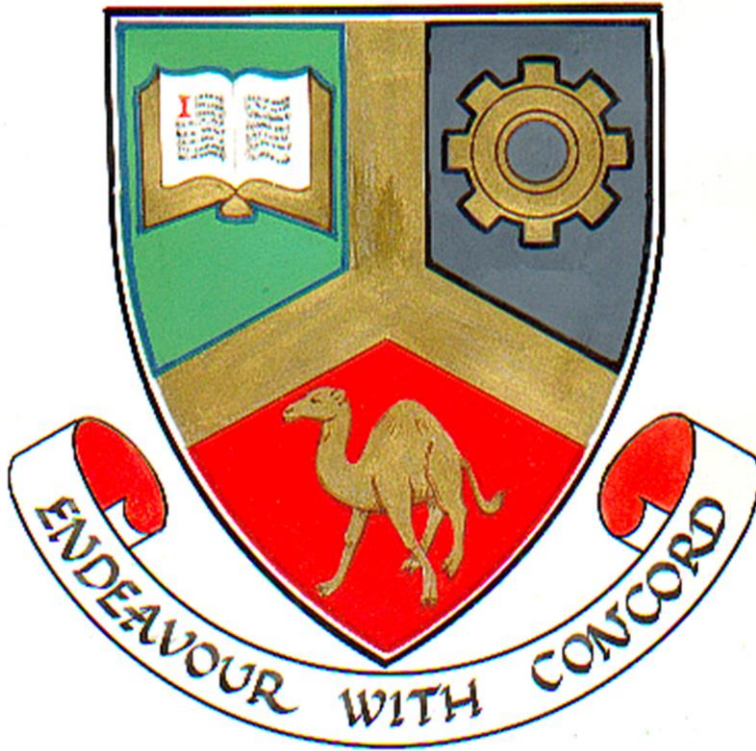


# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2022/23



**INVERNESS HIGH SCHOOL**  
HIGHLAND COUNCIL | MONTAGUE ROW, INVERNESS IV3 5DZ

# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

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

#### Empowerment & Leadership:

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

#### Relationships:

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

#### Opportunity:

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

The key priorities outlined in the National Improvement Framework are:

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

#### Self-evaluation

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

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

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

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

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

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

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

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

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

#### Looking forwards - creating a vision and planning for implementation

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

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

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Name  
Head Teacher  
School

# School Profile

## Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Teacher Numbers</b>	<b>Pupil Teacher Ratio</b>	<b>Meeting PE Target</b>
<b>510</b>	<b>78.7%</b>	<b>38.8</b>	<b>13.1</b>	<b>Target Met</b>

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
<b>18.2%</b>	<b>16.6%</b>	<b>20.1%</b>	<b>21.3%</b>	<b>13.9%</b>	<b>9.8%</b>

<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q4</b>	<b>SIMD Q5</b>	<b>Unknown</b>
<b>53%</b>	<b>30%</b>	<b>10%</b>	<b>1%</b>	<b>4%</b>	<b>2%</b>

<b>ASN</b>	<b>No ASN</b>	<b>FSM</b>	<b>No FSM</b>	<b>EAL</b>	<b>No EAL</b>
<b>86%</b>	<b>14%</b>	<b>31%</b>	<b>69%</b>	<b>18%</b>	<b>82%</b>

### Attainment in literacy and numeracy:

#### Broad General Education

2021/22 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
<b>Most</b>	<b>Most</b>	<b>Most</b>	<b>Most</b>

#### Senior Phase

In 2022 most leavers gained a literacy award at SCQF Level 4 and the majority gained an award at Level 5. Most pupils gained a numeracy award at Level 4 and less than half (46.6%) gained an award at Level 5.

#### School Leavers

In 2022, most leavers (86.2%) secured a positive destination upon leaving school. This percentage increased for the February follow-up against a decreasing pan-Highland trend.

#### Cohorts – top level messages

##### Overall

- Strong qualification performance in many subjects as shown by course comparator values e.g. positive and significant course comparator values in Higher maths and Higher modern studies
- Improving trends across a wide range of measures shown on INSIGHT
- Performance of pupils in SIMD Q1 often on a par with, or exceeding, national averages.

#### S4

- Generally increasing trend in number of pupils gaining one Level 5 award over the past five years
- Complementary tariff points above or equal to virtual comparator
- Course comparator shows strongly positive values for mathematics, history and art.

#### S5

- Percentages of pupils with one and three Levels 6 awards shows an increasing trend over the past three years
- Lower and medium attainers have total tariff points well above the virtual comparator
- Course comparator shows the majority of subjects with positive values for Level 6 qualifications, particularly highly in modern studies, engineering science, music and English.

#### S6

- Increasingly, we are seeing the highest attaining pupils leaving school on obtaining offers for university to enable them to work and earn money for their forthcoming move away from home
- There is some progress in catering for lower attainers in S6 as they leave school with more tariff points than those of our virtual comparator
- For SIMD Q1 we show a trend towards closing the attainment gap for 1+, 3+ and 5+ Highers over the past five years.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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At Inverness High School we believe in the principles of social justice and the universal right of everyone to a high quality education. Our aim is to provide a curriculum which enables every single one of our pupils to survive and thrive in the 21st century and develops:

- a life-long love of learning
- high levels of achievement and attainment
- skills for life, skills for work and a thirst for knowledge
- a growth mindset encouraging resilient attitudes and 'stickability'
- a wide range of possible pathways for life after school and,
- the four capacities of Curriculum for Excellence.

This will be done by increasing the opportunities for our young people and expanding the range of academic and vocational courses we offer throughout the school years.

We have just undertaken a major consultation exercise – involving pupils, parents, staff and partners – to analyse and update our school values. The results and the launch of our new school values will be completed by the start of session August 2023.

## Context of the school

Inverness High School lies on the western side of Inverness with its catchment area enclosed between the River Ness and the Caledonian Canal. The school serves a completely urban population and has a current role of approximately 510 pupils. A total of 53% of our pupils live in postcode areas within SIMD deciles 1

and 2. Free school meal entitlement is 31%. There are 38 full-time equivalent classroom teaching staff and a large pupil support base with a faculty principal teacher, three principal teachers of guidance and a large pupil support faculty. The ASN profile for the school also shows the highest level of need in the Highlands – more than 80 per cent of our pupils have some additional support need.

Our staff are very committed to the school, highly nurturing in their approach to the education and pastoral needs of our pupils and are responsible for their remarkable individual success stories. 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. There is evidence that this can result in our school having up to eight fewer teachers compared to equivalent sized schools in similar areas of deprivation in other areas in Scotland. This imbalance has an obvious effect on our attainment and our ability to close the poverty-related attainment gap. If we are truly committed to achieving equity and raising attainment in Scottish Education, as outlined in such publications as the National Improvement Framework (2020) and Delivering Excellence and Equity in Scottish Education (2016) publications, this needs to be addressed. Rebasement of school staffing allocations to be transparent and in line with national standards, while a part of Highland Council's Corporate Plan 2017-22, is yet to be actioned.

In some categories, attainment has historically been lower than our comparator schools but, until recently, had been improving. Measures of one plus and three plus Highers have been on the increase and, with the help of Scottish Attainment Challenge funding (now, unfortunately, ended), we have made advances in literacy and numeracy. Initial positive destination figures have been historically above the national average (and our comparator schools) with pupils going on to university and college placements, apprenticeships and straight into paid employment. Because of issues associated first with covid and then the post-covid cost of living crisis these figures have decreased but are now beginning to recover. We have recently undergone the first stages of a huge refurbishment programme which has brought new life to classrooms and facilities in science, home economics and technologies. When the remaining sections of the school including physical education and art facilities are complete, it should bring us a school fit for 21<sup>st</sup> century learning and teaching.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

### Meeting Learners' Needs

#### Purpose:

In discussions with a team from Education Scotland in 2022, members of staff identified support for differentiation as a key focus for their classroom practice. Following this, we carried out a learning and teaching survey for pupils in which the majority (69.4%) indicated that their school work challenges them "some of the time" and, again, that the majority (53.7%) only thought their lessons included different ways to learn "some of the time". In order to tackle this we have spent much of the session concentrating on seeking advice and finding new ways to differentiate for our pupils.

Increasingly, we have pupils staying on in school for the senior phase whose interests lie outwith a standard curriculum. It is important that we strive to increase the opportunities available to them to ensure they can still access a worthwhile set of subjects during their time in the senior phase.

#### Progress:

- The Extended Management Team met with Fran Foreman, differentiation advisor at

#### Impact:

- Good progress has been made in this area with a very wide range of differentiation

Education Scotland, for an initial discussion. This was followed up by individual faculties talking to Fran about subject-specific differentiation techniques. These were then implemented by classroom teachers over a period of time and SMT carried out observation of classes to see techniques in action.

- We have increased our curriculum offering this session with National Progression Awards in Criminology, Cyber Security and Rural Skills.

techniques seen in classroom observations including: scaffolding; higher order questioning; writing frames; differentiated feedback etc. Use of digital differentiation was also obvious with the majority of pupils (84.3%) saying their digital skills were increasing through the use of technology in the classroom.

- Pupil uptake in the new NPAs has been strong (although this has potentially been at the expense of more traditional qualifications). We await SQA results to see the effects of the NPAs on our attainment figures.

### Next steps:

The re-establishment of a Learning, Teaching and Assessment group will build on the work we have done this year to determine what makes good learning and teaching at Inverness High School, how we monitor it and how we can share good practice around the school.

We shall listen to what our pupils tell us about learning and teaching in the school, both by repeating our learning survey and by having focus groups to look in more depth at the issues raised.

We shall continue to expand our curriculum as much as we can given staffing constraints to ensure we have a range of subjects and qualifications which will appeal to our learners. Where possible, we shall work with partners to add to the range we can offer within the school.

### School Priority:

## Promoting Positive Relationships

### Purpose:

At the end of session 2021/22, a whole school review of behaviour found that the aftermath of the covid pandemic continued to have a serious impact on the engagement and attainment of our pupils. Some pupils continue to have immense difficulty in adapting back into a classroom environment and work was needed to ensure that learning and teaching for the vast majority could continue without disruption.

### Progress:

- Formation of a positive relationships working group to look at ways to improve engagement and behaviour across the school. We devoted an inset day to looking at good practice in classroom culture and to recap on the ideas behind restorative practice. Basic training has also been given to all staff in the UNCRC and the impacts this will have on practice in schools.

### Impact:

- The PRWG has introduced a comprehensive merit system to reward pupils for success across a variety of measures – praise is sent home and end-of-term trips held for highest achieving pupils. Feedback from pupils, parents and staff shows this is viewed as a very positive development by the majority.
- Monitoring of classroom teachers by FPTs and SMT has shown the majority have a consistent attitude towards classroom

expectations and provide a settled start to lessons.

- We have started the process of moving towards a new house system in order to improve ethos and a sense of community across the school. Together with this we have re-visited our school values statements with a range of partners.
- The structure of the new house system has been discussed and settled. Pupils have been informed of the changes coming in August through assemblies. A competition to decide house names has been run with pupils.
- Our school values have been discussed with almost all pupils, with staff at inset day and with parents through parental meetings and an online questionnaire.

### Next steps:

The revised school values and new house system will be launched in August 2023. The values will be displayed prominently and will form the basis of school assemblies and discussions with pupils. Under the new house system we shall be appointing house captains, increasing pupil voice and initiating a programme of house events throughout the year.

The PRWG will continue to evolve and look at improving relationships across the school. A few parents and less than half of staff (25%) are concerned about the respect shown to children and colleagues in school and we shall work on identifying the reasons why and outlining the importance of respect with pupils.

### School Priority:

## Raising Attainment

### Purpose:

While the impacts of covid-19 are still very much apparent with a number of pupils showing difficulties with settling in class and engagement with their tasks, it can be seen from some of the headline statistics at the start of the report that we continue to advance in certain areas. Attendance and lateness to class continue to have a huge impact on attainment and is something we continue to concentrate on to make sure we start to close the poverty-related attainment gap. Improving positive destination figures by providing a wide range of qualifications and other opportunities is a major feature of this work.

### Progress:

- We have increased our curriculum offering this session with National Progression Awards in Criminology, Cyber Security and Rural Skills.
- We have engaged with our feeder primary schools and with outside agencies who may be able to help in order to find ways to encourage better attendance and to provide

### Impact:

- Pupil uptake in the new NPAs has been strong (although this has potentially been at the expense of more traditional qualifications). We await SQA results to see the effects of the NPAs on our attainment figures. The variety of courses we offer increasingly helps to meet learners' needs and help them towards positive destinations.
- Pilot project has brought together different partners with a willingness to collaborate and find solutions across families and communities.



options for pupils who find it difficult to attend school.

- All staff have worked on differentiation projects such as scaffolding and on increased use of digital resources and outdoor learning to help increase attainment.
- All staff have received training in the use of google classroom resources and all classes now have a google classroom for independent working. A few subjects have developed online courses to ensure pupils with interrupted learning can attain national level qualifications. Subjects also increasingly use online tools including Peardeck and Blooket to engage learners.
- Some (but less than half) subjects have entered pupils for National 3 unit qualifications in S3.
- Increased tariff points in relation to individual pupils to be seen through Insight.

### **Next steps:**

An increased focus on attendance and lateness / missed classes with the full implementation of the authority attendance policy but, more importantly, the creation of a working group to look at ways to increase attendance and engagement of pupils, especially those from SIMD Q1.

Further work on getting pupils into positive destinations through work with the career education standards and with partners such as our DYW co-ordinator (when in place) and our 16+ review group.

Continue to look at opportunities for expanding course choices in the senior phase, resources notwithstanding and reviewing the broad general education to increase engagement of pupils in their learning. Work with parents on how to help them support the learning and engagement of their children and young people at home.

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

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S1 and S2 classes have been streamlined with small groups of learners from disadvantaged backgrounds being given much more intensive support from a primary specialist, focusing on basic literacy and numeracy. Fuller details are available in our annual PEF report.

## **Wider achievements** **Coileanaidhean nas fharsainghe**

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Our Wider Achievement CSW has been responsible for pupils attaining a number of wider achievement awards this year including, but not limited to: 35 John Muir Awards; six silver DofE (all now undertaking gold); eight Dynamic Youth Awards; 10 Mental Health Level 4 Awards; 10 Emergency First Aid at Work Level 6 Awards; 42 cycling bike maintenance awards. Other pupils have been involved in volunteering work. Nine pupils with Level 3/4 Child'd Plans have been significantly impacted by the work of the CSW.

## **Comments from learners, families, stakeholders and staff**

## Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Data from our recent parental survey shows:

- Most parents say their children like being at school.
- Most parents feel comfortable approaching the school with questions, suggestions and problems.
- A majority of parents are satisfied with the quality of learning in the school.
- A majority of parents are satisfied with the school and would recommend it to other parents.

Data from our recent pupil learning survey shows:

- A majority of pupils enjoy their learning some or all of the time.
- Most pupils say their learning is challenging some or all of the time.
- Most pupils know who to ask for help.
- Most pupils say the school is helping them to develop their digital skills.

Feedback form comments from our visitors and partners:

- Very welcoming staff and welcoming setting. Helpful and informative.
- The school seems like a positive, bright and clean environment for learning.
- Staff are friendly and the pupils I met in the corridor were friendly.
- The young people here have been excellent. They accepted being taken out of their lessons and have participated in the discussions.

## Capacity for continuous improvement Comas airson leasachadh leantainneach

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

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

Our overall evaluation of our capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

This will continue to be a problem given current staffing constraints.

## Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

- Raising attainment through high quality learning and teaching.
- Raising attainment through the development of whole school (and community) ethos.

- Raising attainment through increased pupil attendance.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our School App (*download School App for Parents and choose Inverness High School*) or by contacting the school office