes
- Vulnerable pupil checks needs follow up
- Revisit use of Google classroom – resources, deadlines, parent access
- Tracking and monitoring – lack of consistency, explain terms, next steps..
- Consider pathways for some subjects
- Tight timing at Parents meetings to share successes
- Communication – too much information in different places
- Share successes
- Improve school refusal

Proposed next steps

- Morning greeting
- Google classroom clarity
- Revisit policies e.g. pupil conduct, lates, vulnerable pupil tracking
- Pathways case studies, subject choice guide/information event
- Review communication processes / consider a school app
- Tracking/monitoring review
- Advance warning of tests
- Creche
- LGBT guide

Our Improvement Journey Headlines Session 2022/23

Improvement Project 1:

Primary focus: School and ELC Leadership

Year of Project: 1

Purpose: Work to provide a consistent learning experience which promotes pupil engagement and maximises attainment and achievement

Progress and impact:

- Relational and Restorative Practice: this year, our Supporting Positive Relationships approach has been rooted in developing, building and nurturing relationships as the basis for effective learning and teaching in the classroom. This has brought about a review of policies in school and a revisit of our school values.
- In developing leadership across the school, our school learning and teaching improvement group have worked together using their experience to develop the conversation around effective learning and teaching. This included pupil surveys to gather views. The group referenced the Education Endowment Toolkit in their work. From this, they have provided staff with a range effective learning and teaching strategies which now require to be developed into the Nairn 'standard' lesson
- Staff also produced a professional learning padlet on pedagogy providing a range of resources for staff. Professional reading has also been provided.
- Through empowering staff, they presented to all colleagues to share their work to date plus propose the plan from developing the conversation to 'having' the conversation on effective learning and teaching practices. Key to this is also the feedback from pupil voice and parent/carer engagement sessions around the learner experience.
- PT Maths and PT English have supported visits to each of our primary schools. They will continue to link with colleagues around assessment and moderation. Within Maths/numeracy, a methods booklet is being produced for staff to help consistency of approach.
- Our Developing the Young Workforce (DYW) Coordinator has continued to support pupils in school. Working with our Pupil Support colleagues, she has continued to support a study leave programme for pupils to develop their skills ahead of next steps e.g. college, employment, volunteering etc.. Work experience options are being established and we look to extend these wherever possible as an essential part of our personalised support timetables. We are very grateful to the increasing number of local partners who support us in school either through sponsoring our breakfast club, offering work experience, input to curriculum delivery, providing free access for our activities day etc...

Next steps:

- To coincide with Highland Council improvement areas, all staff will develop a shared understanding of a good+ lesson and define the Nairn 'standard' for learning and teaching
- Our revised use of collegiate time this coming year through 'working with time' means that all staff will be part of the learning and teaching development conversations. We want **all** staff to help shape our practice and be involved in this key focus for improvement this coming session. By moving the allocations of the 'working with time', it also allows our support staff to join these discussions. This has

been an important aspect of our audit and review this session and one which we want to continue to support where possible.

- Teaching staff will be supported to share practice and visit classes. Through our work on pupil voice, in time, pupil Learning Ambassadors would aim to be part of these class visits to share an understanding of learning and teaching across the school.
- Professional development opportunities for staff to be extended through our 'working with time' next session including sharing practice, class visits, professional reading, podcasts and, if we can support time out of school, looking outwards with visit to other schools/Authorities. Some connections have already been made to support this. Opt in circles will also be offered on specific topics.
- Through a shared ASG priority, we will continue to look at numeracy standards and moderation across levels. Plans are underway to coordinate calendar dates for 2023/24. We aim to continue the links with Modern languages including Gaelic in our ASG cluster schools where staffing time allows.
- As the role is developing, our DYW coordinator is keen to extend the links with employers and individual departments. She has plans to meet with each Faculty to extend the current offer and see where there are potential opportunities for employers in school for talks, project work, possible apprenticeships etc..

Improvement Project 2:

Primary focus: School and ELC Leadership

Year of Project: 1

Purpose : Improving outcomes for all learners – connected, wellbeing and relationships

Provide opportunities which develops our school values across our school community and encourage positive wellbeing

Progress and impact:

- Our work on developing positive relationships has been a main focus this year. We believe it is important to invest in this as it is the foundation to pupils having strong relationships, a connection to school and therefore being open to learning.
- L30 presented restorative relational practice training for all staff at the start of session which helped to set out our plans for the year going forward.
- Over the school year, we have worked with pupils and staff to develop restorative approaches and use an area in school -You Turn. We have noted a decrease in the number of pupils requiring to be On Called i.e. called out of class. Pupils are able to verbalise the reflection process and develop an understanding of what this approach aims to achieve.
- The first part to this was developing our collegiate working as a staff team working WITH each other. Our Educational Psychologist worked with groups of staff to challenge and support our planning and processes in school
- Collegiate staff sessions were planned for staff meetings, inset days as well as opt in circles. Communication processes were reviewed and extended (SLT 15min daily planning, pre-school meetings on Monday at 8.30am for ELT/all staff, weekly staff briefings with staff input and Fab 4 Friday, collegiate sessions led by staff and not always SLT. A communication survey was issued to all staff which has provided a list of stop, start and keep doing.
- The HT and 2 DHTs have attended the Columba 1400 Values Leadership programme. This provided a strong platform for our whole school approach to revisit and develop our 'Team Nairn' ethos, connect together with a shared common purpose to benefit the learning experience for our pupils.
- A group of S2 pupils attended the pupil Columba 1400 leadership programme (supported by 4 staff who applied to be part of this programme). The group will

continue the work in developing a values based approach. We have a further opportunity for staff to attend a values based weekend in September.

- Supporting Positive Relationships booklet developed supported with infographics and a SPR calendar. Staff provided with professional reading
- The next stage of developing pupil relationships included leadership training for S5/6 pupils and a vertical registration system (started in June 2023). An information and training plan was devised including a programme of bitesize activities for staff to help develop relations across year groups.
- Increasing use of pupil voice e.g. surveys, focus groups, learning conversations. Our Pupil Council, Equality Forum, Prefects and Senior Prefect Leadership team (moving to become pupil Ambassadors) are all central to promote pupil voice and help shape our continuous improvement.
- A particular leadership project this year worked to get feedback on learner's experience. The surveys and focus group feedback is noted above (under pupil voice)
- Other leadership projects included parental engagement, tracking/monitoring and supporting positive relationships/developing Team Nairn
- A school improvement group developed health and wellbeing approaches for staff and pupils. For staff this included signposting resources, offering wellbeing activities e.g. yoga and sourcing training opportunities e.g. mental health first aid. For pupils we extended the counselling offer with Mikeysline, raised awareness through themed days e.g. mental wellbeing, planned exam stress support sessions, hosted a Growing Pains event for parent/carers,
- Wellbeing curriculum input is being coordinated across PSE, PE and core Health and Wellbeing. Work is underway with Rights Respecting Schools (RRS) looking at SHANNARI and linking with UNCRC.

Next steps:

- Our school calendar for 2023/24 supports collegiate time and will include our 'working with time'. The approach for the transition collegiate session was reviewed based on feedback and allowed for a more interactive session.
- Support and review the vertical registration process
- Monitor, review and develop the leadership opportunities for all pupils including Ambassadors
- Values based leadership approaches to develop through the Columba pupil group and staff plus working to support another pupil group at Columba 1400
- Plan a medium and longer term plan for our values based work working towards our new school build (2025/2026)
- All staff training on solution focussed language
- Review You Turn and Connect and present to staff with plans to further develop going forward
- Embed systems which support pupil voice into our everyday working
- Develop the online wellbeing resource for staff
- Nairn My Health and Wellbeing course being developed with a focus on values and wellbeing. This will include baseline questionnaires. Develop the RRS from Bronze through to Silver.

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Further improve attainment and achievement

To maximise opportunities for pupils to reach their potential, capture wider achievements with accreditation and support positive destinations

Progress and impact:

- Building to Nationals recovery curriculum is supporting pupils following periods of interruption.
- Leadership project involving two Faculty PTs have worked to develop a whole school consistent approach to tracking and monitoring. They researched processes used in a number of schools, linked with colleagues and the Parent Council to ensure we have a system fit for purpose. This has been a collaborative project where staff have been involved in the creation and have been provided with a number of training sessions.
- To support greater consistency and quality of information, teaching staff have considered where the progress and tracking reports tie in with learning conversations as well as key transition/course planning stages.
- Insight Professional Advisors led a number of sessions in school to further develop data literacy in providing information to help support our school improvement especially around our curriculum offer. The Insight meetings provide a shared focus on attainment next steps and interventions across SLT, PTs and all teaching staff. Follow up attainment meetings took place with each Faculty to consider the impact of the curriculum on attainment.
- A particular Insight session looked at S6 attainment both in terms of annual and cumulative attainment. Like a number of schools, our S6 attainment is variable and affected by a number of pupils leaving with UCAS offers and as a result they do not sit their SQA assessments. To support, S6 pupils had wider achievement slots in their timetable to support additional accreditation with SCQF Community Project Award and SQA Work Experience Awards.
- We are working to further develop and coordinate our 16+ planning to ensure pupils are tracked and supported through to positive destinations.
- Some teaching staff volunteered to mentor senior pupils as they worked through SQA courses, towards prelims and study plans ahead of the SQA exams. This approach is being reviewed with a view to continue next year. Staff also offered a targeted support session the day prior to their subject exams. This was very well received by pupils.
- Insight meetings have supported dialogue within departments around maximising the curriculum offer for all pupils and work to ensure that all S4 pupils have a minimum of 5 National qualifications.
- We continue to monitor the Pupil Equity interventions which work with targeted pupils around nurture, resilience, social skills as well as support curricular provision especially around literacy, numeracy and employability. Our PEF tutor has developed links with local businesses and is now extending this to include SQA qualifications.
- A significant number of pupils struggled to return to school routines after Covid. We developed a Connect classroom supported by a part time Guidance teacher with input from ASN and external partners i.e. Skills Development Scotland, Developing the Young Workforce and My Future My Success pathways. Weekly review meetings across Pupil Support ensure that pupils are tracked and support needs

addressed as appropriate. The personalised timetable, support and partner input has made a difference where we have pupils engaged in school that otherwise were not attending. We will continue to develop Connect.

- We had part time attendance support input this year. The Positive Relationship Officer has provided a useful support to Guidance for pupils who are not attending on a regular basis. They track poor attenders and offer enhanced support including home visits to look at support interventions.
- We continue to use pupil and parent information sessions including our annual career learner pathway event. This allows pupils to see curriculum options both in school, FE, HE as well in a range of employment options. Pupils are able to link directly with employers to develop an understanding of employability skills.
- Review of timetabling and course choice to look at assertive coursing and ensuring N5 pupils do not undertake college or Day 1 at Level 4 where they might otherwise attain at Level 5, or that missing classes for N5 subjects puts at risk N5 attainment overall.
- Work is underway to both extend opportunities for pupils out with the curriculum and also find ways of noting /celebrating pupil achievements. Duke of Edinburgh has been re-established with a new Friends of DofE parent group. We have increased the use of social media to share pupil achievements. A number of departments also use good work boards, praise postcards, noticeboards as well as their own Instagram / Twitter to promote pupil work.
- We were delighted to see the return of our Celebration of Sport and Leadership working with Highlife Highland and Active Schools coordinator. We very much appreciate this positive partnership. The inclusive event noted a range of achievements across all year groups demonstrating commitment, leadership and teamwork. The Spirit of Nairn award was introduced last year and continues to support our 'Team Nairn' ethos at our annual subject award ceremony.
- Staff have designed a toolkit Acknowledge, Appreciate, Applaud. This is in the initial stages and will develop through next session. Fab 4 Friday celebrates pupils who have shown extra effort/particular achievement. Again this year, our Parent Council supported the provision of a free Christmas lunch to all pupils. Christmas dances returned including a hugely successful Halloween disco as well as trips out of school (local and abroad).
- Following a proposal from staff, we hosted a 'Graduation week' to mark the end of the year ahead of the start of the new timetable. The key focus was on fun activities in school and the local Nairn community following the absence of these due to Covid. These were well supported by the local community offering a range of different opportunities all free of charge so cost was not a barrier to participation.

Next steps:

- Our school calendar will reflect the key stages of tracking progress and note periods of intervention and support.
- The tracking and monitoring system will be used to allow staff to monitor pupil progress, track and identify pupils who would benefit from mentoring, target setting, support with study techniques etc.. to maximise their attainment potential. FPTs will have an overview across departments as well as Guidance and Year Heads able to track their relevant pupil groups. This aims to provide timely interventions especially around closing the attainment gap
- Pupil Support colleagues will continue to use their formal 'cause of concern' meetings to highlights concerns from departments including attendance.

Attendance processes are being reviewed in line with Highland Council's revised policy and also our school processes including safeguarding.

- The Insight Professional Advisor is arranged for teaching staff session (Oct 2023) to continue our attainment data analysis. This remains a shared focus across all teaching and Pupil Support staff.
- To support our further improvement, we will continue to share practice including Highland Council online attainment discussions as well as looking outwards visiting other schools.

GME Project:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

Gus Gàidhlig a leasachadh bho thaobh an curraicealam, cultar agus gu sòisealta agus àire na Gàidhlig àrdachadh ann an coimhearsnachd Inbhir Narainn

To develop our Gaelic provision in terms of curriculum, culture, social and profile in the Nairn community

Progress and impact:

Our Gaelic teacher started in Feb. 2020 and was working to develop the Gaelic learning experience for our pupils **in their own local area**. Unfortunately they left this post in March 2023 and the vacancy is currently at the recruitment stage with interviews due on 20 June. We are confident to have a new teacher in post for August 2023.

- Establishing Gaelic department and raising profile of Gaelic
- Gathering resources from other schools, Stirling, Highland Council
- Visit from drama tutor at Fèisean nan Gàidheal
- Film G project
- Establishing links with other schools including penpals with Glenurquhart High School and Thurso High School
- Networking /professional development with staff joining the Northern Alliance secondary group for Gàidhlig
- Developing connections with Millbank for P7 transition
- Made contacts with Maggie Mulholland and Lena Walker at Highland Council
- Pupils attended the National Gaelic debate in Stornoway

Next steps:

We will work with our new Gaelic teacher colleague to set plans going forward. A few key areas -

- S1 Gaelic learners class
- Develop Gaelic medium in the Broad General Education
- Work closely with Millbank to further develop transition (Meet the Parents event, school visit, P7 parents evening)

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Very good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good
Theme 5 Our successes and achievements	Good

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

We are confident in our capacity for continuous improvement.

Planning Ahead

Based on our strengths and areas to develop further, 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 website or by contacting the school office.