

ALNESS ACADEMY STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



Leadership, Aspiration, Compassion

ALNESS ACADEMY
HIGHLAND COUNCIL | ACADEMY DRIVE

Leadership, Aspiration, Compassion

School Profile

Pròifil na Sgoile

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 sources.

Alness Academy is a non-denominational secondary school on the Cromarty Firth in the Highlands of Scotland. We serve the town of Alness and the villages of Evanton and Ardross along with 5 associated primary schools. We have a current role of 498 students; this is growing year on year. The headteacher is supported by 2 permanent Depute Head Teachers, 1 SAC funded depute and 6 curriculum principal teachers and 4 principal teachers support.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making very good progress towards meeting their individual targets.

We are staffed across almost all subjects and have been successful in recruiting most vacant posts. We still have to appoint a Gaelic and Home Economics teacher.

55% of our current school roll has been recorded as having additional support needs, 20% of our young people are registered for a free school meal, 48% of our young people are living in the most deprived zones in Scotland. Social and equity issues affect many of our young people, so we have focussed our Strategic Equity Funding along with our Pupil Equity Funding towards supporting nurture, wellbeing and attendance in our school.

We have had 22 exclusions this year. 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.

Date relating to our context: census point last September (from parentzone)

Pupil Numbers	Attendance	Teacher Numbers
498	82.93%	40.30

S1	S2	S3	S4	S5	S6
98	90	86	80	63	41

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
46.67%	24.17%	20.92%	1.38%	6.44%	0%

ASN	FSM	EAL
55.63%	20%	18%

Glossary:

FTE – Full Time Equivalent

SIMD – Scottish Index of Multiple Deprivation

SIMD1 % pupils living in most deprived areas

SIMD5 – % pupils living in least deprive areas

ASN – Additional Support Needs

EAL – percentage of learners whom English is an Additional Language

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3 Cohort 87 pupils

Reading	Writing	Listening and talking	Numeracy
85%	84%	85%	89%

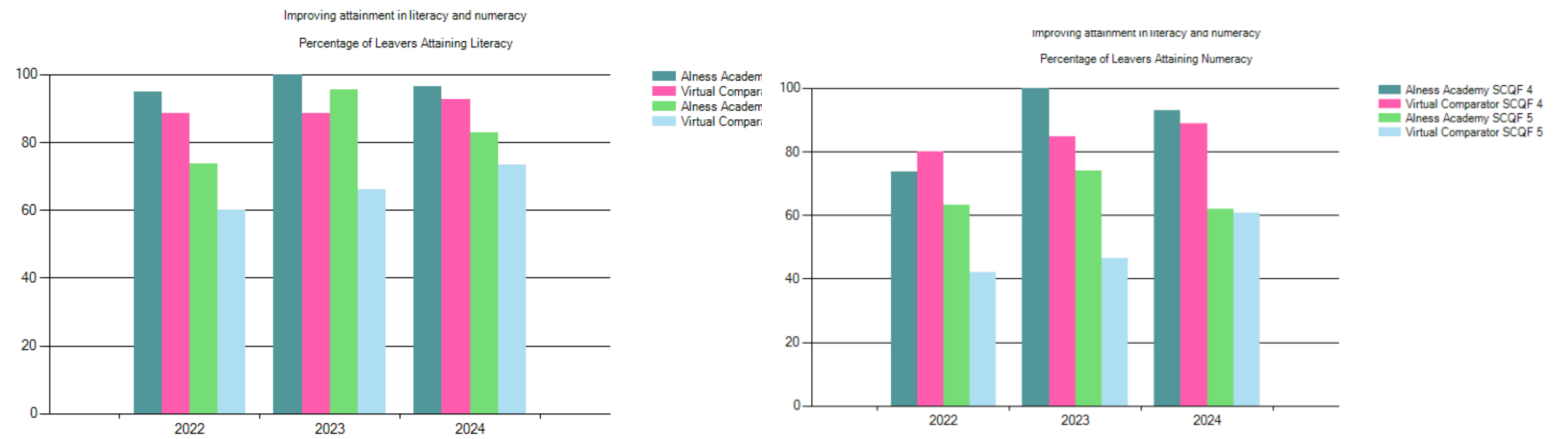
Level 4

Reading	Writing	Listening and talking	Numeracy
61%	60%	61%	52%

Senior Phase

Senior Phase Numeracy and Literacy

DisplayName	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Alness Academy	2024	89.87	67.09	79
Virtual Comparator	2024	86.46	62.15	790
Highland	2024	87.22	64.7	2629
Alness Academy	2023	81.43	64.29	70
Virtual Comparator	2023	84.14	53.29	700
Highland	2023	87.71	65.32	2474
Alness Academy	2022	86.84	65.79	76
Virtual Comparator	2022	81.97	53.55	760
Highland	2022	87.18	66.71	2559



Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Alness Academy	2024	92.41	91.14	84.81	73.42	79
Virtual Comparator	2024	94.81	93.67	84.81	74.05	790
Alness Academy	2023	100	100	98.33	85	60
Virtual Comparator	2023	94.5	90.5	82.33	68.83	600
Alness Academy	2022	94.23	86.54	86.54	76.92	52
Virtual Comparator	2022	92.88	90.19	80	64.42	520

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
Qualification Name	Qualification Level	Number in Base Cohort	Resulted Entries % of Base Cohort	# Grade A	% Grade A	National % Grade A	# Grades A to B	% Grades A to B	National % Grades A to B	# Grades A to C	% Grades A to C	National % Grades A to C	# Grades A to D	% Grades A to D	National % Grades A to D	# No Award	% No Award	National % No Award
Applications of Mathematics	National 5	214	26.17	12	21.43	25.06	21	37.5	40.93	28	50	59.49	40	71.43	75.76	16	28.57	24.24
English	National 5	214	35.98	19	24.68	35.49	48	62.34	63.54	72	93.51	84.07	76	98.7	94.26	1	1.3	5.74
Mathematics	National 5	214	9.35	4	20	38.39	7	35	54.36	10	50	67.88	13	65	79.36	7	35	20.64
Applications of Mathematics	Higher	214	10.75	1	4.35	19.54	3	13.04	38.13	11	47.83	60.57	17	73.91	82.03	6	26.09	17.97
English	Higher	214	22.9	14	28.57	25.35	20	40.82	50.48	34	69.39	74.2	46	93.88	90.87	3	6.12	9.13
Mathematics	Higher	214	6.54	6	42.86	38.23	10	71.43	57.43	11	78.57	71.75	12	85.71	82.99	2	14.29	17.01

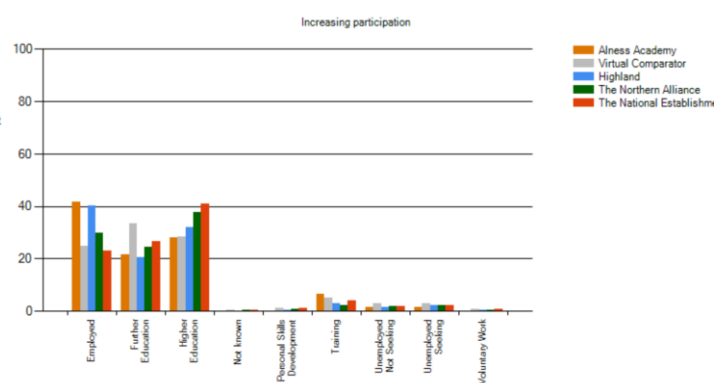
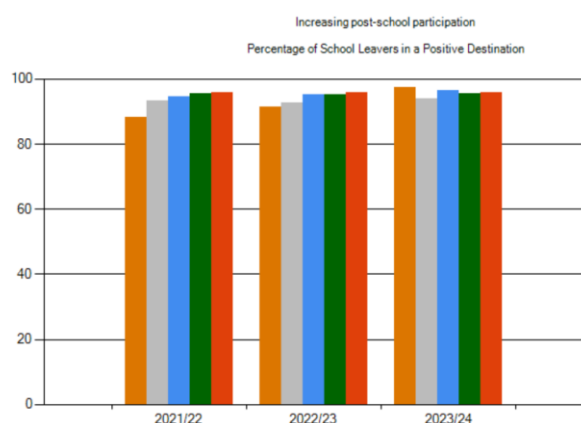
Pupils are attaining a literacy or numeracy award if they gain an overall award for English and Maths/Maths Apps
Priority is that pupils are at least attaining a numeracy and literacy award as free-standing units even if they are not sitting English, Maths or Maths Apps full course awards.

English presentation for N5 is above the national average. Usually if it is above for N5 it is usually therefore below for N4. Pupils that are no longer sitting level 5 must gain an overall course award at level 4 to improve attainment. Almost all young people are achieving L4/5 units with an aim of all S4 pupils getting an overall award. Due to our presentation, we have improved in overall awards from last session. The school also needs to target individuals and push stretch aims in S4. Pupils that stay on and aim for level 6 almost always make progress.

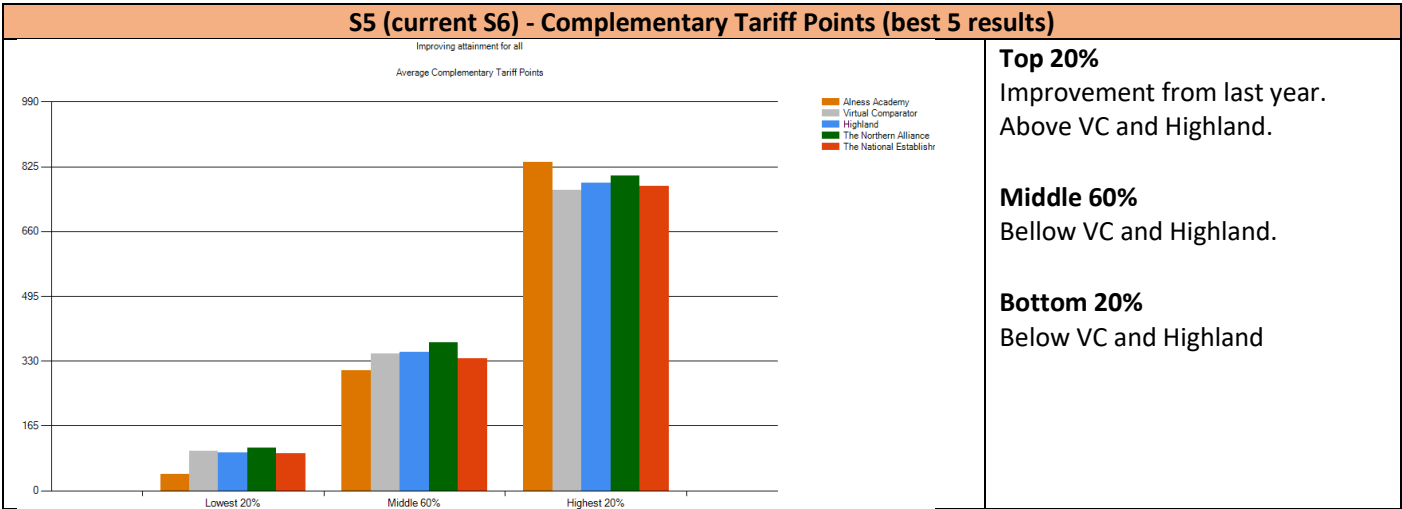
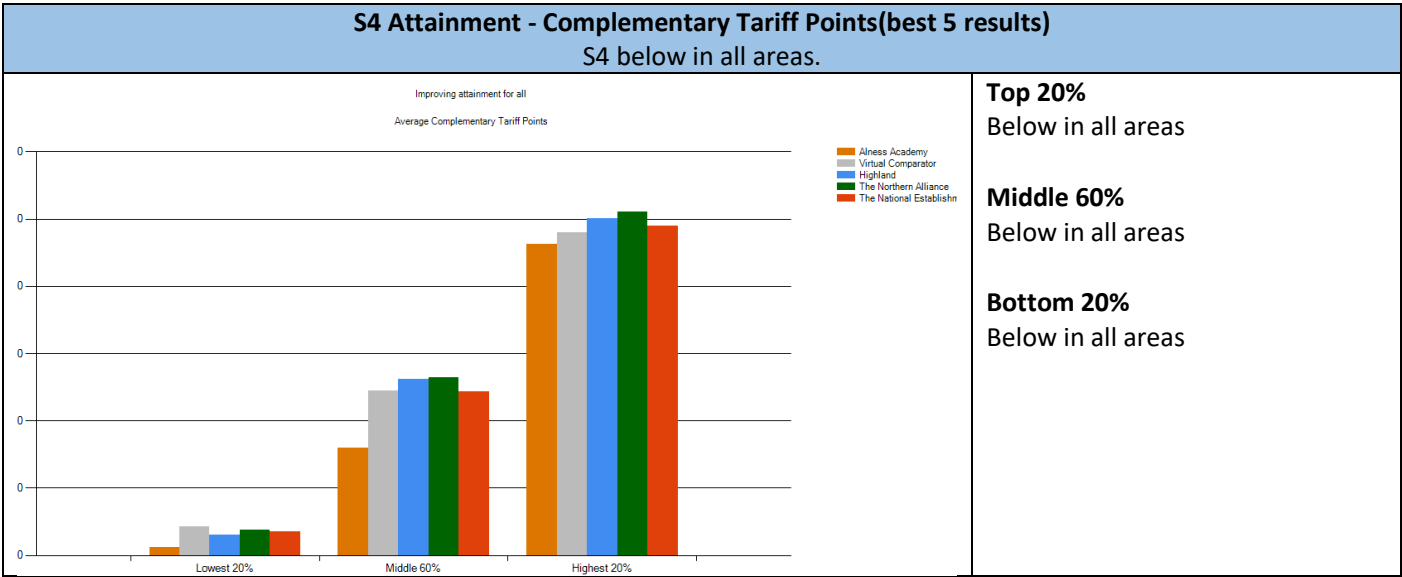
Destinations of School Leavers - For the last 3 years we have been below our virtual comparator for pupils going into positive destinations. This year we are above our virtual Comparator. **This is due to the following actions being carried out:**

- Early intervention
- High aspirations for pupils
- Audit of Career Education standards
- Increased partnership engagement.
- Regular 16+ meeting identifying at risk pupils.
- Increased support for transition
- Targeted support for attendance

Establishment	Year	% of Candidates in a Positive Destination	Number in Cohort
Alness Academy	2023/24	97.47	79
Virtual Comparator	2023/24	96.96	790
Highland	2023/24	97.16	2216
The National Establishment	2023/24	96.6	49283
Alness Academy	2022/23	96.67	60
Virtual Comparator	2022/23	96.67	600
Highland	2022/23	96.75	2185
The National Establishment	2022/23	96.6	48317
Alness Academy	2021/22	90.38	52
Virtual Comparator	2021/22	95.38	520
Highland	2021/22	95.75	2141
The National Establishment	2021/22	96.42	47430



Cohorts



School vision, values and aims

Leadership, Aspiration, Compassion

Lèirsinn, luachan agus amasan na sgoile

ALNESS ACADEMY VISION & VALUES 'Through hard work, compassion and aspiration, we are developing leaders of the future' Last session we reviewed our vision and values, working together as a team to identify our 'Unique Selling Point' along with the key aspects essential to our school's success. We wish to prepare our students for achievement beyond Alness Academy, and we see our school at the heart of our community. Our values which will ensure this have been identified as:

LEADERSHIP

Developing strong skills in leadership is essential at all levels across our school and community. We aim to provide opportunities for students, staff, parents, and partners to develop experience and skills which will enhance leadership. Developing leadership will empower individuals in our community, and a school community of leaders is one which has a core strength on which to build academic and personal success.

ASPIRATIONAL

A motivated and aspirational community is key to driving forward a thriving culture of improvement and success. By providing opportunities for all; by engendering an ethos of belief in yourself and in those around you; by equipping all members of our community with skills, knowledge and establishing effective partnerships, we aim to raise the belief in the endless potential of our students, staff, and wider community. To 'be all you can be' starts with believing in what is possible and setting our sights high.

COMPASSION

A strong team has its foundation in compassion. Looking after each other, lending support and encouragement, and maintaining high expectations for all is how we build positive and lasting relationships. It is through these relationships that we ensure wellbeing across our community, and that the right support and challenge is there for all to achieve their full potential. Connectivity is at the heart of our mission.

Review of progress of improvement plan projects for session 2024/25

Ath-sgrùdadh air adhartas airson an t-seisein

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

Evaluative language:

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

School Improvement Plan Priority 1 - Leadership of change	
Summary of impact	Next steps
<p>School Values:</p> <p>School values play a vital role in supporting the National Improvement Framework in Scotland by creating a shared culture that underpins high-quality learning and teaching. Almost all staff are using the Values of Leadership, Aspiration and Compassion to help promote equity and excellence for all learners, aligning closely with the framework's priorities of improving attainment, closing the poverty-related attainment gap, and enhancing health and wellbeing.</p> <p>We have embedded these values in daily practice, and within our new ePraise System to motivate pupils to engage in their learning, and build the confidence and resilience needed to succeed. Most pupils know and use our values regularly in class, school and at home.</p> <p>Promoting Positive behaviour</p> <p>We have introduced our new Positive Behaviour Policy to staff, pupils and parents. This has been launched at staff meetings, assemblies and parents' evenings. All staff are now using and displaying standards in their classrooms and embedding it as part of their practice. This supports the National Improvement Framework in Scotland by creating a safe, respectful, and nurturing environment where all children and young people can learn and thrive.</p>	<ul style="list-style-type: none"> ● Increase Parental engagement through ePraise. The school values to underpin Improvement priorities for Session 25/26. ● Further staff support/training on modelling restorative approaches and de-escalation ● Further exploration regarding alternative approaches to

Leadership, Aspiration, Compassion

<p>We believe setting clear expectations, recognising positive choices, and providing consistent support and restorative approaches when issues arise, the policy helps improve engagement and wellbeing.</p> <p>This positive climate reduces disruptions to learning, supports equity by addressing barriers faced by vulnerable pupils, and contributes to raising attainment for all, ensuring that every learner has the best possible chance to succeed.</p> <p>There has been a reduction in exclusions for all, but especially in SIMD 1/2 (10%) and ASL pupils (25%)</p> <p>Professional Learning</p> <p>Professional learning activities for all staff will be clearly linked to the results of self-evaluation and identified areas for improvement.</p> <ul style="list-style-type: none"> • Leadership opportunities are made available for staff through working groups, whole school CPD and departmental opportunities. These will be linked to staff needs and the result of self-evaluation. • Staff are informed and encouraged to participate in professional reading and professional learning to develop skills and gain experience. • We will continue to create opportunities for consultation and professional dialogue through ELT and staff meetings. • Working groups/individuals will be encouraged to share good practice through CPD sessions. <p>We are trying to foster a culture of continuous professional learning and reflective practice. Most staff regularly assess their own teaching approaches and how it impacts on learners, and contribution to the wider school community. This directly contributes to the framework's priorities of improving attainment and closing the attainment gap, as high-quality teaching is key to learner success. Furthermore, staff self-evaluation enhances collaboration, encourages innovation, and strengthens leadership at all levels—driving sustainable, whole-school improvement.</p>	<p>exclusion – partnership support/provision</p> <ul style="list-style-type: none"> • More opportunities for staff self-evaluation focussing on collaboration, innovation, and leadership at all levels—driving sustainable, whole-school improvement.
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School Improvement Plan Priority 2 - Health and Wellbeing	
Summary of impact	Next steps
<p>All staff are aware and engaging in documents to support learners in their class. Most staff use this information in an effective way to support young people; however, work is required to ensure consistency across the school.</p> <p>A new and more accessible inclusion booklet has been created to provide greater support for our learners.</p> <p>A robust and highly effective Alternative Assessment Arrangements system has been introduced, making effective use of digital technology. This has increased our presentation levels especially in our lowest 20% attaining pupils as we have reduced anxiety. We have increased inclusion and accessibility by providing useful digital tools to support young people to sit exams. All staff have engaged with the change in a positive way.</p> <p>Staff changes in the support team impacted on the pace of change in introducing SHANARRI indicators across the whole school. Almost all PSE classes have discussed these wellbeing indicators; however, this has not been consistent. Some students can recall the indicators, but few have used them to self-assess themselves.</p> <p>Whilst some staff have been trained in Rights respecting schools Award due to staff changes caused the school to pause the roll-out.</p>	<ul style="list-style-type: none"> • Make use of SHANARRI in PSE lessons. • Use our Assemblies calendar to roll out the RRSA • Explore the capacity for introducing MVP

School Improvement Plan Priority 3 - Curriculum/DYW	
Summary of impact	Next steps
<p>Review of our curriculum offer has improved choices in S2 and Senior Phase.</p> <p>Improvements to our Options processes and sharing of subject information both in school through options interviews and through the introduction of a dedicated website for pupils and parents and through Parent/Pupil Subject Information Evenings have led to more informed option decisions for pupils.</p> <p>Improving option choices directly addresses the diverse needs of our pupils by allowing them to tailor their educational pathways to their individual strengths, interests, and career aspirations. This personalised approach fosters greater engagement, motivation, and a sense of ownership over their learning, leading to improved attainment</p>	<ul style="list-style-type: none"> • Continue to review the options process with the PTG link. • Work with departments to ensure pupils get full awards and not only Units if they are not achieving at National 5. Use of NPAs and SQA Awards.

<p>and well-being. From the perspective of the National Improvement Framework for Scotland, enhancing option choices aligns closely with several key targets. It supports the "improvement in attainment, particularly in literacy and numeracy" by enabling pupils to select subjects where they are most likely to succeed and develop a deeper understanding. Furthermore, it contributes to "improving the health and wellbeing of children and young people" by reducing disengagement and promoting a more positive school experience. By offering a wider and more relevant range of subjects, schools can also better address "improving employability skills and sustained positive destinations," as pupils can pursue vocational or academic routes that directly link to their post-school ambitions, thereby preparing them more effectively for further education, training, or employment.</p> <p>We have introduced Level 4 and 5 Hospitality, uptake in L4 and L5 Construction has increased. We have introduced Skills for Work Hairdressing and N4/5 Fashion and textiles.</p> <p>Collaborative working between school and external partners to support our young people into positive destinations continues to be effective with weekly meetings between DYW lead, Pupil Support staff, DYW PSA, DYW Co-ordinator and SDS. This has led to our best positive destination figures of 97.47%.</p> <p>All most all young people have all received support from Skills Development Scotland, Developing the Young Workforce staff and Pupil Support staff this session to make use of online resources such as My World of Work and Hi Hope which has supported informed decisions about future pathways.</p> <p>We have engaged with a wide variety of partner agencies to offer our young people varied and specific opportunities to develop critical skills for the world of work. Almost all young people have engaged in some enterprising opportunities through the curriculum in Business Education through 'the tenner challenge', English through YPI, Science How Drones are used in the workplace by SDS, Newton Rooms, Army Team building, Studio Lambert Traitors, WM Donald Civil Engineering which are a small proportion of the career pathway opportunities our young people have experienced this year and we have embedded as an offering.</p>	<ul style="list-style-type: none"> ● Work with ASN to deliver more N3 Awards for those pupils in ASN. ● DHT aligned with PTG in the House vertical system to ensure continuity with pupils. ● Continue to develop partnership links to expand on learner pathways through regular meetings with DYW co-coordinator. ● Work with Planet Youth to share H&WB education topics with parents in partnership learning. ● Build on calendar of visiting speakers, using 16+ data, as reviewed at Learner Journey Dashboard meetings with our SDS, PTGs, DYW Coordinator, to target speakers and events that link with aspirational career paths to ensure pupils are well informed about future options and how to access these. ● Hold further pupil focus group comprised of Senior Phase pupils throughout the year to review and discuss the Developing the Young Workforce curriculum.
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School Improvement Plan Priority 4 - Learning and Teaching	
Summary of impact	Next steps

<p>Learning and Teaching groups have formed and made progress in identifying and sharing what makes a good lesson ready to inform a school toolkit. They have included all staff and pupils in their analysis. This has been presented to pupil council to allow them to give their perspective on “What makes a good lesson”. This will be collated to create the “Alness way” for lesson delivery.</p> <p>We have found that creating a learning and teaching working group supports improvement by bringing staff together to share effective practice, develop innovative approaches, and drive consistent improvement across the school. This collaborative work helps raise attainment and close the poverty-related attainment gap by ensuring high-quality, evidence-informed teaching in every classroom.</p> <p>The group has focused on promoting children’s health and wellbeing by embedding inclusive, supportive practices, and strengthening professional leadership as staff take ownership of school improvement. This joined-up approach helps deliver better outcomes for all learners in line with the National Improvement Framework.</p> <p>All staff and pupils have completed questionnaires and looked at other schools' learning and teaching toolkits in a view to building our own model next session.</p> <p>There has been key work done in ASN ensuring we are raising attainment for all especially those on FSM and SIMD1/2. Departments have worked hard in ensuring almost all pupils are engaged in classroom activities due to correct level of delivery and this has led to a decrease in behavioural issues.</p>	<p>Further develop a shared understanding of strategies to improve learning & teaching:</p> <ul style="list-style-type: none"> ● 4 focus activities at whole staff meetings built into the calendar and WTA. ● Learning & Teaching hub populated with examples and exemplars of good practice. ● Professional reading library includes appropriate titles around the focus areas. <p>Review and refresh observation process to engage all staff with a focus on self-evaluation and improvement:</p> <ul style="list-style-type: none"> ● Redesign observation documentation; consult with FHs & staff on process; consult with Self-evaluation working group. ● Review and revise following staff evaluation
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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Main Cothromas Sgoilearan

Table 1 – 24/25 PEF Review

Intervention	Data summary against targets	Impact / progress summary
Increase literacy / Nurture	S1 – 16 students S2 - 18 students	Young people reported an improved confidence through building confidence and activities such as gardening and forest visits. Learners accessed 1:1 learning experiences in construction. Strategic assessments of dyslexia were carried out to provide enhanced support for learners from ASNT. Overall literacy has improved.
Raising Attainment	11 students in S3/4	All pupils identified achieved at least 1 N5 Award + Wider Achievement e.g. Junior Forrester Awards.
Positive destination	18 at risk pupils into work experience, word of work or college. 8 of which are SAC pupils. 4 Bernardo's referrals – 3 SAC pupils	All pupils recognised as at risk left with a positive destination. Tracking in place for all pupils and RAG system to ensure all leavers getting a positive destination or supported by SDS.
Attendance	0 at risk pupils not accounted for. Completed house visits every Friday from pupils with 3+ days absence. Pupil attendance raised to 83%	Targeted support in place for all pupils with attendance concerns. Alness is part of a pilot scheme supported by Education Scotland to raise attendance figures. All pupils are accounted for and plan in place for support. Worked closely with HC and clerical to correct errors in coding and generate policy to get consistency in schools.

Wider achievements

Coileanaidhean nas fharsainghe

- Throughout their time in Alness Academy, our pupils take part in a range of wider achievement opportunities including the Youth Philanthropy Initiative which involves pupils communicating with the wider community and drawing a focus to charitable supports available for a wide range of needs. Approximately 90 pupils take part in the initiative with around 20 pupils presenting in the annual finals.
- Groups of our BGE pupils engage in Skills for life and work programmes at points throughout the academic year to build key skills including communication, teamwork and problem solving. 85 pupils engaged in the initiative this session.
- Growing2Gether is offered to 16 targeted pupils in our S3 cohort on a yearly basis to build confidence and key skills such as communication, showing initiative and working effectively with others.
- Youth Development projects have been offered throughout the academic session to a number of young people in our BGE and Senior Phases. Projects this year included an Art initiative offered to 20 pupils in January which resulted in an event where work was showcased to the community.
- Alness Academy offers 25 extracurricular lunchtime or after school activities for pupils across the school community. This session, from a pupil survey on wider achievement, a majority (52%), reported that they engaged with school extracurricular opportunities offered.
- Sports day and sponsored walk saw 90% of pupils participate in whole school events.
- 2 of our pupils have attained scholarships to specialist schools for Sport and Music.
- Engaged with partners to increase motivation and Success – Evanton woods, the Place and field, the Ledge climbing wall, Growing together, Kartway. This has increased motivation for our young people to attend school.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

- There are activities but for certain age groups I would say to expand the age range of certain activities so that other people may participate. Some examples of activities may be to have an arching club and an accessible boxing club(S4 Pupil)
- We found the experience was mostly positive and informative. All of the staff are friendly and approachable with pointers provided where necessary. The event itself went smoothly and timely without too much waiting around.(S1 Parent)

- I think it was very positive, allowing parents to see how well our kids are getting on, but also how well the staff know them and the encouragement they offered. I also felt it was valuable to know where my child is placed in terms of his options and what level of learning he will progress to. The staff are doing a fab job!(S2 Parent)
- We'd really like 6 periods at higher and for English one of these to be a double period to ensure practice time for assessments. Ideally I'd like to see a double period at S4 level also (I have asked for this every year but not got yet). Would like 2 periods at S1 and S2 Level (I think this is defo happening though but popped in anyway).
- I am doing a Scots course this year in the next session that I would hope to pass and be able to offer the Scots Language Award but this would probably be for academic year 25-26. We always seem to be very tight for capacity in English just offering what we are so I might look to add this award to a National 4/5 class as I don't there is a higher level but it would depend on capacity within the dept. (PT English)
- I'd actually like to see more places to hang out, have time to catch up on work and have time to chat to your mates and actually feel decent? but I'd like more crafting stuff to do in a safe space.
- S5 Pupil Comment - We had been talking about bullying and it is good how much you had done to stamp out bullying in the school, by getting parents in and what a difference we have made.

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 progress as follows:

	2024-25
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Leadership, Aspiration, Compassion

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

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Improvement Priority Title
1. Health and Wellbeing - Compassion
2. Curriculum/DYW - Leadership
3. Raising Attainment - Aspiration

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://www.alnessacademy.co.uk/> or by contacting the school office.

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%

Self-evaluation summary for school improvement - Core Qis – For professional dialogue – remove from parental versions			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
QI 1.3 Leadership of change			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
<p>Theme 1: Develop a shared vision, values and aims</p> <p>School values play a vital role in supporting the National Improvement Framework in Scotland by creating a shared culture that underpins high-quality learning and teaching. Almost all staff are using the Values of Leadership, Aspiration and Compassion to help promote equity and excellence for all learners, aligning closely with the framework's priorities of improving attainment, closing the poverty-related attainment gap, and enhancing health and wellbeing.</p> <p>We have embedded these values in daily practice, and within our new ePraise System to motivate pupils to engage in their learning, and build the confidence and resilience needed to succeed. Almost all pupils know and use our values regularly in class, school and at home.</p>	<p>CLO visit in March reported a positive ethos in the school and staff are motivated to improve and move forward with improvement priorities.</p> <p>In survey:</p> <ul style="list-style-type: none"> • The majority of pupils feel that behaviour in classrooms allows them to learn and achieve; • most pupils feel that the school helps them to understand and respect others; • most staff feel that pupils are treated fairly and with respect; • most parents feel that staff treat their children with respect; • almost all staff feel that they have a good understanding of the social and economic context of the school; • almost all staff feel that the school's vision and values underpin their work; 	<p>Increase Parental engagement through ePraise. The school values to underpin Improvement priorities for Session 25/26.</p>	<p>Good</p>

	<ul style="list-style-type: none"> • Almost all staff feel that the school is well led and managed. • Most pupils feel that staff treat them fairly and with respect. 		
<p>Theme 2: Strategic Planning for continuous improvement</p> <p>Professional learning activities for all staff will be clearly linked to the results of self-evaluation and identified areas for improvement.</p> <ul style="list-style-type: none"> • Leadership opportunities are made available for staff through working groups, whole school CPD and departmental opportunities. These will be linked to staff needs and the result of self-evaluation. • Staff are informed and encouraged to participate in professional reading and professional learning to develop skills and gain experience. • We will continue to create opportunities for consultation and professional dialogue through ELT and staff meetings. • Working groups/individuals will be encouraged to share good practice through CPD sessions. <p>We are trying to foster a culture of continuous professional learning and reflective practice. Most staff regularly assess their own teaching approaches and how it impacts on learners, and contribution to the wider school community. This directly contributes to the framework's priorities of improving attainment and closing the attainment gap, as high-quality teaching is key to learner success. Furthermore, staff self-evaluation enhances collaboration, encourages innovation, and strengthens leadership at all levels—driving sustainable, whole-school improvement.</p>	<ul style="list-style-type: none"> • Most staff feel that they have the opportunity to undertake leadership roles; • Almost all staff feel actively involved in school evaluation process; • Almost all of the senior Pupil Leadership Team felt that their experience on the Team developed their confidence in public speaking, their teamwork skills, their ability to take responsibilities. 	<p>More opportunities for staff self-evaluation focussing on collaboration, innovation, and leadership at all levels—driving sustainable, whole-school improvement.</p>	
<p>Theme 3: Implementing improvement and change</p>	<ul style="list-style-type: none"> • Almost all staff feel that the collaborative work we undertake 		


<p>There are clear strategies in place. For improving learning and teaching we have a teacher led CPD programme based around differentiation and getting it right for every child and an established Personal Learning Plan process for all teaching staff.</p> <p>Senior and Middle leaders now need to exercise more challenge through quarterly attainment meetings focusing on interventions and tracking and monitoring.</p>	<p>in all aspects of CPD is taking forward improvement in learning and teaching and enabling them to reflect on and improve their practice.</p> <ul style="list-style-type: none"> Most staff have reported that staff led CPD has provided opportunities for leadership and supported improvement priorities. 	<p>Further staff support/training on modelling restorative approaches and de-escalation. Further exploration regarding alternative approaches to exclusion – partnership support/provision</p>	
QI 2.3 Learning, teaching and assessment			
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Learning and engagement</p> <p>The school has created a, now well established, Alness Academy Principles of working learning based on clear expectations and careful teaching and reinforcement of these.</p> <p>Clarity and Consistency: Clear principles set out exactly how everyone is expected to behave, work, and treat one another. All staff have the principles displayed and almost all pupils understand that having consistency reduces misunderstandings and helps pupils feel secure because they know what is acceptable.</p> <p>The majority of pupils agree on these principles, they feel a sense of ownership and responsibility which makes them more likely to follow and respect them.</p>	<ul style="list-style-type: none"> All staff have the principles of working and learning displayed in their class. Almost all use them each lesson to reinforce basic expectations. Questionnaire - Most pupils have commented that they like them as they are clear and easy to understand. During the CLO visit most staff referred to them in discussion and gave examples of how they use them. Most pupils agree that the principles apply to everyone, 	<p>Look outwards for examples of good practice; engage in professional reading/learning; engage with HC; develop simplified and useable document with more detailed examples and support documentation available (through the learning, teaching & assessment hub)</p> <p>Share with pupils/parents.</p>	<p>Satisfactory</p>

Underpinning the learning environment are the 5 Principles of practice. Most staff use these in their daily practice in classrooms. This supports positive staff/pupil relationships and helps prevent conflicts.	creating an environment where all pupils feel valued and included.		
<p>Theme 2: Quality of teaching</p> <p>Through our learning and teaching working group we have identified topics of focus for all staff to work on.</p> <p>At the start of each session almost all teachers set ambitious but achievable goals, motivating pupils to aim higher and believe in their ability to succeed.</p> <p>The majority of teachers explain concepts clearly and model processes step by step to help pupils understand better and retain knowledge more effectively.</p> <p>All staff are aware of the needs of all our young people. Appropriate sharing of key information to support our learners takes place over the year. An inclusion document has been revised and within this are strategies to support learners. PSA's have had opportunities to collaborate in order to improve support for learners. Support staff work with young people to improve school engagement, including, where appropriate, reduced timetables for short periods of times as well as working on an interagency basis to ensure the best outcomes for all our learners.</p> <p>Constructive feedback helps pupils understand what they are doing well and what they need to improve, guiding them to better performance.</p>	<ul style="list-style-type: none"> Through ASN tracking of teaching and learning most staff are using the key information booklet to put support measures in for individual children. Through our 5 principles of practice we are practicing consistent calm adult behaviour. Most pupils feel respected, supported, and valued by their teachers and are more confident and willing to participate and take risks in learning. 	<p>Review and refresh observation process to engage all staff with a focus on self-evaluation and improvement:</p> <p>Redesign observation documentation; consult with FHs & staff on process; consult with Self-evaluation working group.</p> <p>Review and revise following staff evaluation.</p>	

<p>Theme 3: Effective use of assessment</p> <p>We have focused on how effective use of assessment helps pupils progress by identifying their strengths and gaps, providing clear feedback, and setting specific goals. Almost all departments have an assessment calendar built into their tracking and monitoring. This feeds into the whole school tracking calendar where departments provide a return 4 times throughout the year.</p> <p>This motivates most learners by helping set goals and targets for improvement and builds their confidence, and encourages them to reflect on their work.</p> <p>All staff engage in professional development within departments and the whole school considering the use of AI and differentiating assessment materials to support pupils with additional support needs. This is making the assessments more accessible for pupils.</p>	<ul style="list-style-type: none"> Through quarterly tracking and monitoring departments are able to report on pupil levels, interventions and targets for improvement. From CPD events almost all staff have said that they have found the training around AI supportive and are using it to differentiate materials and assessments for pupils. 	<p>Focus on sustained breadth and depth outcomes 5@5 and 3@6 and S6 H & AH completion.</p> <p>Focus on utilising revised Senior Phase tracking to target improved SIMD 1 -4 S4/5 leavers' attainment.</p>	
<p>Theme 4: Planning, Tracking and Monitoring</p> <p>In the classroom almost all staff use appropriate methods of assessment. Most staff act upon these assessments to provide quality feedback and next steps for pupils.</p> <p>In Faculties it is an expectation that they have a tracking document to monitor pupil progress and interventions. A return is required quarterly throughout the year.</p> <p>In the BGE most teachers are confident when making assessment judgements of young people's learning and make use of tracking data to strengthen assessment judgements.</p>	<ul style="list-style-type: none"> Through quarterly tracking and monitoring departments are able to report on pupil levels, interventions and targets for improvement. All departments have had an opportunity to look outwards to other schools for moderation of standards at BGE level. This has been evident through our whole school tracking that most departments are confident and can evidence assessment levels in the BGE. 	<p>BGE tracking system to focus on improved BGE achievement outcomes and strategic overview of outcomes across the curriculum - levels and skills focus.</p> <p>Use of SNSA, MIDYIS and SIMD data as well as sharing literacy and numeracy levels.</p> <p>Share Reading Ages and Numeracy levels in BGE with all staff.</p>	

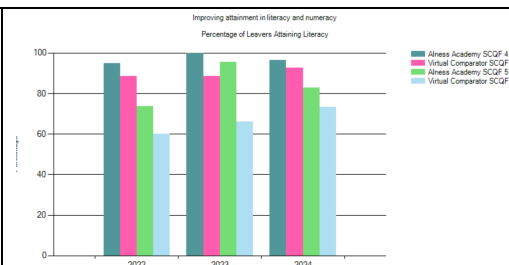
<p>In the senior phase, teachers, supported by the school's SQA markers, have a good understanding of the assessment standards in national qualifications.</p> <p>Departments are encouraged to take part in moderation activity with other schools and engage with SQA professional learning opportunities. As a result, most teachers plan well for National Qualifications courses with tasks and activities are set at the right level of difficulty.</p>		<p>Set up a Literacy and Numeracy working group.</p>	
QI 3.1 Ensuring wellbeing, equality and inclusion			
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Theme 1: Wellbeing School staff have worked with young people to realign our support team to align with our house system. There is now a strategic link for all learners to a Student Support Teacher, Depute Headteacher and house. Linked to the schools focus on a revised House System, a programme of awarding praise points has recently been rolled out across the school (EPraise).</p> <p>Almost all students have spoken positively about this change. All staff have been aware of the focus on improving student attendance at school. Whilst staff changes had an adverse impact, the school has reached out to the youth work, delivered by the third sector. Specific groups have been identified and all have engaged positively with the youth work team. Almost all young people on the programme have increased school engagement.</p> <p>The student support staff have experienced change over the last year, however the team is now settled and all are focusing on strategic development that is intelligence driven.</p>	<p>Changes to the House system were discussed in SLT/Middle Leaders/Staff meetings. Letters were sent home to share the vision and intention to all parents and carers. Students were informed of the change towards a house led focus in assemblies. Training was provided by staff to all staff in the use of EPraise. This was then rolled out and shared with students in all PSE classes.</p> <p>SLT & Support staff met and identified students who were poor attenders in class lessons. Lists were created and shared with the youth work team. Letters went home to parents and meetings held with young people.</p> <p>The support team holds regular meetings to discuss students and link in with Heads</p>	<p>Continue to embed the House system across the school. Make more effective use of school and House assemblies. Review Student experiences with wider partnerships. Create a strategy to support improved school attendance and engagement, making use of our enhanced support. Engage with Planet Youth and their program of work with an identifiable cohort. Explore and make use of the Glasgow Motivational and Wellbeing Profile tool along with the Boxall profile to benchmark and identify student needs; and create actions plans.</p>	<p>Satisfactory</p>

	of House. The support team links in with families and carers either in meetings or via phone calls.		
Theme 2: Fulfilment of statutory duties We fulfil our statutory duties linked to children and young people. All staff are aware of the needs of all our young people. Appropriate sharing of key information to support our learners takes place over the year. An inclusion document has been revised and within this are strategies to support learners. PSA's have had opportunities to collaborate in order to improve support for learners. Support staff work with young people to improve school engagement, including, where appropriate, reduced timetables for short periods of times as well as working on an interagency basis to ensure the best outcomes for all our learners. We monitor the use of exclusions very carefully and ensure that pupils who are at risk of exclusion are well supported at all times and that exclusion is only used when there is seen to be no other option. We effectively use the Risk Matrix to identify students with increased risk and seek additional support to improve their outcomes.	Use of Inclusion booklet on shared site. Speaking to staff about engagement Use of data on Seemis (Risk Matrix/Exclusions) Staff/young people discussions on early prevention work.	To further improve the content of our inclusion booklet by illustrating effective support strategies with staff. To explore opportunities to support young people who are at risk of exclusion, been excluded and those with VPD's, working with partner agencies such as YAT, MVP, MAV.	
Theme 3: Inclusion and equality We have created improved support and learning opportunities for learners with identifiable needs. In our ASL department, they have focussed on learners as individuals and created learner pathways that provide success. This has included making effective use of outdoor spaces. Our school garden continues to thrive, with the addition this year of a Polygrub.	Student Voice Professional meetings Use of surveys and focus groups	Review and refresh our PSE programme. Focus on the BGE (S1-3) to ensure that we are offering a robust approach that ensures EDI is delivered. Create a SE calendar that identifies gaps and includes all stakeholders. Make use of Pupil Voice from across the whole school. Make further use of the School Garden and outdoor space to	

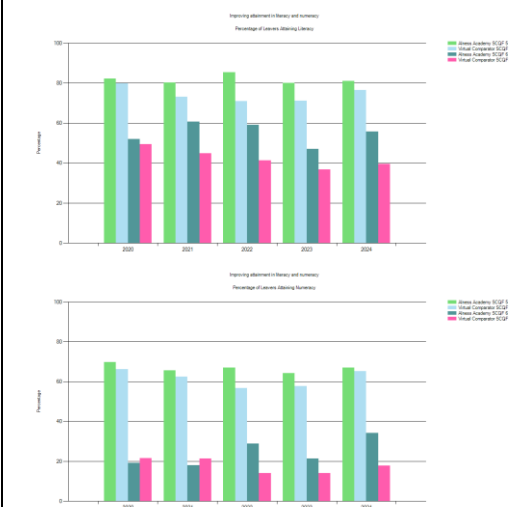
		develop wider opportunities for students to be successful													
QI 3.2 Raising attainment and achievement															
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?												
<p>Theme 1: Attainment in Literacy and Numeracy</p> <p>Keeping a school-wide eye on every pupil's literacy and numeracy attainment helps us constantly track their progress. This is made even more effective by working closely with the Maths and English departments, who provide invaluable insights into individual student needs and learning gaps. This collaborative approach means we can spot students who might be at risk of leaving early or becoming disengaged much sooner. By identifying these pupils promptly, and with the targeted expertise of our subject specialists, we can give them the support they need. This, in turn, helps reduce the number of students who leave school without any literacy or numeracy qualifications.</p> <p>Use of a range of strategies to improve the attainment of all young people in literacy have all led to increase in attainment for pupils:</p> <ul style="list-style-type: none">● paired reading programme in S1 with S6 buddies;● carefully planned smaller sets for identified pupils in S1 – S4;● use of Fresh start programme in both English classes and small ASN groups● use of level 6 communication award as an alternative to Higher English <p>Use of a range of strategies to improve the attainment of all young people in numeracy:</p> <ul style="list-style-type: none">● use of data from Primary and Highland Numeracy Progression to identify gaps in pupils knowledge and work in small groups in maths and ASN	<p>BGE Literacy and Numeracy</p> <p>By the end of S3 almost all pupils are achieving level 3 or better in all literacy measures, and the majority of pupils achieved level 4 CfE in all literacy measures.</p> <table><tr><th colspan="3">Literacy and Numeracy BGE</th></tr><tr><th></th><th>Literacy</th><th>Numeracy</th></tr><tr><td>Level 3+</td><td>85%</td><td>89%</td></tr><tr><td>Level 4</td><td>61%</td><td>52%</td></tr></table> <p>In numeracy by the end of S3 the majority of S3 pupils achieved CfE level 4 and almost all achieved level 3 and above.</p> <p>Senior Phase Literacy and Numeracy Level 4 and 5</p> 	Literacy and Numeracy BGE				Literacy	Numeracy	Level 3+	85%	89%	Level 4	61%	52%	<p>Continued rigorous monitoring and tracking of literacy and numeracy across the school. Collaboration with Maths, English and Pupil Support to identify pupils with gaps.</p> <ul style="list-style-type: none">● Ensure all learners achieve in literacy and numeracy● All departments use literacy and numeracy levels to differentiate within their own subject.● Departments have collated a bank of materials they can use to enhance literacy and numeracy.● More engagement with ASG for smooth transition and understanding of literacy and numeracy levels.● parent/carer engagement involved in how to improve literacy and numeracy for their child	Satisfactory
Literacy and Numeracy BGE															
	Literacy	Numeracy													
Level 3+	85%	89%													
Level 4	61%	52%													

- a carefully structured pathway for all pupils in Maths to allow for opportunities to gain a numeracy award at the highest level possible
- continued engagement with Higher Applications, Level 6 Numeracy, Personal Finance and Statistics Awards

Over the last 5 years we have been consistently over our VC school for both literacy and numeracy for school leavers in SCQF levels 4, 5 and 6.



Level 5 and 6

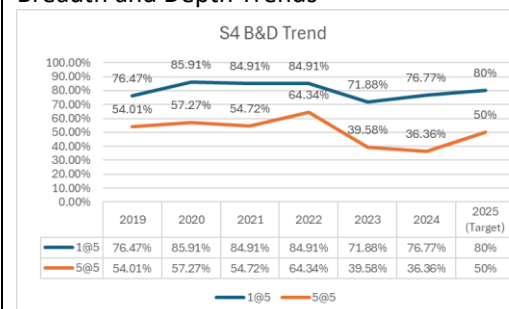


- Set up a Literacy and Numeracy working group.

Theme 2: Attainment over time


- P7 data/SNSA, ASN, SEBN and SIMD data is used by staff to give teachers knowledge about new S1 pupils.
- Faculties monitor and track progress and complete 3 attainment reviews throughout the session - analysing previous data, next steps and targets for the coming session.
- Regular monitoring and tracking with SMT review and identify pupils underperforming.
- Use of S2 standardised testing to help inform S2 Options.

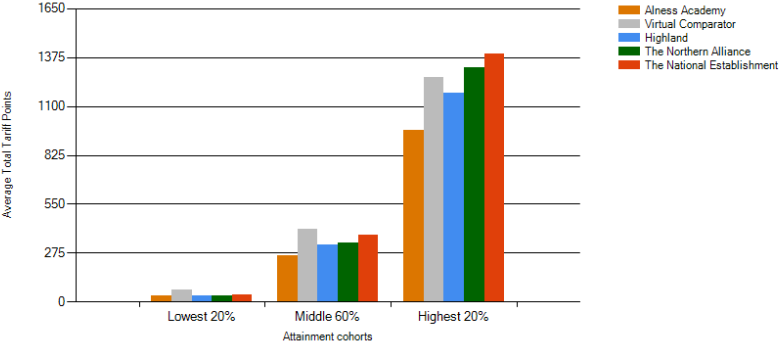

Breadth and Depth Trends



Faculties to continue to use data to ensure all pupils are achieving their potential. Looking at what other SQA awards they can offer within faculties and to look to other schools to see what they are doing. Ensuring those at risk of not attaining a full award are identified early and appropriate support put in place.

<ul style="list-style-type: none">● Sharing levels of reading and numeracy and strategies to differentiate appropriately.● Study support for the Senior phase is offered throughout the year and an enhanced Easter study provision.● Focus on gaining full awards at each level rather than units.● Using S3 to bank National3/4 especially those at risk of poor attendance in S4.● Most faculties have ensured that almost all pupils attain an award in their subjects with some faculties offering both National Qualifications as well as National Progression Awards.	<div><p>S5 B&D Trend</p><table><thead><tr><th></th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th><th>2025 (Target)</th></tr></thead><tbody><tr><td>1@6</td><td>75.76%</td><td>68.82%</td><td>74.34%</td><td>69.04%</td><td>58.33%</td><td>55.70%</td><td>60%</td></tr><tr><td>3@6</td><td>52.12%</td><td>48.24%</td><td>46.58%</td><td>50.76%</td><td>36.67%</td><td>32.90%</td><td>38%</td></tr><tr><td>5@6</td><td>27.88%</td><td>19.41%</td><td>22.37%</td><td>22.34%</td><td>16.67%</td><td>17.70%</td><td>14.00%</td></tr></tbody></table></div> <div><p>From the latest estimates in Senior Phase, we are on track to meet almost all our Breadth and depth targets.</p><table><thead><tr><th></th><th>2024</th><th>2025 from latest T&M</th></tr></thead><tbody><tr><td>Nat 5 (5+)</td><td>39.60%</td><td>48%</td></tr><tr><td>Nat 4 (5+)</td><td>57.60%</td><td>75%</td></tr><tr><td>Nat 3 (5+)</td><td>58.60%</td><td>81%</td></tr></tbody></table><p>Attainment for All</p><p>We are below our VC in all areas and in particular for the bottom 20%.</p></div>		2019	2020	2021	2022	2023	2024	2025 (Target)	1@6	75.76%	68.82%	74.34%	69.04%	58.33%	55.70%	60%	3@6	52.12%	48.24%	46.58%	50.76%	36.67%	32.90%	38%	5@6	27.88%	19.41%	22.37%	22.34%	16.67%	17.70%	14.00%		2024	2025 from latest T&M	Nat 5 (5+)	39.60%	48%	Nat 4 (5+)	57.60%	75%	Nat 3 (5+)	58.60%	81%	<p>Further enhance the provision of Scottish Studies, Scots Language Award, L5 and L6 Leadership Award, Wellbeing Award and Personal Development Awards. ASN department to develop their provision through more National 1 and 2 Courses as well as National 3 Applications of Maths, English, Media Studies, Modern Studies, Employability and Practical Cookery.</p> <p>Implementing a new whole school tracking system to give staff an overview of academic progress, wider achievement, school interventions and pupil wellbeing. This will be reviewed by SMT and PTG at weekly meetings.</p>
	2019	2020	2021	2022	2023	2024	2025 (Target)																																							
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<p>Theme 3: Overall quality of learners’ achievement</p> <p>Enhancing Pupil Pathways and Wellbeing Through Strategic Partnerships</p> <p>Staff and partners at the school are working together effectively to offer young people a variety of programs designed to boost their self-esteem, confidence, and social skills. This collaborative effort, crucially involving</p>	<p>All partners feel that working together within the school goes well.</p> <p>Most parents feel their children are making progress and are happy with the quality of teaching and support for achievement in the school.</p>	<p>Introduction of a more comprehensive pupil tracker that includes all interventions and partnership working for each pupil as well as recognising achievements across the whole school.</p>																																												

<p>organisations like Skills Development Scotland (SDS), MCR Pathways, My Future My Success (MfMS), The Place, and Children Services Worker (CSW), also plays a vital role in supporting pupils into positive destinations after leaving school. This directly aligns with the National Improvement Framework for Scotland's focus on improving employability skills and sustained positive destinations.</p> <p>It's clear the school is fostering a positive and engaging environment, as the majority of pupils feel there are ample opportunities for extracurricular activities. This is vital for nurturing broader skills and interests beyond the core curriculum, contributing to their overall well-being. The contributions of partners like MCR Pathways and MfMS, for instance, often extend to providing these enriching experiences, further supporting the Framework's aim to improve the health and wellbeing of children and young people.</p> <p>The curriculum itself is robust, with dedicated programs focusing on Health and Wellbeing (HWB) and Developing the Young Workforce (DYW). These are key areas emphasized by the National Improvement Framework to ensure pupils are healthy, resilient, and prepared for future success. The ongoing refreshment of the Personal and Social Education (PSE) programme further demonstrates the school's commitment to continuously improving how it addresses the holistic development of its pupils. The integrated support from partners like SDS and CSWs enhances the effectiveness of these programmes, ensuring that pupils receive comprehensive guidance and opportunities that contribute to their well-being and successful transitions.</p>	<p>Almost all partners feel that there are appropriate and effective arrangements in place for joint planning and delivery of provision within the school.</p>	<p>Build on the provision of DYW in S4 and Leadership in S5/6 to enhance awards at Level 5 and 6. Look to implement the Wellbeing and Personal Development awards for all.</p>	
<p>Theme 4: Equity for all learners</p> <p>In all areas in Senior Phase those pupils on FSM are not performing as well as their comparators for lowest, middle and highest attaining groups. As part of our PEF plan we are monitoring those pupils on FSM and faculties are aware of who they are. While monitoring our 5@5 and 3@6 data we are also identifying those at risk of not achieving who are FSM</p>	<p>Literacy and Numeracy for FSM</p>  <p>Our Literacy attainment at Level 3/4/5 and 6 for those on FSM were above VC in 2024.</p>	<p>Introduce a more rigorous tracking system including data on FSM/SIMD and partnership working.</p>	

<p>Improving attainment for all Average Total Tariff Points</p> 	<p>Numeracy however is above for Level 3 and 4 but below for Level 5.</p> 		
QI 2.2 Curriculum: theme 3 Learning pathways			
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Improvements in Option Process learning to:</p> <ul style="list-style-type: none"> almost all getting preferred choice in all columns intelligence driven choices based on standardised testing improvement in pathways information including a Learner Pathways website for information proved communication with parents by sharing final options choices early Aspire North engagement <p>Introduction to Higher Photography with good results in 2024. Enhanced provision for Hospitality due to demand with use of Highland Learning Academy.</p> <p>Introduction of Practical Electronics and Fashion and Textiles. Increase in uptake for FA in Construction and further capacity</p>	<ul style="list-style-type: none"> All departments are using attainment data - either SNSA, MIDYIS or Literacy/Numeracy to inform progression advice. Most parents attended Option information evenings. All parents were given information on the Option process and break down of curriculum structure. Almost all parents felt information shared improved their understanding of how their child was progressing and future pathways. 	<p>Further develop and promote the Learner Pathways website and make more use of partnership engagement e.g. UHI/SDS.</p> <p>SMT member and PTG to take a strategic lead for the Options process ensuring there are appropriate learner pathways at all levels.</p> <p>Include wider achievement in pathway planning and enhance the number of awards at each level pupils are able to attain.</p>	<p>Satisfactory</p>

	<ul style="list-style-type: none"> • SDS attend parents evenings for 1 to 1 meetings with parents. • S2 parents were invited into school for career appointments with their child. 		
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale ?
<p>Theme 3: Parental Engagement</p> <p>Parental engagement has a significant and positive impact on learner outcomes, often more so than any other single factor. This is backed by extensive research, including work by John Hattie, which highlights that what parents do in their homes, such as setting high aspirations and fostering a positive self-concept, has the greatest influence on a student's achievement.</p> <p>All parents/carers receive clear, consistent, and accessible communication. This includes regular newsletters, online portals and social media updates.</p> <p>All parents/Carers receive specific guidance on how to support learning at home (e.g., homework strategies, tips for reading, google classroom information).</p> <p>All parents/carers experience a welcoming and inclusive school environment. This involves friendly staff, clear policies, and an "open door" approach.</p> <p>Almost all parents/carers are involved in decision making processes throughout the year where they are consulted via text/email/survey.</p>	<ul style="list-style-type: none"> • Parent surveys with each year group Tracking academic progress (M&T) From our survey data we can see that 100% of our parents/carers responded that they agree/strongly agree that this year's parents evening provided useful feedback on their child's progress. • Almost all Parents/Carers responded to our survey on mobile phone policy in school. This has shaped a policy that we will roll out in the new term. • The parent council have continued to support the school by attending regular meetings with the HT and providing financial support to school initiatives. 	<p>Parent/carer focus groups.</p> <p>Enhanced attendance monitoring to improve the link with parents/carers to increase attendance.</p> <p>Additional family learning event on curriculum for S1 parents.</p> <p>Parents/carers to have access to E-Praise, to see an overview of their child's merit and participation progress.</p> <p>Parents/carers to be surveyed on parental engagement and future activities and events.</p>	Satisfactory

